

Special Educational Needs Policy



Policy September 2016

Next Review Date September 17

Special Educational Needs POLICY

This policy will be reviewed every year. It will be presented to The Governing Body at least every third year, or sooner if changes need to be made.

Policy first presented to Governors on: 27th September 2016

To take effect from: 28th September 2016

Subject Leader: Sue Turner/ Glenys Willmitt

signature:

Date: _____

Head teacher: Jeanette Hegarty

signature:

Date: _____

Chair of Governors: Sylvia Cannon

signature:

Date: _____

SEN Governor: Sue Torpey

signature:

Date:

Policy re-presented to Governors on: _____ 2017

Date: _____ Signature: _____

Date: _____ Signature: _____

INTRODUCTION

Ravenscroft School provides a broad and balanced curriculum for all children. National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. The teaching staff set suitable learning challenges and respond to the children's diverse learning needs. The teaching staff takes account of these barriers to learning and make provision for all pupils to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during their school career. This policy takes account of the type and extent of the difficulty experienced by the child.

Currently 58 children at Ravenscroft have particular learning and assessment requirements that create barriers to learning. A copy of the current SEN Register is overleaf.

INCLUSION

We aim to provide effective learning opportunities for all pupils.

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

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

The staff at Ravenscroft respond to children's diverse learning by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and 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
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

PRINCIPLES

The following ***principles*** underpin our SEN policy:

- Work in partnership with mutual trust and respect
- Identify early a child's strengths and areas for development
- Look at learning environment and teaching style as well as the child
- Celebrate achievement and use as a base for future support
- Empower all staff with the necessary skills and resources through advice and INSET
- Inform parents regularly and work to support them and engage them in their child's learning
- Work in partnership with outside agencies
- Keep careful records and use to plan future provision.

AIMS

The aims of this policy are:

- To create an environment that meets the additional educational needs of each child
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have full access to all elements of the school curriculum and life of the school

OBJECTIVES

- Pupils with SEN are identified as early as possible and their needs are met.
- Procedures are in place whereby teachers are aware of such pupils through Staff meetings and liaison between the Support Teacher, INCO/SENCO and class teachers.
- Appropriate resources are available and are used in the school.
- Pupils with SEN are integrated as fully as possible into the life of the school e.g. all curriculum areas; after school clubs; after school social activities: extra curricula activities, such as, weekend visit to PGL, discos, theatre visits, educational school trips etc.
- Full use is made of supporting agencies

THE SPECIAL NEEDS TEAM

The INCO/ SENCO is Susan Turner.

The Learning Mentor/ SENCO is Glenys Willmitt.

The school governor with special responsibility for SEN is Sue Torpey

The support teacher for SEN is Mrs A Philips

The school's T.A.s: Joanne Bond, Sandra Mather, Lesley Lomax, Pam Boyd Paula Boyle, Angela Casey, Sandra Brown, Sue Smith, Debbie Glascott, Helen Armstrong, Mary Dudley, Colette Kirby and Shirley King

ACCESS TO EXTERNAL SUPPORT SERVICES.

The school may require support from the following agencies, services and facilities:

Northwood & Meadow Park & Bluebell Park

- Support teacher- assessment, advice, resources, in class and withdrawal support.
- SPLD- reviews, advice.
- Language Unit for receptive language and expressive language

Educational Psychology

Help offered- advice, support and assessment, in-service,

Behaviour/Inclusion Support Service

Help offered- advice, in-service, behaviour modification programme, one to one support.

Speech & Language Therapy

One to one assessment and individual teaching sessions, advice and resources.

Children's Social Care

Liaison with school staff, home units, advice, resources and child guidance.

Sensory Impaired Service

Help offered advice, in-service, individual teaching sessions, resources.

Parent Partnership/Physiotherapy/Occupational Health/Paediatrician

FACILITIES PROVIDED BY KNOWSLEY NORTHERN SUPPORT CENTRE.

1. IN SCHOOL SUPPORT

The Learning Support Teacher is timetabled for two days a week in Ravenscroft to provide help and support for those children identified as needing SEN support. This support may involve in class support or by withdrawal in a small group.

