



Rolph Church of England Primary School

We are a nurturing Christian family, where everyone aspires to achieve their own unique potential

Love, Integrity, Fellowship, Endurance

Special Educational Needs, Disability and Inclusion Policy

This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs and Disability Code of Practice: for 0 to 25 years (September 2014).

Special Educational Needs Co-ordinator: Teresa Cole

Governor Responsible for Special Educational Needs: Claire Holdaway

Special Educational Needs Disability and Inclusion Policy

Rolph Church of England Primary School identifies pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEND) Code of Practice (DfE, July 2014)

This defines SEND as;

xi. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xii. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her 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

xviii. Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. (Introduction)

The school provides special educational provision for pupils who require “special educational provision, that is provision different from or additional to that normally available to pupils of the same age.” Page 15

The school provides for pupils whose special educational needs broadly fall into the 4 areas of:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

1. Rationale

- 1.1 Rolph Church of England Primary School Church of England Primary School as a community reflects and celebrates the diversity of Christ's kingdom where the able and gifted can learn from and with, those with disabilities or learning difficulties of whatever form.
- 1.2 Our commitment is to the needs of every child and this policy addresses our responsibility for those children with special educational needs whether long or short term, related to physical, mental, emotional or behavioural difficulties, or learning needs.
- 1.3 We aim to eliminate prejudice and discrimination, and to develop an environment where all children can achieve their best, become confident individuals living fulfilling lives and feel safe.
- 1.4 We believe that educational inclusion is about equal opportunities for all learners.
- 1.5 All teachers are teachers of children who have special educational needs and therefore fulfil their responsibility by meeting the needs of all children through:
 - 1.5.1 Differentiating the curriculum and varying their teaching styles in order to meet the variety of needs that children display.
 - 1.5.2 Assessing needs in conjunction with the SENCo, parents and pupils.

- 1.5.3 Providing suitable materials which will help the children in their care to consolidate practise and extend their skills.
- 1.5.4 Providing the necessary time for these activities, either individually or in small groups, during the school day.

2. Objectives

- 2.1 To celebrate success at all levels and raise children's attainment.
- 2.2 To continually monitor the progress of all children, to identify needs as they arise and to provide support as early as possible.
- 2.3 Ensure equality of opportunity for, and to eliminate prejudice and discrimination against, all children at Rolph Church of England Primary School.
- 2.4 To ensure that all children have equal access to a broad and balanced curriculum including the National Curriculum.
- 2.5 To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those children who require additional intervention and support.
- 2.6 To enable all children to learn and develop to their full potential within all aspects of school life.
- 2.7 Ensure that all children are included fully into the life of the school and contribute constructively to its ethos.
- 2.8 To equip all children with the skills necessary for Secondary School.
- 2.9 To involve parents/carers and children at every stage of planning and decision making.
- 2.10 To ensure that the SEN and Disability Act and Relevant Codes of Practice and guidelines are implemented effectively across the school.

3. Admissions

- 3.1 Children with special educational needs are considered for admission to Rolph Church of England Primary School on exactly the same basis as children without special educational needs.
- 3.2 If Rolph Church of England Primary School is named on a Statement of Special Educational Needs / Education, Health and Care Plan (EHCP) for a child who does not currently attend the school we will make every reasonable effort for that child to attend Rolph Church of England Primary School.
- 3.3 Prior to starting school parents/carers of children with a statement of SEND/EHCP or Statement/EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

4. Provision

- 4.1 The SENCo will:
 - 4.1.1 Apply the SEND Policy.
 - 4.1.2 Co-ordinate provision for children with an identified special educational need.
 - 4.1.3 Provide professional guidance to class teachers and teaching assistants.
 - 4.1.4 Ensure that all pupils with statements at school action plus and school action are made known to all who will teach the child and that appropriate provision is available in all curriculum areas.
 - 4.1.5 Maintain the SEND register.
 - 4.1.6 Co-ordinate arrangements for reviews including annual reviews.

- 4.1.7 Attend meetings and consultations with parents, teachers and other relevant personnel when appropriate.
- 4.1.8 Work closely with parents of children who have a special need.
- 4.1.9 Liaise with and seek advice from appropriate outside agencies.
- 4.1.10 Inform the Headteacher on the progress of children with a special need.
- 4.1.11 Manage the SEND resources budget.
- 4.1.12 Liaise with the designated governor and report annually to the Governing Body.
- 4.1.13 Keep personal training up to date and deliver appropriate training to staff.
- 4.1.14 Ensure the class teachers complete provision maps.
- 4.1.15 Ensure that the school's records of all pupils with SEND are up to date.
- 4.1.16 Liaise with potential next providers of education to ensure that a pupil and their parents are informed about options and a smooth transition is planned.
- 4.1.17 Work closely with the Headteacher and Governing Body in determining the strategic development of SEND policy and provision in the school.
- 4.1.18 Work closely with the Headteacher and governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- 4.2 A termly review of progress will involve child and parents so that the provision provided for the pupil can be reviewed and updated.
- 4.3 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.
- 4.4 It is the professional responsibility of every teacher to be alert to the onset of a special need in any pupil and liaise directly with the SENCo and the parents of the child.
- 4.5 The SENCo meets with the SENCo of our local Secondary Schools to ensure continuation of SEND provision when pupils transfer at age 11.

5. Resources

- 5.1 The local governing body recognises the importance of funding special needs, while addressing its responsibility to provide effective education for other children, and to manage our resources efficiently.
- 5.2 As and when alterations to the building become necessary accessibility for people with a special educational need will be a priority.
- 5.3 In-service training will incorporate time to ensuring that all teachers develop skills in SEND provision.
- 5.4 The Headteacher ensures that Special Needs feature in all budget planning.

6. Identification

- 6.1 The schools assessment and monitoring arrangements are used to identify children who are not progressing satisfactorily and who may have special and additional needs.
- 6.2 Prior to the involvement of the SENCo, class teachers will be expected to have undertaken the following actions:
 - 6.2.1 Use existing information as a starting point.
 - 6.2.2 Highlight areas of skill to support in class.
 - 6.2.3 Use baseline assessment to identify what the child knows, understands and can do.
 - 6.2.4 Ensure ongoing observation/assessment provides feedback so that assessment forms the basis of next steps.
 - 6.2.5 Involve the parents and pupil.

- 6.2.6 Use the National Curriculum Programmes of Study, effective classroom management, a positive learning environment and curriculum arrangements.
- 6.2.7 Match planning of work to the individual pupil's needs.
- 6.2.8 Take responsibility for planning and overseeing any interventions or support arrangements needed to address the child's learning difficulty.
- 6.3 If a child is identified as having a special or additional need the class teacher, SENCo pupil and parent will meet to discuss the pupil's areas of strength and difficulty, parents' concerns, the agreed outcomes sought for the child and the next steps. This may result in the child being identified as requiring additional SEN Support.
- 6.4 The following criteria may be used to identify a child with special or additional needs:
 - 6.4.1 Pupils working significantly below the expected levels in English and Mathematics.
 - 6.4.2 Pupils who have been identified by an outside agency.
 - 6.4.3 Pupils whose learning needs require greater attention than their peers.
 - 6.4.4 Pupils who require greater attention than their peers due to their emotional or behavioural difficulties, physical, mental or sensory impairments, speech and language difficulties or severe or multiple difficulties.
- 6.4 If it is decided that the pupil does have a special educational need, the decision will be logged in the school's records and the pupils parents will be formally informed that special educational provision is being made.

7. High Quality Teaching

- 7.1 In order to make the expected progress a child may require a slightly differentiated curriculum. This may involve the differentiation of learning objectives, teaching styles and assessment strategies.
- 7.2 Under these circumstances a child's needs will be provided for within the whole class planning framework and individual target setting.
- 7.3 Differentiation will be recorded by the class teacher in their planning and evaluation.
- 7.4 Monitoring will be carried out by the class teacher and used to inform future differentiation within whole class planning.
- 7.5 Progress will be monitored at the same intervals as the rest of the class and a decision made about whether the child is making satisfactory progress.
- 7.6 Where progress is not considered to be satisfactory or provision at this level is not considered to provide for satisfactory progress then additional SEN Support may be required.

SEN Support

- 7.7 Additional SEN Support provision may be made where there is evidence that the level and duration of the child's additional needs are such that the child:
 - 7.7.1 Continues to make little or no progress in the areas of concern.
 - 7.7.2 Continues to work substantially below the expected National Curriculum level for a child of the same age.
 - 7.7.3 Has serious cognition/social and emotional / physical /mental / sensory / communication / interaction difficulties which significantly interfere with their learning and the learning of others.

- 7.7.4 Has not made good enough progress after the provision of high quality teaching and Wave 2 interventions and assessment data indicates that this is because special educational needs are providing a barrier to learning.
- 7.8 Children requiring SEN Support will have needs that are different from or additional to that normally available for a child of their age.
- 7.9 In line with the 2014 Code of Practice requirements, the school will deliver a Graduated Response Model for pupils identified as having SEND. This model consists of a four-part cycle of: assess, plan, do and review. This approach will be led by the class teacher in partnership with the SENCo and will be based on the pupil's needs.
- 7.10 Meetings will be held with the pupil, their parents / carers, the class teacher and the SENCo, at least termly, to discuss progress (review) and possible changes to provision (plan).
- 7.11 Meetings will focus on the pupil's areas of strength and difficulty, parents' concerns, (review) the agreed outcomes sought for the child and the next steps (assess/plan). During this meeting, the teacher and SENCo will agree, in consultation with the parents and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Parental involvement should be encouraged to reinforce or contribute to progress at home.
- 7.12 Following the meeting, all teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. A record of the actions planned at the meeting will be kept in the school's records. Provision for children requiring SEN Support will be recorded on class and school provision maps. Provision maps will be reviewed at least termly.
- 7.13 The responsibility for completing the class provision map remains with the class teacher in consultation with the SENCo.
- 7.14 The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.
- 7.15 The class or subject teacher will remain responsible for working with the child on a daily basis. Where interventions are not directly led by the class teacher, they will still retain responsibility for the pupil, working closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- 7.16 The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.
- 7.17 Monitoring will be carried out by the class teacher and SENCo to inform future provision to ensure that the pupil's needs are met. This will include evaluation of the impact and quality of support and interventions, regular assessments, analysis of assessment data, the views and experiences of parents, pupils' views and, if relevant, the views of / advice from external support services.
- 7.18 Parents will receive clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.
- 7.19 As part of the review process the class teacher in consultation with the SENCo, parents and child, may conclude that despite the provision made at SEN Support the child has not made satisfactory progress and continues to have significant needs that are not being met by the current level of intervention. A decision may be made to apply for an Education, Health and Care Plan.

8. Statement of Special Educational Needs or Education, Health and Care Plan

- 8.1 For a child who is not achieving agreed outcomes / has not made expected progress, despite the provision offered as SEN Support, the school, with agreement from the parents / carers, may request the LA to carry out an Education, Health and Care Needs Assessment.
- 8.2 Parents, pupils and outside agencies will be involved in preparing requests for an EHCP.
- 8.3 Following a request for an EHC needs assessment, the local authority will determine whether an EHC needs assessment is necessary. The local authority should make a decision and communicate the decision to the child's parent or to the young person within 6 weeks of receiving the request.
- 8.4 In considering whether an EHC needs assessment is necessary, local authorities will seek the views, wishes and feelings of the child and his or her parent.
- 8.5 If the LA intends to conduct an EHC needs assessment, it must ensure the child's parents are fully included from the start.
- 8.6 The EHC needs assessment is made by the LA and this process may or may not lead to an Education, Health and Care Plan.
- 8.7 Provision will continue as for SEN Support whilst awaiting the decision of the LA.
- 8.8 If the LA decides that an Education, Health and Care Plan is necessary, a draft plan will be developed and sent to parents for review.
- 8.9 The child's parent or the young person has the right to request a particular school or other institution to be named in their EHC plan.
- 8.10 Monitoring of pupils' will be carried out throughout the year by the class teacher and SENCo. This will be used to inform future provision.
- 8.11 Education Health and Care Plans will be reviewed three times a year.
- 8.12 Education, Health and Care Plans will be formally reviewed annually. Reviews will be undertaken in partnership with the child and their parent.
- 8.13 The SENCo will take the lead role in the review process with contributions from the class teacher, parents and child.
- 8.14 The school will prepare and send a report of the meeting to everyone invited within two weeks of the meeting.

9. Inclusion

- 9.1 Rolph Church of England Primary School Church of England Primary School recognises every child as special because they are a child of God.
- 9.2 Staff at Rolph Church of England Primary School Church of England Primary School value children of different abilities and support inclusion.
- 9.3 Planned works to make the school more accessible to children with special and additional to needs can be found in the Disability Equity Scheme.
- 9.4 The school will ensure that all children have access to the National Curriculum. No child will be excluded from any learning activity due to their special or additional to need, unless it is clearly of benefit to that individual and leads towards their inclusion.
- 9.5 Information on differentiation can be found in the Learning and Teaching Policy.

10. Evaluating Success

- 10.1 The effectiveness of the implementation of the SEND and Inclusion Policy will be demonstrated by:
 - 10.1.1 Evidence of progress made by all pupils.
 - 10.1.2 Evidence of differentiation in teachers planning and evaluation.
 - 10.1.3 Evidence from lesson observations.
 - 10.1.4 Evidence in the children's work.
 - 10.1.5 Evidence at review meetings, including annual reviews.
- 10.2 The SENCo will meet with the SEND Governor to discuss Inclusion and SEND termly.
- 10.3 Termly Standards Meetings specifically monitor and plan for the improvement of children who are working below the expected level.

11. Complaints

- 11.1 All complaints regarding SEND and Inclusion issues will be dealt with in line with the Complaints Policy.

12. In Service Training

- 14.1 In Service Training will be provided to staff, as required, to improve the provision made to children with special and additional to needs.

15. Review

- 15.1 Policy to be reviewed yearly
- 15.2 Next review Spring 2020