

Robin Hood Primary School Special Educational Needs and Disabilities (SEND) Policy

Reviewed & Adopted by the Governing Body: April 2018

Signed: Mark Callis

Next Review: April 2021

1. Introduction

This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents.

- Our SEND Information, which can be found on our website
- Equality Act 2010: advice for schools DFE Feb 2013
- Part 3 of the Children and Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 2 framework document Sept 2013
- Teachers Standards 2012
- School policies which can also be found on our website

2. Guiding Principles

- Robin Hood Primary and Nursery School is an inclusive and supportive school. We believe that every teacher is a teacher of every child including those with SEN.
- In this school we have high expectations and set suitable targets for all pupils.
- In this school a special educational need is defined in accordance with the 2015 SEN Code of Practice: 0 to 25 Years.
- All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's Statement of Special Educational Need or EHC (Education and Health Care Plan).

3. Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To work within the guidance provided in the SEND COP, 2015
- To enable all pupils to participate in lessons fully and effectively
- To value and encourage the contribution of all pupils to the life of the school
- To work in partnership with parents/carers
- To enable pupils to have their voice heard
- To communicate with the Governing Body to enable them to fulfil their monitoring role

- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To clarify the roles and responsibilities of staff and governors

4. Definition of SEN

Children are considered to have special educational needs if they have significantly greater difficulty in learning than other children of the same age. Children's learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support.

Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. There are 4 primary areas of special educational needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental & Emotional Health
- Sensory and/or Physical development.

In this policy we detail how we aim to make provision for all such children at Robin Hood Primary and Nursery School.

5. Roles and Responsibilities

The Headteacher and Governing Body determine the school's general policy and resources allocation. The teaching staff are responsible for meeting SEND in their own class and liaise with the SENDCo, who co-ordinates SEND within the school. The SENDCo in turn keeps the Governing Body fully aware of SEN issues. (6.36 Code of Practice Jan 2015)

In this school the appointed SENDCo is Mrs V Wales.

5.1 The Special Educational Needs Co-ordinator (SENCO):

- manages the day-to-day operation of the policy; co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises teachers and support staff;
- maintains the school's SEND register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- acts as the link with external agencies and other support agencies;
- acts as the link with parents/carers;

- maintains resources and a range of teaching materials to enable appropriate provision to be made
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs.

5.2 The Role of the Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties towards all pupils with Special Educational Needs.

The Governing Body does its best to secure the necessary provision for any pupil identified as having Special Educational Needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, where appropriate.

The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. This occurs after regular meetings and contact with the SENDCo in order to keep abreast of SEN within the school.

5.3 Class Teachers:

- provide support for children who need help with communication and language;
- plan to develop children's understanding through the use of all available senses and experiences;
- plan for children's full participation in learning, and in physical and practical activities;
- help children to manage their behaviour and to take part in learning effectively and safely;
- help individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

5.4 Teaching Assistants:

- share in the assessment of needs and planning of objectives;
- carry out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher;
- use suitably modified resources or activities to help meet specific objectives.

6. Allocation of resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health & Care Plans.

The Headteacher and SENDCo agree how to use funds directly related to needs and this is linked to the school improvement plan.

7. Assessment

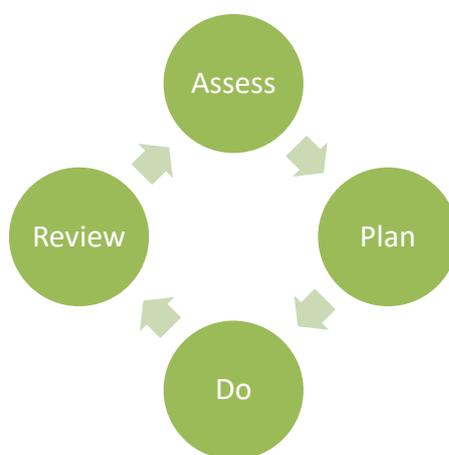
Early identification of special educational needs is vital. The class teacher informs the parents/carers at the earliest opportunity to alert them to concerns and attempt to enlist their active help and participation. The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. The SENDCo works closely with parents/carers and teachers to plan an appropriate programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

If a pupil is admitted to Robin Hood Primary having being identified on the SEND register the SENDCo will liaise with parents/carers, the previous setting and review the recommendations from other professionals. Following this support would be put in place, although this may differ from what was offered from a previous setting.

8. The SEND Process

The process:

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows a cyclical, graduated approach.



Assess: the class teacher and SENDCo will analyse a pupil's needs before identifying a child as needing SEN support.

Plan: parents/carers will be notified whenever it is decided that a pupil is to be provided with SEND support.

Do: the class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.

Review: the effectiveness of the support will be reviewed in line with the agreed date.

Where schools seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's Personal Passport and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example Educational Psychologists or Speech and Language Therapists may be required for this.

The SENDCo, class teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The delivery of the interventions recorded in the Provision Map and Personal Passport continues to be the responsibility of the class teacher.

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies the decision may be taken to request an EHC Plan. This process will involve presenting to Local Authority detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports.

9. Partnership with parents/carers

Our School Information Report can be found on the school website www.robinhoodprimary.org.uk

At all stages of the special needs process, the school keeps parents/carers fully informed and involves both parents/carers and pupils when reviewing targets. We take account of the wishes, feelings and knowledge of pupils and parents/carers at all stages. We encourage parents/carers to make an active contribution to their child's education.

We have termly review meetings to share progress with children and their parents/carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10. Monitoring and evaluation

- The SENDCO monitors the movement of children within the SEND system in school.

- The SENDCO develops the School Provision Map and monitors the targets set by teachers for individual's Personal Passports.
- The named governor with responsibility for special needs is kept informed of developments.
- The Governing Body reviews implementation of the policy regularly.

SENDCo: Mrs Victoria Wales

Appointed Governor: Mark Callis