The Support teacher assists with the writing of the children's Personal Provision Plan which are closely linked to the children's targets. The Learning Support Teacher plays a major role in assessing and monitoring the children's progress; attending the termly planning and review meetings and being available at Parents Reviews to talk with the parents of children needing SEN support.

2. PART TIME PLACEMENT AT K.N.P.S.C

Where necessary a child may be placed, on a part time basis, at KNPSC. In order that their Specific Learning Difficulty may be addressed within a small group with specialist help. This is usually done for a specified time with transport provided and the child remaining on the role of the mainstream school.

Termly meetings are held to discuss Personal Provision Plans with the class teacher, INCO/SENCO, Support Teacher and parents. Meetings are also held on a termly basis between the mainstream and Northwood or Meadow Park teachers and SENCO to discuss the children's Personal Provision Plans.

3 FULL TIME PLACEMENT AT Northwood or Meadow Park.

Some children at SEN support or at formal assessment stage may be transferred from the mainstream school to take a place at Northwood or Meadow Park on a permanent basis. These placements are reviewed annually when the relevance of the placement will be assessed.

CO-ORDINATING PROVISION FOR SEN

THE ROLE OF THE SENCO/INCO:

The key responsibilities of the SENCO/INCO include:

- Overseeing the day to day operation of the schools SEN policy
- Coordinating provision and managing responses to Additional Educational Needs by, for example, meeting with class teachers to evaluate the effectiveness of PPPs
- Liaising with and advising fellow teachers through informal and formal meetings, staff meetings and in-service training
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN through termly reviews
- Contributing to the in-service training of staff.
- Organising and compiling the SEN register, timetabling support teachers, timetabling reviews and meetings with parents.
- Ensuring that appropriate PPP.s are in place in all teaching situations
- Liaising with external agencies including the LEA's support and Educational Psychology services, health and social services, and voluntary bodies.
- The maintenance of the SEN Register.
- Monitoring and evaluating provision and reporting to the governing body

THE ROLE OF THE HEADTEACHER:

- The headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The head teacher and the governing body will delegate the day to day implementation of this policy to the INCO and SENCO
- The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- Analysis of the whole-school pupil progress tracking system
- Maintenance and analysis of a whole-school provision map for vulnerable learners (carried out alongside SENCO).
- Pupil progress meetings with individual teachers
- Regular meetings with the INCO and SENCO
- Discussions with pupils and parents

A Graduated Approach to SEN Support:

1. Quality first teaching/ Class Support -

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN at Ravenscroft Community Primary school. Observations and assessments will be used to inform class teacher, parents and pupils of the child's strengths and difficulties and targets will be agreed, who will support, and how they will be successful. The class teacher, parents and pupils will-

ASSESS- A meeting will be held with parents, pupil (if appropriate) and class teacher where results from observation, work and assessments will be discussed, strengths and needs identified.

PLAN- Targets will be agreed and set, additional support or differentiation will be discussed and who will be providing the additional support in school and at home. It will also be agreed how long there should be to work on these targets (normally 6 weeks, but can be a shorter timescale) and the date for the next review.

DO – Pupil will work on their targets receiving differentiated, additional support as agreed at the planning meeting, close observations, records and assessments will be carried out by the class teacher and these will be presented at the review.

REVIEW- The pupils progress against their targets will be discussed and progress measured. If the process has been successful the child may come out of class support, if it has been successful but all parties agree that the support needs to continue then new targets need to be agreed and the process of assess, plan, do, review needs to be repeated. Occasionally the children may not make expected or desired progress and more support is thought to be needed. At this point the child needs to be moved to SEN support with the parents agreement and the SENCO will work with the class teacher, pupil and parents and next steps will be discussed.

School through observation cycle, book scrutiny, data scrutiny and progress meetings will make sure that quality first child is available to all pupils in the class. If needed staff may receive additional training or support in meeting a specific child's needs.

2. SEN Support –

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 will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the class support reviews. It will also draw on the views and experience of parents, the pupil's own views and, if relevant, advice

from external support services. School will take seriously any concerns raised by a parent. These will be recorded and compared to the setting's own assessment and information on how the pupil is developing. Where a pupil is identified as having SEN, schools will place the child with parental permission on the SEN register and take action to remove barriers to learning and put effective special educational provision in place. The different support we can offer can be seen in our SEN offer, this can be found on our website and also appendix 1.

This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of child. It will follow the same cycle of Assess, Plan, Do, Review as Class support.

Following this process it may be decided that the SEN support is no longer needed in which case an exit plan is agreed by all parties and a further review in 6 weeks arranged to check progress is maintained before being taken off the SEN register. Or it is working and is an appropriate level to ensure the child is making expected and desired progress. If this is the case the cycle of assess, plan, do, review will continue as long as the support is meeting the child's needs. Rarely this support is found to be not meeting the child's needs and an education health care assessment may be needed. This can be requested by school, parents or outside agencies working with the pupil.

3. Education, Health Care Assessment -

Where, despite school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents will consider requesting an Education, Health and Care Plan assessment. School will make the application and consult with Health, Social Care to gather the evidence to support the application.

Where, in the light of an EHC assessment, it is necessary for special educational provision to be made in accordance with an EHC plan, the local authority will prepare a plan. It will notify the child's parent and give the reasons for its decision. The local authority will ensure it allows enough time to prepare the draft plan and complete the remaining steps in the process within the 20-week overall time limit within which it must issue the finalised EHC plan. This plan will set out the needs for the child and the provision which needs to be put in place, this will be regularly reviewed with pupil, parents, school and the local authority, to make sure the child's needs are being met.

PLACING THE CHILD ON THE CODE

Some possible ways of collating information and evidence :

- Baseline Assessment
- Teacher Assessments
- Attainments in English and Maths e.g. R.A., S.A., Optional Tests.
- Views of the parent and the child
- Pupil's medical history

- Assessment from the support teacher and/or the Educational Psychologist.
- Involvement of other professionals.
- Any involvement by Social Services or Education Welfare Service.
- PPPs and reviews or progress with each child

ENTITLEMENT TO A BROAD AND BALANCED CURRICULUM

Ravenscroft offers ALL children a broad and balanced curriculum by using strategies and approaches which differentiate between pupils of different abilities.

Through our teaching we aim for all children to:

- Become confident, resourceful, enquiring, independent learners
- Enhance their self-esteem and build positive relationships with other people
- Develop self-respect and respect the ideas, values, attitudes and feelings of others
- Respect all cultures showing positive attitudes to other people
- Understand their community and feel valued as a member of that community
- Grow into reliable, independent, positive citizens
- Attain the highest standards of personal achievement by celebrating success

We offer opportunities for all children to learn in different ways, for example:

- Investigation and problem solving
- Group, paired, independent or whole class work
- Asking and answering questions
- Using ICT
- Fieldwork and visits to places of educational interest
- Creative activities
- Debates, role play, oral presentations
- Participation in physical activity

Support for children with SEN is delivered both in class and on a withdrawal basis, either individually or in small groups. Adults within the classroom encourage and explain tasks and strategies to enable children with SEN to access the curriculum at an appropriate level. During withdrawal sessions children work on specific targets. Teachers ensure a smooth re-introduction to the classroom.

We base our teaching on knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to the child's level of ability. In planning work for children with SEN we give due regard to targets and information contained within PPPs. These Personal Provision Plans, employing a small steps approach, feature significantly in the provision that we make in school. Our use of finely graded steps and targets ensures that our pupils experience success.

All children at School Support have an PPP drawn up by the Support teacher and class teacher.

Targets are set for all children termly and shared with children and parents. Progress is reviewed termly and revised targets set.

ADMISSIONS

Please refer to the schools` Admissions Policy.

At Ravenscroft there is no barrier to admitting children with any special educational needs. The school is not a designated school for any type of SEN.

LINKS WITH OTHER SCHOOLS.

As far as possible, the needs of the pupils with SEN will be met within mainstream School.

Additional provision through advice or full time places may be sought from the following schools:

- Northwood
- The Elms S.L.D.
- Bluebell Park School for children with Physical Disabilities/Complex Needs
- Meadow Park

The SENCO/INCO works alongside the other SENCO`s in the Kirkby Cluster on a regular basis through half termly meetings held at Northwood

PARENTAL PARTNERSHIP

The school recognises the importance of partnership with parents and endeavours to involve them in every aspect of school life.

