



Rownhams St John's CE Primary School

Policy for Special Educational Needs and Disability (SEND)

Rationale

At Rownhams St John's CE Primary School we value all children equally, regardless of their abilities and behaviours and all are entitled to a relevant curriculum which is differentiated to meet individual needs. We recognise fully the Special Educational Needs Policy Statement of Hampshire County Council (September 2014).

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the INCo (Inclusion coordinator) and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational need (Code of practice. 2014). Teaching such children is therefore a whole school responsibility.

Aims:-

1. To meet the needs of all pupils who have special educational needs either throughout, or at any time during their education at Rownhams St John's Primary School through a graduated approach linked to assessment and action.
2. To ensure that pupils are identified as early as possible
3. To ensure the greatest possible access to a broad and balanced education, including National Curriculum
4. To meet the needs of most pupils, where appropriate, in the classroom alongside their peers
5. To ensure that all staff are aware of the needs of the pupils
6. To seek the knowledge, views, experience and participation of parents, acknowledging the vital role they have to play in supporting their child's education
7. Where appropriate, to make full use of supporting agencies outside school
8. To closely implement recommendations made by the Local Authority (LA) for children on an Education Health and Care plan
9. To seek the views of the child which will then be taken into account when planning
10. To ensure that we take account of the intended outcomes – short and long term

What are Special Educational Needs?

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. A child has a learning difficulty if they:-

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 him or her.

(Code of Practice 2014)

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.



Assessment and Identification

Underpinning identification are these fundamental principles. The class teacher, in consultation with the INCo will:-

- Use information from the child's previous educational experience to provide starting points for the curricular development of the child
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- Use a curricular assessment process to allow the child to show what they know, understand and can do, as well as to identify any significant difficulties in learning.
- Ensure that on-going observation and assessment provide regular feedback to parents about child's achievements and experiences and that the outcome of such assessment forms the basis for planning the next steps of the child's learning.
- Involve parents in developing and implementing a joint learning approach at home and at school
- Information will then be considered alongside the LA Audit Criteria.

Children identified as not making adequate progress, despite increased differentiation and targeted intervention within the child's normal classroom work, will receive additional support.

Special Education Provision

This is provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools.

Special Educational Needs (SEN) is identified in broad areas:-

- Cognition and learning
- Communication and Interaction
- Emotional and social development
- Sensory and/or physical

In practice we acknowledge, at Rownhams St John's Primary, that pupils may well have needs which span two or more of these areas.

Children who meet the criteria, receive SEN Support

Children will have an Individual Education Programme (IEP). Targets will be recorded and reviewed on the IEP three times a year. Additional support needed to address identified needs comes in the form of appropriate and targeted interventions; be they small group work, 1:1 with an adult (Teacher, Learning Support Assistant-LSA, Emotional Literacy Support Assistant-ELSA), child led tasks.

Where possible, learning will take place within the classroom. There may be some time spent in a small group in an area outside the class base.

If, despite receiving an individualised programme, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at substantially below that expected of children of a similar age in English and maths.



- has 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 by a specialist service
- has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning an Education Health and Care (EHC) plan can be considered. Where more detailed advice is sought parental consent must be obtained.

Education, Health and Care Plan

Where there continues to be concern, the school may consider a referral for statutory assessment. If the LA are in agreement with the referral then an 'EHC Plan is issued'. The plan sets clear educational objectives for the forthcoming year and outcomes for the next four, alongside any dictated staffing provision. The EHC plan is reviewed on a yearly basis with the child, parent, teacher, LSA and INCo. Copies are sent to the Educational Psychologist, and Principle Special Educational Needs Officer. Interim meetings take place throughout the year with the class teacher and parents/guardians in order to review progress.

Partnerships and Responsibilities

The role of the INCo:

The Inclusion Coordinator at Rownhams St John's Primary School is Jane Smith. Her responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy
- liaising with and advising fellow teachers and SEND governor
- managing learning support assistants
- leading and managing the SEN provision
- evaluating the impact of interventions
- overseeing the IEPs of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of all staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies

Teachers:

'All teachers are teachers of children with special educational needs' (Code of practice. 2014). Teachers play a fundamental role in identifying, assessing and meeting the needs of children with special educational needs. It is the teachers' responsibility to communicate effectively with the Headteacher, INCo, LSA, parents, child and any outside agencies in order to enable targeted provision to take place in a timely and effective manner.

Parents:

At Rownhams St John's Primary School we value the partnership with parents and acknowledge it plays a key role in enabling children with SEN 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 will be treated as partners and supported to play an active and valued role in their children's education. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice. A



child's class teacher will work closely with parents at all stages in his/her education and, in case of any difficulty, should be the first point of contact.

Children:

Children and young people with special educational needs often have a unique knowledge of their own needs. Their views about what sort of help they would like in order to help them make the most of their education will be ascertained. 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.

The Governing Body:

The named SEND governor is Mrs Jane Cotton. The Governing Body will measure the performance of the SEND policy through data analysis and talking to pupils with special educational needs and parents.

Transition:

To allow appropriate options to be considered, advanced planning for pupils in Year 5 is essential. The INCo will liaise with the INCo of the local secondary schools that serve the area, thereby ensuring that effective arrangements are in place to support pupils at the time of transfer.

School Links:

As required under the Education (Pupil Information) Regulations 2000, when pupils move to another school, and within 15 days of the pupil ceasing to be registered, their records will be transferred to the new school. In addition, Rownhams St John's Primary School has an arrangement with Mountbatten Secondary School for the children transferring into school, to attend extra visits before they start the new term.

Support Services:

External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs.

In addition, the school may seek advice from specialist advisory teaching services for children with sensory impairment, physical difficulties or behavioural issues.

Complaints:

If a parent wishes to make a complaint about the arrangements made for a child on the SEN register, they should, in the first instance, contact the INCo who will endeavour to answer any queries. If the parent continues to have concern, they should put their concern in writing to the Head teacher, who will then arrange a meeting to discuss concerns.

Implementation of the policy

The implementation of this policy is the responsibility of all staff.

Approved by the Governing Body: November 2015

Signed:

Date: