



Roundwood Primary School

Special Educational Needs Policy

Name of Policy	Special Education Needs
Date of last review	Autumn 2018
Date of next review	Autumn 2020
Governing Body Committee Responsible	Pupil Achievement, Behaviour and Quality of Teaching Committee
Member of Staff responsible	Headteacher SENDCo

Roundwood School is committed to ensuring that all children are included in the social and educational life of the school. The strengths of all children will be recognised, in all areas, and children will have the opportunity to develop their interests through a range of activities offered by the school.

Where there may be barriers to learning and participation, the school will seek to address these in a way which involves the parents, the children themselves and, where appropriate, outside agencies.

This document was written with reference to the Children and Families Act 2014 and associated regulations, the revised Special Educational Needs Code of Practice 2014 and the SEN and Disability Act 2010.

Definition of Special Education Needs

The definition of Special Education Needs, as outlined in the SEN Code of Practice 2014:

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’

Section 20 of the Children and Families Act 2014 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision

to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Aims and Objectives

Every school is required to identify and address the SEND of the pupils that they support. At Roundwood we adopt a Graduated Approach to SEND, our overall aim is to ensure that all our pupils reach their full potential both academically and socially. We:

- aim to identify needs at the earliest point and make effective provision
- have high expectations for all pupils so that they reach their individual potential
- use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything that we can do to meet children and young people's SEND
- ensure that children and young people with SEND engage in the activities of our school alongside pupils who do not have SEND
- identify the roles and responsibilities of staff including a designated teacher to be responsible for coordinating of SEND
- ensure that parents/carers play their part in supporting their child's education and inform parents/carers when the school are making special educational provision for a child
- ensure that our children have a voice in this process
- work in close partnership with outside agencies to support the needs and provision for pupils with SEND
- ensure continuity for pupils when transferring between classes or schools through carefully planned transitions

Improving Outcomes

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives and

- make a successful transition into adulthood, whether into employment, further or higher education or training (0 to 25)

Equality and Inclusion

The school is committed to ensure equality of opportunity for all of our pupils. We want children with SEND to enjoy the same levels of success, achievement, opportunity and self-esteem as other pupils. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to each child's diverse learning needs.

Some children have barriers to learning that require particular action by the school; these may have been identified by, or in consultation with, parent/carers, school staff and or other professionals.

The additional requirements may arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different provision from that given to other children of the same age. We regularly review and evaluate the impact of the SEND support through a cycle of 'Assess, Plan, Do, Review'.

Education Inclusion

At Roundwood we have high expectations of all our children and aim to offer excellence and choice to all, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. We respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- require, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs through Quality First Teaching and:

- lessons planned to address the potential areas of difficulty and remove barriers to pupil achievement
- support for children who need help with the four broad areas of need (see appendix I): communication & interaction; cognition and learning; social, emotional & mental health difficulties and sensory and/or physical needs
- planning to develop children's understanding through the use of all their senses and varied experiences
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely

- supporting and helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Identifying SEND in school

Many of the children who join us have been in early education. In many cases, children join with their needs already assessed. Transition meetings are encouraged with professionals who may already be involved.

The school will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils, linked to the four broad areas of need.

The SEND Code of Practice (2015) describes possible barriers to learning under four broad categories:-(See Appendix 1)

1. Communication & interaction
2. Cognition & Learning
3. Emotional Social or Mental Health
4. Sensory, Medical or Physical

For some children, SEND can be identified at an early age. However, for other children and young people difficulties only become evident as they develop and therefore we are committed to responding quickly. Working in partnership with parents/carers and the children themselves, is an essential part of this process.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. The school works closely with parents/carers, to identify possible causes such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach may be appropriate. In all cases, early identification and intervention can significantly impact on outcomes.

Professionals should also be aware of other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but it can have an impact on well-being and sometimes this can be severe. Initially school will ensure that appropriate provision is made for a child's short-term needs, in order to prevent problems escalating. Where there are long-lasting difficulties the school will consider whether the child might have SEND.

Slow progress and low attainment **do not necessarily mean that a child has SEND** and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive abilities and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEND for children or young people whose first language is not English (EAL) requires particular care. The school will look carefully at all aspects of a child

or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language (EAL) are not SEND.

SEND Provision

A child that is identified as having SEND will be categorised as 'SEN Support' in school.

In accordance with the SEN Code of Practice 2015 teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils with SEND and where pupils access support from teaching assistants or specialist staff.

Our response is to deliver high quality first teaching. In addition, information from a wide range of sources including discussion with the pupil, parents/carers, teacher and or SENCo will be gathered to determine the needs and provision for the child.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents/ carers informed and draw upon them for additional information. A child may be given a 'Learning Support Plan' (Appendix 2) which outlines specific targets and levels of support needed for the child.

The SENCo will support the teacher and if necessary make further assessments of the child's needs. This additional support is monitored by the SENCo and Senior Leadership Team through Provision Mapping (See Appendix 3).

In some cases, following discussion with parents/carer, advice from outside agencies may be sought, implemented and reviewed.

Special educational provision is based on the desired outcomes for the pupil, including their expected progress and attainment. The views and wishes of the pupil and their parents/carers are also considered. This should then help determine the level of support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required. All stakeholders will meet regularly to review the child's progress. Parents/carers will be given the opportunity to meet the teacher and/or SENCo at least three times a year.

If a pupil is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place.

SEND support will take the form of a four-part cycle - **Assess, Plan, Do and Review**, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what best supports the pupil in making good progress and securing good outcomes. This is known as the **Graduated Approach**.

