

# Special Educational Needs and Disability

Roseberry Primary School



<b>Approved by:</b>	Roseberry Primary School Governing Body	<b>Date:</b> October 2023
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## **Roseberry Primary School's SEND Policy makes reference to:**

- ◆ SEN and disability Code of Practice 0-25 years 2014
- ◆ National Curriculum 2014
- ◆ Equality Act 2010

## **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 in addition to that generally given to his or her peer group, including those children identified as being gifted and talented or more able.

Local Authority guidelines and The Code of Practice 2014 have been taken into consideration in the formulation of this policy. Children may 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 all children are given appropriate support to allow every child full access to the Curriculum at their level.
- ◆ To ensure that children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement and engagement.
- ◆ To involve parents, pupils and other services in developing a bubble of support around the child, enabling everyone to have full confidence in the strategies adopted by the school.

## **Outcomes**

- ◆ To provide a broad, balanced and suitably scaffolded curriculum relevant to pupil needs, through all staff sharing responsibility for SEND.
- ◆ To demonstrate that meeting children's learning, communication, sensory and physical and/or behaviour needs 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 by following a strengths-based approach.
- ◆ To identify, monitor and support pupils who will need extra resources and/or teaching as early as possible.
- ◆ To work in partnership with the child's parents and the child to ensure that all approaches are child centred and the pupil's voice is always heard.
- ◆ To use a range of relevant evidence-based strategies and recommendations from professionals to support the needs of SEND children.
- ◆ To regularly review the policy and practical arrangements to achieve best outcomes.

## **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 in order to meet children's needs. They are responsible for reviewing the SEND policy.

- ◆ The governing body has appointed ????? 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 (Mrs Stewart).

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

The SENCo (Mrs Stewart) is responsible for:

- ◆ The daily implementation of the school SEND policy
- ◆ Liaising with and advising teaching staff and TAs on SEND matters
- ◆ 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 such as but not limited to: The Education Psychology Service, The ASD Team, Health & Social Services, Speech and Language Service, counselling Services, occupational therapy services and Voluntary bodies
- ◆ Liaise with potential next providers of education to ensure children and their parents/carers are informed about options and a smooth transition is planned
- ◆ Support parents and signpost appropriately for additional support when needed

- ◆ Work with the Head Teacher (Nerys Thornton) and the Governing body to ensure that reasonable adjustments and access arrangements are made when necessary (**Equality Act 2010**)
- ◆ Miss McCabe is teaching and learning lead which includes having oversight of children with SEND

*'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/EHCP 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 the SEND register.

The following provision may be offered to children with SEND if deemed appropriated by the SENCO, SLT or class teacher:

- Support for SEND children in core subject areas by the teacher or TA. Additional support will be given, where there is a need. Support within the classroom environment is most common but occasionally, children are withdrawn for an intervention.
- Reading interventions throughout KS1-2 to support those children who have a particular difficulty acquiring reading skills.
- Phonic groups and individual phonic work throughout KS1-2
- Additional individual and group target reading with a teacher or TA for the lowest attaining 20%
- 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.
- Nurture groups or 1:1 Thrive time focusing on emotions and regulation.
- Movement and co-ordination interventions to improve fine and gross motor movements.

- Early Talk Boost, Nelli and Talk Boost to be used for children in EYFS who enter school with lower than average speech and language development.
- Children who have been identified as having a cognitive ability that is deemed to be significantly lower than that normally expected in a mainstream school, will access elements of a personalised curriculum overseen by the SENCO using recommendations from an Educational Psychologist.
- Support for the child and their family from our Educational Psychologist Judith Wise.
- Support from the Speech and Language department.
- Access to 'in school' counselling from the school's councillor (CATS)

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

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

### **Allocation of Resources**

- ◆ Specific funds are allocated to pupils with SEND
- ◆ Individual costed provision maps identify 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 SENCO 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 and discussed with the SENCO.
- Additionally, children who have other needs e.g.) social, emotional and mental health needs are identified as early as possible.
- Identified children are discussed in detail at termly pupil progress meetings between the class teacher, SENCO and the Senior Leadership Team.

- Children's parents are invited to meet with the teacher and/or SENCo termly for a SEND review.
- Within the SEND review meeting, individual SMART targets are set alongside agreed actions to ensure that all children, despite need, are making progress at school.
- B Squared is used to track small steps progress for children who are working more than 2 years below age related expectation. This is the responsibility of the class teacher to use but the SENCo will oversee this.

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

Roseberry Primary currently provides additional and/or different provision for children who have difficulties/needs that fall into one or more of the above broad areas.

**SEND 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 SEND support plan.

The child's parents/carers will be consulted and school endeavours to work in partnership with parents/carer and the child to provide a bubble of 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 carry out the specific requirements as outlined in the Education Health Care Plan and this is monitored closely by the SENCO.

### **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 success

### **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 (B Squared) and other assessment data
  - 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: 2023-2024**

- All children will have demonstrated measurable progress using B Squared to track and celebrate small steps progress.
- Pupil progress meetings show that SEND pupils are making progress from their starting points.
- All TAs will receive necessary training on how to support children in class and the delivery of evidence-based intervention programmes.
- Lunch time supervisors will be given basic training in how to support the needs of our SEND children during busy social times.
- The quality of intervention groups will be evaluated by the teachers and SENCO.
- 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 Early Years.
- The School's SEND support offer (available on the school website) enhances parents' knowledge of what school can offer.
- Improved liaison with parents enhances the progress made by the children and fosters a child centred approach.
- School will endeavour to implement recommendations from professionals to the best of our ability.

## **Concerns and Complaints**

Any concerns 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 (Victoria Stewart). 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 should follow the school's complaints policy which can be found on the school website. Parents may also contact SENDIASS who may allocate an individual parent supporter. The School will inform parents of these services.

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:

Paula Allison SEND information advice and support officer: 01642 527158

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 TAs 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.
- ◆ ECTs will access specific training through LA induction programmes.

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

#### **External Support Services**

Roseberry Primary School has a private SLA with Judith Wise an Educational Psychologist who comes into school for one morning every two weeks. 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 to improve educational outcomes.

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

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, the local authority 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 and carers. We will do this through:
  - Involving parents as soon as a concern has been raised. This is done by personal appointment with the class teacher and/or SENCO
  - Ensuring all parents of children with SEND are made aware of the school's arrangements for their children
  - Providing opportunities for meetings between parents and the SENDCo and/or class teacher. Parents are invited to three SEND meetings per year, where concerns are shared and next steps are agreed. This is in addition to the two parent's evenings per year.
  - Providing an open-door access to the SENDCo to discuss the child's needs and approaches available to support the child

- Supporting parent's understanding of external agency advice and Support for example CAMHs.
- Undertaking Annual Reviews for children with 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 where appropriate.

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

- ◆ We endeavour to ensure that all transfers between Schools are planned, monitored and supported to ensure successful outcomes for children.
- ◆ Parents are supported in the decision-making process.
- ◆ 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.