

Rudheath Primary Academy

"Excellence in all we do."



Special Educational Needs and Disability (SEND) Policy (Version 2)

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Review Cycle: 2 Years

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Review Date	Signed Head Teacher	Signed Chair of GB
April 2015		

Special Educational Needs and Disability (SEND) Policy

Rudheath Primary Academy

Definition of Special Educational Needs (Code of Practice, 2001)

A child has Special Educational Needs if he or she:

- ✓ has a learning difficulty that calls for special educational provision.
- ✓ has a significantly greater difficulty in learning than the majority of children of the same age.
- ✓ has a disability that prevents or hinders him or her from making use of the educational facilities provided for children of the same age in schools within the area of the Local Education Authority.
- ✓ is under compulsory school age and falls within the definitions above or would do if special educational provision was not made.

[A child must not be considered as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is taught.]

Aims

- To identify additional needs of individuals as soon as possible and provide interventions where needed.
- To narrow the gap between SEN and non-SEN children and ensure each child reaches their full potential.
- To actively involve parents, carers and the learners themselves in reaching decisions about education.
- To implement appropriate identification procedures for SEN
- To review and assess needs, strategies and progress on a regular basis
- To develop partnerships and work cooperatively with a range of outside agencies and the Local Authority to support the additional needs of our children.
- To monitor and evaluate of the quality of what is provided for pupils with special educational needs.
- To ensure that resources are allocated appropriately and are shown and monitored through provision mapping

Inclusion

In our school we aim to offer excellence of provision to all our children, regardless of their ability or level of need. We comply fully with the Equality Act, 2010. We have high expectations of our children and we aim for all children with Special Educational Needs to reach their full potential through the removal of barriers to their learning. We want all our children to feel that they are a valued part of our school community (see Inclusion policy for further details).

Partnership with Parents

The school works closely with parents to support children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. We have regular meetings each term to discuss the progress of each child. We keep parents

well informed of any interventions or involvement of outside agencies. Parents are welcome to meet with the SENCo or SEN governor, as and when required.

Role of the Class Teacher

The class teacher:

- Plans for every child in his/her class
- Differentiates the work according to needs which are identified through a range of assessments. This will be at least three levels of differentiation plus Special Educational Needs (to include children with complex needs and moderate learning difficulties).
- Gives clear guidance to any Teaching Assistants supporting children with SEN.
- Is responsible for setting IEP targets and must ensure that they are worked towards.
- Reviews the IEP targets termly and sets new ones if met early.
- Will accept the support and advice of the SENCO in order to deliver Quality First Teaching.
- Will follow all school policies and procedures.
- Is responsible for keeping each child's SEN file updated and in good order.

Role of the Special Needs Co-ordinator [SENCO]

The SENCO's responsibilities include:

- ✓ Over-seeing the day-to-day operation of the SEN policy
- ✓ Liaising with and advising Teachers and Teaching Assistants
- ✓ Monitoring pupils and strategies used to support them
- ✓ Over-seeing SEN records:- Tracking assessments, progress and next steps
- ✓ Analysis of data and planning next steps
- ✓ Liaising with external agencies to co-ordinate provision
- ✓ Liaising with and reporting to parents
- ✓ Contributing to the in-service training of staff
- ✓ Keeping the Principal and SEN governor well informed of actions.

Individual Education Plans [IEPs]

All children on the SEN register will have an IEP/IBP. These contain the next steps a child has to achieve to make progress. The IEP includes information about:

- ✓ Strengths and weaknesses
- ✓ Two or three short term SMART targets set for the child
- ✓ Teaching strategies and resources to be used
- ✓ Group or individual support
- ✓ Additional differentiation of work
- ✓ Date of review
- ✓ The child's own perceptions of strengths and difficulties.
- ✓ Parental views and areas for support at home

Individual Behaviour Plans [IBPs]

- ✓ An Individual Behaviour Plan [IBP] is of similar format to the IEP above, but sets out specific targets and strategies to address difficult behaviours.
- ✓ IBPs augment and further the school's Positive Behaviour Policy and might include daily or weekly monitoring of specific behaviours or situations [E.g.: times of day] to assist assessment at review, to identify new targets and to help determine progress.

IEPs / IBPs are reviewed termly, though targets might be achieved earlier and therefore altered in the interim, where progress is more rapid. These targets may be used as the child's English and Maths class targets, in accordance with school's individual target setting.

Statutory Assessment

In cases where a child causes significant cause for concern, school makes a request for Statutory Assessment to the Local Authority (LA). Parents can also apply for a Statement of SEN.

A Statement of SEN identifies the specific areas of need. It is the school's responsibility to draw up an IEP to address those needs through the process given in the Code of Practice (CoP).

The SEN Register

The SENCo maintains an accurate list of children with SEN. It is updated at least termly. It includes the interventions for each child and areas of need. The SENCO also tracks each pupil's target successes and SEN assessments that are made in addition to the school's regular assessments.

Each SEN pupil has an individual file which includes a variety of important and relevant information that is updated at each termly review. :

- ✓ Individual pupil trackers – detailing results of summative assessments each year and outside agency involvement
- ✓ present and past IEPs [or IBPs]
- ✓ correspondence with parents and outside agencies
- ✓ other relevant tracking [E.g.: from previous schools or on transfer]
- ✓ relevant notes from observations of the child, telephone conversations etc.
- ✓ TAF minutes

At Review, teaching staff and SENCO:

- ✓ discuss targets with children
- ✓ discuss individual cases
- ✓ update individual pupil trackers
- ✓ note progress, including assessment results
- ✓ Check and advise on outcomes and next steps
- ✓ Provide letters informing parents that reviews have taken place and inviting them to feedback appointments

Following Review:

- ✓ SENCO draws up a list of actions relating to specific needs [including liaison with other agencies]
- ✓ SENCO discusses outcomes with the Principal
- ✓ Teachers invite parents to discuss outcomes

Allocation of Resources

The Principal and SENCo are responsible for the resourcing of Special Needs provision within the school, including the provision for children with Statements of Special Educational Needs.

An allocation of two dedicated days is assigned to the SENCo.

The Principal informs the governing body of how the allocated funding to support SEN has been employed.

Staff Development

The Principal and the SENCO will review the needs of the teaching and support staff and provide training and support where needed. The needs of pupils will also be taken into account when planning INSET and this will be linked to the objectives in the SENCo action plan.

Policy Review

The policy will be reviewed as and when necessary to respond to any Local Authority or Government requirements. In the absence of any such changes, the policy will be reviewed on a yearly basis.

S. Mason, April 2013