

Rossmore School

Special Educational Needs and Disabilities Policy

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The school will have regard to the Special Educational Needs and Disabilities Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Children and young people with special educational needs and disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their children's education.

Management of SEND within the school

Provision for children with special educational needs and disabilities is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the

SENDCO and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs and disabilities. Teaching such children is therefore a whole school responsibility. Teaching assistants also play a major role in the support of pupils with SEND.

The role of the SENDCO in mainstream primary schools

The SEND Coordinator (SENDCO) responsibilities may include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs and disabilities
- liaising with and advising fellow teachers
- managing learning support assistants
- overseeing the records of all children with special educational needs and disabilities
- liaising with parents of children with special educational needs and disabilities
- contributing to the in-service training of staff
- assessing when a child needs further support or when a child needs to be taken off the SEND support system, when they no longer meet the criteria or adequate progress has been made
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

The role of the Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and disabilities. 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. The Governing Body also ensures that parents or carers are notified of any decision by the school that SEND provision is to be made for that child.

The Governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs and disabilities. The SEND governor ensures all governors are aware of the schools SEND provision, including the deployment of funding, equipment and personnel.

The SEND Governor is Dan Williams.

Identification, Assessment and Provision

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred through Early Years

Support from the Early Years setting and the SENDCO and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home.

Monitoring children's progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

SEND Support

When a class teacher or the SENDCO identifies a child with special educational needs and disabilities, the class teacher will provide interventions that are in addition to those provided as part of the school's usual differentiated curriculum. This will be called SEND Support. The triggers for intervention through SEND Support will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent social, emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment

- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If a child does not begin making progress after the monitoring of these interventions or no improvements can be seen, a request for support from external services is likely to follow a decision taken by the SENDCO and colleagues, in consultation with parents, at a review of the child's short term targets. At this stage, external support services will see the child so that they can advise teachers on targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for this will be that, despite receiving individualised support under SEND Support, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has social, emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Nature of intervention

The SENDCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include but is not exclusive to:

- different learning materials or special equipment;
- some group or individual support;
- additional adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to LA support services for one-off or occasional advice on strategies or equipment.

Individual Child Profiles

If children require an individual plan to meet specific needs, strategies employed to enable the child to progress will be recorded within an Individual Child Profile. This will include information about:

- the short-term targets set for the child;
- the teaching strategies to be used;

- the provision to be put in place;
- when the plan is to be reviewed;
- outcomes (to be recorded when short term targets are reviewed and before an annual or interim review of a statement or EHC Plan);
- previous assessments completed on the child from outside agencies;
- strengths and weaknesses in regards to where they may have a special educational need and/or disability.

Child profiles for children with an Education Health and Care plan (EHC Plan) will also include any long term outcomes set out from their EHC Plan and details of how school will achieve this.

Every Child profile will be reviewed three times a year and shared with children and parents. To make the targets child friendly, these will be put onto a learning mat with some independent learning strategies to support children throughout the day. These will also be shared with parents during meetings and a copy will be provided to them to take home and use with their child when completing homework. New copies will be sent home termly.

School request for a Statutory Assessment or Individual Pupil Funding

Where a request for a statutory assessment for Education, Health and Care plan is made, the child will have demonstrated significant cause for concern. The LA will be provided with information about the child's progress over time, and will also receive details of any action taken to deal with those needs, including any resources or special arrangements put in place.

Annual review of an Education, Health and Care plan

All Education, Health and Care Plans must be reviewed at least annually with the parents, the pupil, the LA and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents.

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