



Rokesly Infant School & Rokesly Children's Centre

SEND Policy

Date: Feb. 2015

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Review Date: Feb 2018

Definition of SEND:

A child or young person has special educational needs if they have a learning difficulty which calls for special educational provision to be made.

This may mean that a child has a significantly greater difficulty in learning than the majority of children of the same age in the school, or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for children of the same age.

Children may have a variety of special educational needs during their time at school, which could be intellectual, physical, social or emotional. Every child on our register of Special Educational Needs (SEN) has an individual learning plan with identified strategies and interventions.

Our vision and how we hope to achieve it

At Rokesly Infants, every child matters in every way.

At Rokesly Infants we are committed to helping every child reach their full potential by providing them with a broad, creative curriculum that values and reflects our diverse community; enhances links between home, school and the wider community through fostering a calm, caring, respectful atmosphere where every child matters.

Our goal at Rokesly Infants is to provide an inclusive environment. We aim to welcome and integrate children with special educational needs into the school community.

Aims

We at Rokesly Infant School believe that each child has individual and unique needs. However, some children require more support than others. If these children are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of children will have special educational needs at some time in their school career. Many of these children may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Rokesly Infants aims to provide all children with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular we aim:

- To enable every child to experience success
- To promote individual confidence and a positive attitude
- To ensure that all children, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning

- To give children with SEND equal opportunities to take part in all aspects of the school's provision, as far as it is appropriate
- To identify, assess, record and regularly review children's progress and needs
- To involve parents/carers in planning and reviewing at all stages of their child's development
- To work collaboratively with parents, other professionals and support services
- To ensure that the responsibility held by all staff and governors for SEND is implemented and maintained
- To make arrangements to support pupils with medical conditions
- To meet Equality Act duties for pupils with disabilities

Roles and Responsibilities

Provision for children with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for children with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **governing body**, in co-operation with the headteacher, have a legal responsibility for determining the policy and provision for children with special educational needs.

Governors must ensure that:

- A SEND governor is identified
- There is a qualified teacher designated as SENCO
- The necessary provision is made for any children with SEND
- They have regard to the SEND Code of Practice (2015) and provide strategic support to the head teacher
- They are involved in the development and monitoring of the school's SEND policy
- They cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan
- Arrangements are in place in schools to support children with medical conditions.
- Information is published about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plan.

The **Headteacher** has responsibility for:

- The management of all aspects of the school's work, including provision for children with special educational needs
- The deployment of all SEN staff within the school
- Ensuring that the SENCO is able to influence strategic decisions about SEND
- Ensuring that the SENCO has sufficient time to carry out required duties
- Ensuring that SEND information is published on the school website
- Monitoring and reporting to the governors about the implementation of the school SEND policy and the effects of inclusion policies on the school as a whole
- Arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensuring a process is in place for involving parents and young people in reviewing provision and planning for those identified with SEND
- Ensuring reasonable adjustments are made to fulfil the school's duties under the Equality Act 2010 towards individual disabled children and young people.

The **Special Educational Needs co-ordinator (SENCo)** is responsible for:

- Overseeing the day to day operation of the school SEND policy
- Co-ordinating the provision for children with special educational needs and disabilities
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other school staff on graduated approach to SEN Support
- Helping staff to identify children with special educational needs
- Supporting class teachers, where necessary, in drawing up individual support plans and devising strategies appropriate to the needs of the children
- Liaising closely with parents/carers of children with SEND so that they are fully involved in the process
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents/carers
- Ensuring that SEN records are up to date
- Assisting in the monitoring and evaluation of progress of children with SEN through the use of the four-part cycle
- Contributing to the in-service training of staff
- Managing SNAs
- Advising on use of delegated budget/ other resources
- Working with head and governors on the Equality Act (2010)
- Ensuring that arrangements are in place to support pupils with medical conditions
- Liaising with the junior school SENCo and SENCos from other schools to help provide a smooth transition from one school to the other
- Liaising with designated teacher where a Looked after Child has SEND
- Regular liaison with the junior school SENCo regarding policy and practice
- Publishing SEND information on school website

Class teachers are responsible for:

- Meeting special educational needs: Use the SENCo strategically to access advice, support the quality of teaching and to evaluate the quality of support
- Including children with SEND in the classroom and for providing an appropriately differentiated curriculum
- Focussing on outcomes for the child: Be clear about the outcome wanted from any SEN support
- Making use of the four-part cycle (Assess, plan, do, review) to identify and review appropriate provision
- Involving parents and children (where appropriate) in planning and reviewing progress: Seek their views and provide regular updates on progress.
- Making themselves aware of the school SEND policy and procedures for identification, monitoring and supporting children with SEND

Categories of Special Educational Need

The SEN Code of Practice recognises four broad areas of need:

Communication and interaction; Cognition and learning; Social, emotional and mental health difficulties and Sensory and/or physical.