If the child needs support from only one agency then a 'Single Service Referral' is completed, however, if advice is required from more than one agency then a 'Common Assessment Framework'(CAF) is completed. Following the completion of the e-CAF, professionals from

the various agencies involved will set up a 'Team around the Family' (TAF). The parents / carers will select a Lead Professional from the team members. In most cases children will be seen in school by the External Agency professionals and meetings will be held within the school.

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite taking relevant and purposeful action to meet a child's needs and expected progress has not been made, the school or parents/carers may consider requesting an Education, Health and Care Assessment (see Chapter 9 of the Code of Practice January 2015 for further details).

Roles and Responsibilities

The role of the Governing Body

The governing body ensures that:

- it has due regard to the Code of Practice when carrying out its duties toward all pupils with Special Educational Needs
- it does its best to secure the necessary provision for any pupil identified as having Special Educational Needs and ensures that all teachers are aware of the importance of providing for these children
- it consults the LEA and other schools, when appropriate, and reports annually to parents/carers on the success of the school's policy for children with Special Educational Needs
- parents/carers are notified of a decision by the school that SEND provision is being made for their child
- it identifies a governor to have specific oversight of the school's provision for pupils with Special Educational Needs. This governor liaises with the school and reports back to the governing body
- the SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel

The role of the SENCo

The key responsibilities of the SENCo include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND including the creation of One Page Profiles which summarise a pupil's needs (see Appendix 3)
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents/carers of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
- organising annual EHCP reviews
- co-ordinating the referral of children to outside agencies and applications for additional support or funding

The Role of the Class Teacher

In accordance with the SEN Code of Practice (2015) teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. This includes:

- delivering quality first teaching
- identifying children with SEND
- devising and implementing targets and support for individual children
- reviewing and setting new targets with parents/carers and children
- liaising with the SENCo to ensure the needs of individual pupils are met through the implementation of the identified strategies/interventions
- implementing the school Special Educational Needs Policy
- undertaking any training suggested or supplied by the school

Partnership with Parents

At Roundwood we believe that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to the correct intervention and provision
- continuing social and academic progress of children with SEN to enable personal success
- parental views are considered and valued

The SENCo will provide support to teaching staff throughout. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEN to outside agencies where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. We take account of the wishes, feelings and the knowledge parents have of their child.

Complaints

For our complaints procedure, please see the complaints policy.

Review

This policy will be reviewed in Autumn 2020

Appendix I

Definition of the Broad Areas of Need

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their

learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 2

My Learning Plan

LSP number:

My name:






My teacher's name:

Date: Review date:

My birthday:

My class:

All about me (e.g. what I enjoy doing, my successes)

ASSESS	PLAN AND 'DO'			REVIEW
Things I find difficult:	My Target:	How I will be helped:	Who will help me and when?	How did I do?
				
Reasonable Adjustments				

Signed: Child _____ Parent/Carer _____ Teacher _____

Appendix 3

PROVISION AT ROUNDWOOD PRIMARY

Name:



DOB:

Leaving:

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English + Sp/L Wave 2	Extra fine motor activities Diff. materials Visual support Language games Role play	Extra phonics Extra handwriting Diff. materials Role play activities Visual support	Small group support ELS Extra/pair reading Clicker software Write from the Start Wordshark	Small group support Reading mentors Clicker software Additional ELS Write from the Start 1:1 writing support	Small group support ALS/Sir Kits Reading mentors Clicker software Write from the Start	Small group support Additional ALS/Sir Kits Reading mentors Tracker reading scheme Clicker software	Small group support FLS Extra/pair reading Tracker reading scheme Clicker software	Small group support Extra/pair reading Clicker software Booster group
English + Sp/L Wave 3	S+L support	Ind. phonics Ind. h/w practice Talking Partners S+L support	Ind support 1:1 reading Talking Partners SpLD Base S+L support Writing Prog	Ind support 1:1 reading Wordshark SpLD Base S+L support Writing Prog	Ind support Wordshark SpLD Base S+L support 1:1 reading Writing Prog	Ind support Wordshark SpLD Base S+L Support 1:1 reading	Ind support Wordshark SpLD Base S+L support 1:1 reading	Ind support Wordshark SpLD Base S+L support 1:1 reading
Maths Wave 2	Diff Materials Counting puzzles	Diff. materials	Small group support Diff materials Max's Marvellous Maths	Small group support Diff materials Numbershark	Small group support Diff materials Numbershark	Small group support Diff materials Springboard 4 Numbershark	Small group support Springboard 5 Diff materials Numbershark	Small group support Diff materials Booster group Springboard 6 Numbershark
Maths Wave 3	Ind support	Ind support	Ind support	Ind support	Ind support	Ind support	Ind support	Ind support
Emotional & behavioural	Stickers Buddy Time out mat Role play	Stickers Buddy Time out mat Home-school link bk Role play activities Counselling LINKs	Stickers Buddy Home-school link bk Role play activities Counselling LINKs Focus activities	Stickers Buddy Home-school link bk Counselling LINKs Social stories	Stickers/rewards Time out Social skills prog Counselling LINKs Social stories Bright Stars	Stickers/rewards Time out Counselling LINKs Social stories Bright Stars	Stickers/rewards Time out Socially speaking Counselling LINKs Social stories Bright Stars	Stickers/rewards Time out Socially speaking Counselling LINKs Social stories Bright Stars

Appendix 4

's
One Page Profile
Class:
Roundwood Primary School
...in pursuit of excellence



Picture of me

What's important to me:

What people like or admire about me:

What adults at school said:

How best to support me:

What my teacher said: