

# S.E.N.D Policy



*ROBY PARK  
PRIMARY SCHOOL*

**July 2017**

**Roby Park Primary School**  
**Special Educational Needs and Disability Policy**

**Contents:**

Mission statement

1. Aims and objectives
2. Responsibility for the co-ordination of SEND provision
3. Arrangements for coordinating SEND provision
4. Admission arrangements
5. Specialist SEND provision
6. Facilities for pupils with SEND
7. Allocation of resources for pupils with SEND
8. Identification of pupils needs
9. Access to the curriculum, information and associated services
10. Inclusion of pupils with SEND
11. Evaluating the success of provision
12. Complaints procedures
13. Links to support services
14. Working partnership with parents

## **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has Special Educational Need or Disability if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: a) have a significantly greater difficulty in learning than the majority of others of the same age; or b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so 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 way in which provision and support is made for children and young people with special educational needs and/or disabilities in England has been reformed. Legislation (The Children and Families Act 2014) was effective from 1st September 2014. The SEND Code of Practice also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Knowsley that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Knowsley's Local offer can be found here:

<https://www.knowsleyinfo.co.uk/categories/special-education-needs-and-disability-local-offer>

Roby Park Primary School's local offer can be found here:

<http://www.robyparkprimary.co.uk/curriculum/inclusion/>

## Mission Statement

At Roby Park Primary School we are

**'Aiming for Excellence'**

Our commitment is to the raising and maintaining of academic standards through quality teaching and learning in a caring environment that develops self-discipline, self-worth and endeavour. We educate respectful citizens for today and tomorrow.

### 1. Aims and Objectives

#### Aims

We aim to provide every child with access to a broad and balanced education. This includes Curriculum 2014 in line with the Special Educational Needs and Disability Code of Practice.

#### Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome barriers to learning and ensure pupils with SEND have access to Curriculum 2014.** This will be coordinated by the Headteacher and SEND Co-ordinator and will be monitored and reviewed regularly in order to ensure that individual targets are being met and all pupils' needs are met.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes explaining SEND practices and procedures and giving feedback on the progress of their child.
- **Work with and in support of outside agencies** when the pupil's needs cannot be met by the school alone. Some of these services include: Central Area Support Team including Educational Psychologists, Outreach Specialist Support Teachers and Inclusion Support Workers, Knowsley Sensory Impaired Service, Knowsley ASC advisory teachers, Shine Therapy Service and Speech and Language Therapy Services.
- **Create a school environment in which pupils can contribute to their own learning.** This means encouraging relationships with adults in schools where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at

regular intervals. Participation is encouraged throughout school life through opportunities such as school council, sports teams, music tuition, after school provision, educational visits and visitors.

## **2. Responsibility for the co-ordination of SEND provision**

- The person responsible for overseeing the provision for children with SEND is Steven Hatton (Headteacher)
- The person co-ordinating the day to day provision of education for pupils with SEND is Kathy Lyon (SENDCo) who holds the Post Graduate Certificate in SEND Co-ordination.

## **3. Arrangements for coordinating SEND provision**

The SENDCo will hold details of all SEND records for individual pupils.

### **All staff can access:**

- School SSEND policy
- A copy of the full SEND list
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information available through SEND local offer
- Support from Outreach Specialist teacher

This will ensure that all staff has up to date information about all pupils with SEND and their requirements.

## **4. Admission Arrangements**

Please refer to our Admissions policy on our website.

## **5. Specialist SEND provision**

We are committed to whole school inclusion. We support children with a range of needs and will seek specialist support and training when necessary.

## **6. Facilities for pupils with SEND**

Please see the school accessibility policy.

## **7. Allocation of resources for pupils with SEND**

All pupils with SEND will have access to Element 1 and 2 of a school's budget. Some pupils with SEND may access additional funding where their needs cannot be met using element 1 and 2. For those with most complex needs, High Level Needs (HLN) funding, which is retained by the local authority, can be applied for via an application for an Education, Health and Care Plan.

## **8. Identification of pupils needs**

**A graduated approach:**

### ***Quality First Teaching***

- a. Any pupils who are falling outside of the range of achievement in line with that's expected for their age will be monitored.
- b. Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their learning and difficulties.
- c. Class teachers will provide differentiated learning opportunities that will aid the pupil's academic progress
- d. The SENDCo or Outreach specialist teacher will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e. Parents will be informed at every stage of their child's development and the circumstances under which they are being monitored.
- f. The child is recorded as being under targeted support due to concerns by parent or teacher but this does not automatically place the child on the school's SEND list. Concerns will be discussed with parents informally or at parents' evenings.

## **SEN SUPPORT**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the school SEND list. The aim of this is to help school ensure that effective provision is put in place to remove barriers to learning. The support provided consists of a four part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

### **Assess**

This involves analysing the pupil's needs using class teacher assessments and experience of the pupil, details of previous progress and attainment, comparisons with peers and national data as well as the views of the parent and of the pupil where relevant. Advice from external support services will also be consulted where appropriate.

## **Plan**

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This will all be recorded on a Personal Provision Plan (PPP) with the pupil, parent and teacher contributing to it.

## **Do**

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class. They will work closely with support staff to plan and assess the impact of interventions. The SENDCo and Specialist Teacher will advise on any aspect of the intervention support where necessary.

## **Review**

Reviews of the pupil's progress will be made regularly. The review process will evaluate the impact and quality of support and interventions. It will also take account of the views of the pupil and parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary adjustments in consultation with pupil and parents.

## **Referral for an Education, Health and Care Plan**

If a child has significant needs they may undergo a Statutory Assessment Process which can be requested by school or parents. This will take place when the complexity of need is such that a multi-agency approach to assessing that need, to planning provision and identifying resources is needed.

The decision to make a referral for an EHCP will be taken at a review meeting.

The application for an EHCP will combine information from a variety of sources including parents, the pupil, teachers, SENDCo, Education, Social Care and health professionals (where involved) . Information will be gathered relating to current provision, targets and outcomes. A panel from the

Local Authority made up of various different professional will make a decision as to whether a child is eligible for an EHC Plan. Parents will have the right to appeal against any decision.

Further information can be found on the Knowsley Local Offer at:

<https://www.knowsleyinfo.co.uk/categories/special-education-needs-and-disability-local-offer>

### **9. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist provision provided. As far as possible, the wishes of the individual and parents will be taken into consideration.

Educating children with SEND alongside their peers in a mainstream classroom setting is our ultimate goal. Where this is not possible, the SENDCo will consult with parents and the pupil for other flexible arrangements to be made.

Regular training and learning opportunities for all staff on aspects of SEND are provided in school. Staff members are kept up to date with teaching methods that will aid progress of all pupils including those with SEND.

Individual or group support is available where it is felt pupils would benefit.

Appropriate individual targets are set. They motivate pupils to do their best and celebrate achievements.

### **10. Inclusion of all pupils with SEND**

The headteacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school will seek advice, as appropriate, from external support agencies through the termly Planning and Review meeting.

### **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done through discussion at progress reviews.

SEND provision and interventions are recorded on a provision map which is updated when interventions are completed. These are updated by the class teacher and monitored by the

SENDCo and headteacher. They reflect information discussed at termly pupil progress meetings and following assessments. The interventions are monitored and evaluated termly.

## **12. Complaints Procedures**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made for them to speak to the headteacher or SENDCo, who will be able to advise on formal procedures for complaint.

## **13. Links to support services**

The school has strong working relationships and links with external support services in order to fully support our SEND pupils and aid inclusion.

Sharing information and knowledge is key to the effective and successful SEND provision within our school.

Roby Park Primary School invites and seeks support from several agencies and services. The SENDCo is the designated person responsible for liaising with:

- Central Area Support Team
- Knowsley Educational Psychology Service
- Knowsley Speech and Language Therapy Service
- Liverpool Speech and Language Therapy Service
- Specialist Outreach Teachers
- Knowsley CAMHS team
- Early Help Assessment Team
- Family First
- Social Care (Safeguarding Officers are designated lead)
- Paediatric Occupational and Physiotherapy service

## **14. Working in partnership with parents**

Roby Park Primary School believes that a close working relationship with parents is vital in order to ensure

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively.

In cases where more frequent, regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

Parents can also seek support from SENDIASS.

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| <b>Date presented to and adopted by Governors:</b> | July 2017  |
| <b>Signed by:</b>                                  | <br>(Chair)<br><i>Steven Hatton</i> (Headteacher) |
| <b>Date of Policy Review to take place:</b>        | July 2019  |