Code of Practice	Includes:
Communication and interaction	Speech & language difficulties Autistic Spectrum Disorder (ASD)
Cognition and learning	Moderate Learning Difficulties Specific learning difficulties e.g. Dyslexia, Dyspraxia
Social, emotional and mental health difficulties	ADHD Attachment disorder

Sensory and/or physical	Hearing impairment Visual impairment Sensory processing difficulties
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A graduated approach to meeting the needs of children with SEN

Class teachers make use of a range of evidence to assess whether a child is making adequate progress, this could include:

- Regular assessments
- Observations
- Response to intervention
- Work samples
- Discussions with parents
- Information from other adults working with the child, including outside agencies

Where there are concerns about progress or other evidence of SEN the class teacher completes an 'Initial Concern Form' which then forms the basis of a discussion with the SENCo. At this point a plan is formulated regarding appropriate intervention and/or further assessment. This plan will be discussed with the child's parents.

If **significant** difficulties are identified the child will be placed at 'SEN Support' level on the SEN register. It could be however that further intervention/assessment is required before it is possible to determine whether this is appropriate.

SEN Support

Four types of action should be taken at this stage: **Assess, Plan, Do, Review**

Assess – use all available evidence to identify a child's needs

Plan – identify appropriate interventions/assessments & plan how they can be implemented – record on 'Action taken' section of form

Do – carry out the interventions/assessments

Review (at least termly)

- consider the response to intervention after an agreed period of time
- Consider any additional information provided by assessments
- Plan new interventions/assessments as appropriate
- Record on SEN review form

Parents to be involved in the planning and reviewing parts of the cycle and provided with a copy of the SEN review.

SENCo to be informed about all interventions in place which are recorded on year group provision maps.

Assessments should always be carried out pre and post intervention in order to measure impact. A list of appropriate assessments is included in each class SEN folder. This data must be recorded on an Intervention Tracker (IT) and a copy given to the SENCo. This includes the nature of the intervention, frequency, duration etc.

During the review meeting it could be identified that assessment or support may be necessary from an outside agency e.g. Speech & Language service, CAMHS, OT. With parental agreement a referral can then be made to access this service.

A decision could be made at review that it is not possible to meet a child's needs at SEN Support level. Consideration is then made as to whether the child's needs meet the criteria for an Education, Health and Care plan assessment. With parental agreement this can then be requested.

Education, Health & Care Plan (EHC plan)

A small minority of children will require an EHC plan. These are children with an exceptional level of need. The support for these children is specified on their plan by the special needs department of the local authority and would always include:

- Termly meetings for parents with SENCO, class teacher, teaching assistant and professionals from other agencies
- Strategies/interventions agreed and recorded
- Liaison with outside agencies
- Provision of appropriate resources/facilities
- Annual review

Curriculum access and inclusion

Children are grouped in classes in a variety of ways. All staff provide a differentiated curriculum suitable for all the children to ensure access at all levels.

Any children with identified needs are included as fully as possible into the classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a child sensitively to work individually or in a small group with a TA, SNA or SENCo as part of a planned intervention.

Evaluating success

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCo, subject coordinators and SMT
- Analysis of tracking data
- SEN reviews
- Monitoring of practice and procedures by SEND governor
- School self-evaluation
- Parental feedback
- Feedback from child (where appropriate)

Arrangements for complaints

Should parents/carers be unhappy with any aspect of provision they should follow the school's complaints policy and procedure.

Links with other schools and transfer arrangements

- SEND records are transferred to new school
- Transition plan put in place, if necessary, for transfer to the junior school or another school
- For children with an EHC plan the annual review is held in the Spring term of Year 2 and the junior SENCo is invited to attend

Equal Opportunities

At Rokesly Infants we are committed to providing an education and ethos that positively promotes equality of opportunity and achievement for all our children.

The governors and school staff are committed to removing any barriers, which would impede learning, development, continuity and participation in our school. We oppose all forms of unlawful or unfair discrimination, whether because of race, colour, ethnic or national origin, gender, sexual orientation, religion or beliefs, disability, age or any other condition or requirement which places a person at a disadvantage and cannot be justified.

Glossary of abbreviations:

ASD Autistic Spectrum Disorder
CAMHS Child & Adolescent Mental Health Service
CDC Child Development Centre
EHC Education, Health & Care
EP Educational Psychologist
IT Intervention Tracker
OT Occupational Therapist
SEND Special Educational Needs & disabilities
SENCo Special Educational Needs coordinator
SLCS Speech Language & Communication service
SMT Senior Management Team
SNA Special Needs Assistant
TA Teaching Assistant