

# Roman Way First School



## SPECIAL EDUCATIONAL NEEDS POLICY

This school is an inclusive school and all children, irrespective of social background, culture, race, gender, differences in ability and disabilities have an entitlement to all areas of the curriculum.

### **Rationale**

This school provides a broad and balanced curriculum for all children. We will endeavour to fulfill all children's entitlement to learning to enable them to participate in the life and work of the school, to the best of their abilities, whatever their needs.

**Definition of Special Educational Needs** taken from section 20 of the Children and Families Act 2014.

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

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 coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care Plan (EHCP).

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 Hertfordshire 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.

The School has its own School Offer which can be found on the school website.

### **Educational Inclusion**

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs
- acquire, assimilate and communicate information at different rates
- require different strategies for learning
- need a range of different teaching approaches and experiences

Teachers respond to these needs by:

- providing support for children who need help with communication and language
- planning to develop children's understanding through the use of multisensory approaches and variety of experiences
- planning for children's full participation in learning, and in physical and practical activities,
- helping children to manage their behaviour and to take part in learning effectively and safely

### **Aims and objectives - 'Every Teacher is a Teacher of SEN'.**

#### **Aims:**

- to enable every pupil to experience success
- to provide equal access for all children by recognising the special conditions required for learning by individual children
- to plan and deliver the curriculum through a differentiated approach, and appropriate provision required by individuals in order to make progress in their learning
- to enable each child to enjoy a creative learning experience
- to understand the world in which we live and the interdependence of individuals, groups and nations
- to encourage children to develop tolerance and an understanding of other people's religious and moral values and ways of life
- for each child to create a sense of her or his worth and place in school and in the community
- to develop attitudes of self-discipline in relation to the child as an individual and the way she or he shows respect for other individuals and groups
- to encourage every child to take pride in and aspire to quality in their work
- to provide a secure, safe and happy environment for children and adults

## **Objectives:**

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeder schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENCo.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be coordinated by the SENCo and will be monitored and reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing feedback on their child's progress.
- Create a school environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals.
- Work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone. Roman Way First school can make a referral for further support from agencies including the Educational Psychology Service, Speech and Language Therapy Service, School Health, Outreach at Woolgrove School, Specialist Advisory Teachers, Specific Learning Difficulties (SpLD) Base, North Herts Primary Support Base, Drama, Art & Music therapists and a Family Support Worker.
- To access training and updates regarding SEN needs and provision.

## **Responsible Persons**

The Warnock Committee in 1981 stated that approximately 20% of the school population would have some form of special educational need during their school life and therefore *all teachers must make provision for children with special needs within their mainstream classroom.*

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations.

All classroom 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 those needs. The staff work as a team to help identify, assess and support children with SEN.

The governing body, in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor (the SEN Governor), who takes particular interest in this aspect of the school.

- Our SEN Governor is **Julie Inwood**
- The person coordinating the day-to-day provision of education for pupils with SEN is **Sital Shah, SENCo**
- The dedicated SEN Teaching Assistants are **Sandra Stokes and Debbie Scorer**
- The Family Support Worker for Roman Way First school is **Hayley Stone**

### **Arrangements for coordinating SEN provision**

The SENCo will hold details of all SEN Support records such as the SEN Register and provision maps.

All staff can access the following documents:

- The SEN Policy
- The School Offer
- A copy of the full SEN Register
- The schools provision record
- Information on individual pupils' special educational needs including pupil profiles and Record of Progress (RoP) files where applicable
- Practical advice, teaching resources, and information about types of special educational needs and disabilities
- Concise information on The Code of Practice

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

### **Admissions**

Roman Way operates an equal opportunities policy for children with Special Educational Needs and they are afforded the same rights as other children. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies.

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for Exceptional Needs Funding if the pupil's and the school's needs make that a necessity.

As a mainstream school, it may be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

### **Identification of pupils needs**

*High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.*

SEN Code of Practice (2014: Para 1.24)

Quality First Teaching: 'The baseline of learning for all pupils'.

