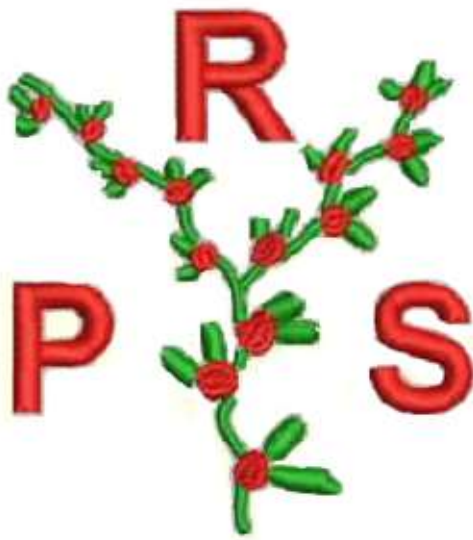


# Roseberry Primary School

## R P S



## Policy for Special Education Needs and Disability

Approved by the Governing Body:	October 2014
Interim Review:	January 2018
Review Date:	January 2020
Head teacher:	Maggie Fearnley

## **Roseberry Primary School's SEND Policy makes reference to:**

- ◆ SEN and disability Code of Practice 0-25 years 2014
- ◆ National Curriculum 2014

## **SECTION A: SCHOOL ARRANGEMENTS**

### **Introduction**

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and disabilities (SEND) at Roseberry Primary School.

At Roseberry Primary School SEND refers to a child who requires provision or support other than that generally given to the majority in his or her peer group, including those children identified as being gifted and talented or more able.

LA guidelines and The Code of Practice 2014 have been taken into consideration in the formulation of this policy. Children have SEND if they have a learning difficulty or disability which calls for Special Educational Provision to be made for them. Special Educational Provision means:

*'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 him or her.*

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

- has 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.'*

***SEN and disability Code of Practice 0-25 years 2014***

This document provides a framework for the identification of and provision for children with Special Educational Needs. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

## **AIMS**

- ◆ To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- ◆ To ensure that these children are given appropriate support to allow every child full access to the Curriculum at their level in a positive way.
- ◆ To ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement.
- ◆ To involve parents, pupils and others in developing a partnership of support, enabling them to have full confidence in the strategies adopted by the school.

## **OBJECTIVES**

- ◆ To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEND.
- ◆ To demonstrate that meeting the needs of children's learning and/or behaviour is part of high quality mainstream education.
- ◆ To plan for any pupil who may at some time in their education have special educational needs.
- ◆ To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- ◆ To give every child the entitlement to a sense of achievement.
- ◆ To identify, monitor and support pupils who will need extra resources and/or teaching help as early as possible.
- ◆ To work in partnership with the child's parents and other external agencies to provide for the child's special educational needs.
- ◆ To regularly review the policy and practical arrangements to achieve best value.

## **Roles and Responsibilities**

Roseberry Primary School takes a whole school approach to SEND and recognises that:

*'All 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.'*

### **SEN and disability Code of Practice 0-25 years 2014**

All members of the school community work towards the schools aims by:

- ◆ Using school procedures for identifying, assessing and making provision for pupils with special educational needs.
  
- ◆ Sharing a commitment to inclusion and a partnership approach to provision.

The governing body in co-operation with the Head Teacher determines the school's general policy and approach to the provision for children with special educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. The governing body currently approves funding for additional support for children from the educational psychology service, the speech and language therapy team, a counselling service and the movement (dyspraxia) team in order to meet children's needs. They are responsible for reviewing the SEND policy.

- ◆ The governing body has appointed Mrs Murray as the governor who takes a particular interest in and monitors the school's work on behalf of children with special educational needs.

*'There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability.'*

### **SEN and disability Code of Practice 0-25 years 2014**

The Head Teacher has strategic responsibility for overseeing the provision for children with special educational needs and keeping the governing body fully informed. In conjunction with the management team the Head Teacher will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken. The Head Teacher will also work closely with the SENCo/Deputy Head Teacher (Miss McCabe) with whom regular meetings are scheduled.

## **Co-ordinating and Managing Provision**

The SENCo/Deputy Head Teacher (Miss McCabe) is responsible for:

- ◆ The daily implementation of the school SEND policy
- ◆ Liaising with and advising teaching staff and TAs on SEND matters
- ◆ Managing Teaching Assistants, in relation to SEND
- ◆ Co-ordinating the provision for children with SEND
- ◆ Overseeing the records of all children with SEND
- ◆ Contributing to the in-service training of staff
- ◆ Liaison with parents and external agencies including the The Education Psychology Service, The ASD Team, Health & Social Services, Speech and Language Service, KD Counselling Service and Voluntary bodies

*'Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. A school should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents should always be involved in any decision to involve specialists.'*

**SEN and disability Code of Practice 0-25 years 2014**

All teaching staff and teaching assistants are involved in the development of the school's SEN policy and are fully aware of the school's procedure for identifying, assessing, planning, making provision and reviewing the provision made for pupils with special educational needs. Teachers have responsibility for managing the work of TAs in their class.

### **Admission Arrangements for Pupils with Special Educational Needs**

Roseberry Primary School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs and disabilities, in accordance with the LA Admissions Policy.

According to the Education Act 1996, (Section 316), if a parent wishes to have their child with a statement educated in the mainstream, the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

### **Specialisms and Special Facilities**

All children who require provision/support over and above quality first teaching will be placed on their class diversity map.

The following provision may be offered to children with SEND:

- Support for SEND children in English and Maths is given by the teacher or TA. Support will be given, where there is a need, on a daily basis
- Specific reading interventions/reading scheme to support those children who have a particular difficulty acquiring reading skills
- Phonic groups and individual phonic work linked to The Roseberry Phonics Scheme
- Individual and group reading with a teacher or TA
- Individual behaviour support is given to children with specific needs – this may be full time or just at points in the day that the child finds difficult
- BLAST
- Stile is used throughout the school to support children with SEND
- Children who have been identified as having a cognitive ability that is deemed to be lower than that normally expected in a mainstream school will access a personalised curriculum
- Support for the child and their family from the Educational Psychologist
- Support from the Speech and Language department
- Access to 'in school' counselling from the school's councillor

Further details can be found on the school website: <http://www.sbcschools.org.uk/roseberry>  
SEND Support Offer.

## **SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION**

### **Allocation of Resources**

- ◆ Specific funds are allocated to pupils with SEND.
- ◆ Class diversity maps detail Roseberry Primary School's allocation of resources to individual pupils.

The governors always use all of the SEN budget share and additional funds accessed from the school budget. The Deputy Head Teacher/SENCO (Miss McCabe) in consultation with the Head Teacher is responsible for the use of these resources and the deployment of the designated support staff.

Actions to meet pupil's Special Educational Needs aim to promote independent learning and tend to fall within 5 broad strands:

- ◆ Assessment, planning and review.
- ◆ Grouping for teaching purposes.
- ◆ Additional human resources.
- ◆ Adjusted or individual curriculum and teaching methods.
- ◆ Increased liaison with parents and carers.

This may include development of practice through training, planning, review and liaison time, improved staff- child ratio and use of alternative resources.

### **Identification, Assessment and Monitoring**

- Roseberry Primary School aims to ensure that children who need additional support are identified as early as possible.
- Children are assessed against age related expectations as soon as they enter Nursery.
- Parents of children who are not yet meeting age related expectations are informed.
- Children's progress is then tracked and those children who fail to progress despite good first quality teaching are identified.
- Identified children are discussed in detail at termly pupil progress meetings between the class teacher and the Senior Leadership Team.
- Children's parents are invited to meet with the teacher and/or SENCo termly.

### **Children are provided with learning opportunities which:**

- ◆ Set suitable learning challenges.
- ◆ Respond to pupil's diverse needs.
- ◆ Aim to overcome potential barriers to learning and assessment.

The 2014 SEND Code of Practice does not assume that there are hard and fast categories of SEND but recognises 4 broad areas:

- ◆ Communication & Interaction (Language & Autistic Spectrum Disorder).
- ◆ Cognition & Learning (General Learning & Specific Learning difficulties).
- ◆ Social, Emotional and Mental Health difficulties.
- ◆ Sensory and Physical needs.

### **School Support**

Roseberry Primary School arranges the additional and different provision required to enable children to make progress. The provision made for the child will be included on their class diversity map.

The child's parents/carers will be consulted and school endeavours to work in partnership with parents/carer and the child to provide the support that they need to progress and reach their full potential.

The class teacher and teaching assistant make appropriate arrangements for differentiating the curriculum, tailoring teaching and providing additional support for the child. Clear targets are set and the child's progress is continually reviewed by the teacher, TA and the SLT.

If the child continues to make very little or no progress, the class teacher in conjunction with the SENCO, will assess the child's difficulties using a range of assessments. Alternative strategies, learning programmes, modifications to the curriculum and/or extra support for the child, individually or in small groups may be introduced. Support and advice from outside agencies such as The Educational Psychology Service, Speech and language Team, Behaviour Support Team and Health Services will be sought as appropriate.

### **Education Health Care Plans**

Pupils who have significant and lifelong difficulties undergo a multi-agency assessment (Statutory Assessment Process) in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed that the issuing an Education Health Care Plan is necessary, then the pupil's Special Educational Need and provision will be summarised in the plan. This will need to be reviewed annually. The school undertakes to carryout the specific requirements as outlined in the Education Health Care Plan.

### **Providing Curriculum Access and Inclusion**

Pupils with special educational needs will have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school.

Different teaching strategies and resources are used depending upon the nature of the child's needs.

Roseberry Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

- ◆ Inclusive ethos
- ◆ Broad and balanced curriculum for all pupils
- ◆ Systems for early identification of barriers to learning and participation
- ◆ High expectations and targets where children can achieve meaningful successes

## Evaluating Success

The success of the school's SEND Policy and Provision is evaluated through:

- ◆ Monitoring of classroom practice by the SLT and subject leaders
- ◆ Monitoring of interventions
- ◆ Monitoring of planning to identify SEND provision
- ◆ Monitoring of books to identify the progress of SEND children
- ◆ Analysis of pupil tracking data and test results
  - For individual pupils
  - For cohorts
  - For specific groups
- ◆ Comparison of school SEND data with LA and national data.
- ◆ Monitoring of procedures and practice by SEND Governor
- ◆ School self-evaluation, using a variety of approaches.
- ◆ Meeting targets set in The School Improvement Plan.

## Success Criteria

The success of the education offered to children with SEND will be judged against the aims set out above.

The policy will be reviewed annually and the specific success criteria for each year are set out below:

### Academic Year: 2018-2019

- All children will have demonstrated measurable progress.
- Pupil progress meetings show that SEND pupils are making at least expected progress from their starting points.
- All TAs will receive necessary training on how to support children in class and the delivery of intervention programmes.
- Provision maps will be updated at the start of each term.
- The quality of intervention groups will be evaluated by the teachers, TAs and AHT.
- Book scrutiny show that SEND children are making progress.
- The work of outside agencies supports children's progress.
- Children with SEND are, where possible, identified in Nursery.
- The DHT (SENCo) liaises regularly with the HT and SEND Governor – Mrs Murray.
- The School's SEND support offer available on the school website enhances parents' knowledge of what school can offer.
- Liaison with parents' enhances the progress made by the children.



## Complaints

Any complaints regarding the SEND Policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the SENCo. If they feel their child's needs are still not being met they should make an appointment to see the Head Teacher. If however, parents are still concerned they may contact the governor responsible for SEND and/or the Chair of Governors. Parents may also contact SENDIASS who may allocate an individual parent supporter. The School will inform parents of these services.

Mr W Walton the Chair of Governors can be contacted in writing at:

Roseberry Primary School,  
Marsh House Avenue,  
Billingham  
TS23 2HJ

Special Educational Needs & Disability Support Service (SEND IASS) can be contacted on:

Caroline Fell SEND information advice and support officer: 01642 527158

Appointments can be booked through Diane Redmond: 01642 527228

Alternatively the team can be contacted by email [SENDIASS@stockton.gov.uk](mailto:SENDIASS@stockton.gov.uk)

## **SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **Staff Development**

- ◆ The SENCO, Teachers and TA's will attend SEND courses which are of interest and have a particular bearing on children they are supporting.
- ◆ Staff are given regular opportunities for INSET to develop their confidence and skills in working with SEND children. Staff meetings are held to ensure that staff are fully aware of any changes taking place within SEND. Governors will be informed of school based training and are invited to attend. Staff will be involved in developing practices which promote Whole School approaches to SEND.
- ◆ NQT's will access specific training through LA induction programmes.

### **Working in Partnership with Other Agencies**

#### **External Support Services**

Roseberry Primary School has purchased time from the Educational Psychology Service. This allows children, their families, individual teachers and school to regularly access support from this service. Roseberry Primary School has purchased time from the Speech and Language Service. This allows children, their families, individual teachers and school to regularly access support from this service.

Roseberry Primary School has purchased time from an in school counselling Service. This allows children and their families to regularly access support from this service.

The school has arrangements for securing access to other external support services for pupils with special educational needs. This may include liaison with special schools, the ASD team, CAMHS and other specialist provision. There is regular liaison and exchange of information between the SENCO and these services throughout the school year.

#### **Partnership with Parents**

- ◆ Roseberry Primary School aims to promote a culture of partnership working with parents, Schools, LA's and others. We will do this through :
  - Ensuring all parents of children with SEND are made aware of the school's arrangements for children with SEND including the opportunities for meetings between parents and the SENCO and/or class teacher.
  - Involving parents as soon as a concern has been raised. This is done by personal appointment with the class teacher and/or SENCO.
  - Providing access to the SENCO to discuss the child's needs and approaches available to support the child
  - Supporting parents understanding of external agency advice and support.
  - Undertaking Annual Reviews for children with Statements of SEND or Education Health Care Plans.

## **The Voice of the Child**

In Roseberry Primary School we encourage pupils to participate in their learning by:

- ◆ Involving children in their own target setting and in identifying teaching and learning strategies that work for them. Children also evaluate their own success during termly reviews of their progress.
- ◆ Where appropriate, incorporating their views in every aspect of their education.
- ◆ Encouraging independence.

## **Links with other Schools**

### **At Roseberry Primary School:**

- ◆ We endeavour to ensure that all transfers between Schools are planned, monitored and supported to ensure successful outcomes for children.
- ◆ Where appropriate arrangements for extended transition periods will be made.
- ◆ We endeavour to collaborate with all other support services and agencies involved with the child and with parents and where appropriate make joint planning arrangements.