Well-differentiated, quality first teaching, including, where appropriate, the use of small group or individual interventions.

- all learners will have access to quality first teaching (QFT)
- some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- plan strategically to meet pupils' identified needs and track their provision
- audit how well provision matches need
- recognise gaps in provision
- highlight repetitive or ineffective use of resources
- focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

## Identification and Assessment at STAGE 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements (Cycle of planning, action and review)
- following up parental concerns
- tracking individual children's progress over time
- liaison with and information from feeder / previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support or in receipt of Exceptional Needs funding - this provision map is updated regularly and discussed at pupil progress meetings
- undertaking, when necessary, a more in depth individual assessment including use of anxiety maps and an Individual Risk Management Plan (IRMP)
- involving an external agency where it is suspected that a special educational need for children at risk of exclusion is significant (Refer to Behaviour Policy)

## Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- small group withdrawal time (limited and monitored )
- individual class support / individual withdrawal
- further differentiation of resources
- IEP targeted teaching for all children in receipt of external advice or medical diagnosis

## STAGE 2 Additional SEN Support

- pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offered for all pupils in the school *i.e. they have a special educational need as defined by the SEN Code of Practice 2014*
- under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map)
- in keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map
- it may be decided that a pupil on the SEN list will require Exceptional Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need can be supported with additional adult support - this may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision
- where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan

Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:

- our IEPs will form part of the Assess, Plan, Do and Review Cycle for individual pupils
- IEPs will be planned and implemented for all SEN pupils who have a confirmed medical diagnosis and/or are in receipt of external advice/involvement
- our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs - they are seen as working documents
- our IEPs will record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children
- our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and ‘ownership of the targets’
- our IEPs will include the input of outside agencies if their advice has been requested
- our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly
- our IEPs will be time-limited – at termly review, there will be an agreed “where to next?”
- our IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil

### SEN Support:

The support provided consists of a four part process indicated below:

#### **Assess Plan Do Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### Assess

In identifying a child as needing SEN support the class teacher, working with the SENCo should carry out a clear analysis of the pupil’s needs. This should draw on subject assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

Where external support is already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

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.

## Do

The class teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

## Review

The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents, teachers and support staff.

## STAGE 3 Statement of Special Educational Needs or Education Health and Care Plan

Referral for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken in discussion with parents, SENCo, class teacher and outside agencies if applicable.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals
- Educational Psychologist
- Support Staff

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set from the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Hertfordshire LA if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both school staff and parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

### **Inclusion of pupils with SEN**

The school curriculum is regularly reviewed by the Senior Leadership Team (SLT) to ensure that it promotes the inclusion of all pupils.

### **In service training (CPD)**

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

The SLT ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

### **Links to support services**

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

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Professionals include the School Nurse, Educational Psychologist, Family Support Worker, Speech and Language Therapist, Drama therapist, a representative from the Educational Support Centre and the Autism Advisory Team.

### **Partnership with Parents**

At all stages of the process the school keeps the parents fully informed and involved. In addition to the Parent Consultations in the Autumn and Spring Terms, and the Annual Report in the Summer term, the school holds a Review Week each term. Parents are formally invited, with their child, to discuss, review and celebrate progress towards their IEP targets. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

### **Involving Pupils**

Children have a unique knowledge and understanding of their own needs. Their views will be taken into account when deciding what sort of help would be best suited to them. They will, where possible, be part of the decision-making process, especially the setting of targets on IEPs.

### **Arrangements for complaints**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo and/or the Head teacher. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents should follow the procedure in the School's complaints policy.

**Relationship to other policies**

This policy should be read in conjunction with the policies on teaching and learning, behaviour, equality and assessment and the School’s accessibility plan. Copies of all policies can be obtained from the school office.

**Arrangements for monitoring and evaluation**

The success of the school’s SEN policy and provision is evaluated through school self-evaluation

This policy was reviewed in March 2018

Signed on behalf of *Governors*..... Date.....

To be reviewed Spring 2019