For children with Additional Educational Needs parental involvement is perceived as being of paramount importance. Parents are involved in the assessment and review of their children`s progress. They are informed of the school`s policy and procedures in our Prospectus. Parents are assured of a positive attitude and welcome in the school and their concerns are acted upon.

The parents` role involves:

- Home support
- Attending reviews held during every term with class teacher, SENCO support teacher and child, as appropriate
- Working alongside their child in class
- Attending regular meetings with class teachers
- Being aware of the variety of services available
- Commitment to keeping appointments with outside agencies
- Attending school based workshops

Transition to a new class, new key stage, new school is a worrying time for all pupils and families and can be more so for those with SEND, this transition is carefully planned to meet the needs of each individual child. Typically it will involve

. Information sharing meetings prior to any move.

- . Pupil to visit new class, setting
- . Pupil (and families if necessary) to meet new setting, teacher, SENCO, TA
- . Rules, photographs, staff names of new class or setting shared with pupil and families

Through our Learning Mentor/SENCO, every effort is made to obtain and utilise records from other schools when receiving new children. Common Transfer forms and Code of Practice information is transmitted and received to facilitate smooth transition between schools and from Key Stage 2 to 3. A programme of visits and interviews support this process. For example, the SENCO from our local Secondary School conducts interviews with staff, pupils and parents to ensure that progress is maintained throughout the transition period.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS:

Ravenscroft Community Primary school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For further information around arrangements in place in school to support pupils at school with medical conditions, please refer to the supporting pupils with medical conditions policy.

MONITORING AND EVALUATION OF SEND:

Ravenscroft Community Primary School regularly and carefully monitors and evaluates the quality of provision for all pupils within our school. This is equally true for monitoring and evaluating the provision for pupils with SEND. More detailed information for how the school monitors and evaluates provision can be seen in the assessment policy and also performance management policy. However, typically the monitoring and evaluation of the effectiveness of our provision for vulnerable and SEND learners is carried out in the following ways:

- Classroom observation by senior leaders.
- On going assessment of progress made by intervention groups
- Work sampling on a termly basis.
- Scrutiny of planning for support groups.
- Parent discussions with SENco, class teachers during the review process
- Regular meetings, termly between the SEN governor and SENco

- SENco update in Headteacher Report provided for full governors each term.
- Teacher meetings with the Learning Support Teacher, SENCO, INCO
- Informal feedback from all staff.
- Pupil interviews when setting new PPP targets or reviewing existing targets
- Pupil interviews when formulating individual provision maps.
- Pupil progress tracking using assessment data whole-school processes
- Monitoring PPPs and PPP targets, evaluating the impact of PPPs on pupils' progress.
- Attendance records
- Regular meetings about pupils' progress between the SENCO, class teacher and the head teacher
- Data scrutiny by class teacher, INCO and Head teacher
- Head teacher's report to governors

TRAINING AND RESOURCES:

At Ravenscroft Community Primary School in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This is through inset and twilight sessions where whole school training is highlighted as a need. Training may also be provided by all staff be encouraged to attend courses, staff meetings or by inviting guest speakers, professionals to school. Training may also be provided by sharing expertise within school, this may be done through team teaching, co coaching or information sharing meetings.

Our school's SENCOs regularly attend the LAs SENCO network meetings and inclusion cluster network meetings in order to keep up to date with local and national updates in SEND.

Resources, including human, are reviewed regularly with provision maps being carried out in the summer term with the INCO/SENco and class teachers. These serve to review provision and the effectiveness of resources and plan for the resource needs for the coming year, which is done with the INCO/SENco, Headteacher and SEN Governor.

ROLES AND RESPONSIBILITIES:

Designated teacher with specific Safeguarding responsibility – Miss G Willmitt/Miss J Hegarty

Responsibility for LAC funding – Miss J Hegarty

Responsibility for managing the schools responsibility for meeting the medical needs of pupils – Miss G Willmitt/Miss J Hegarty

SEN Governor – Mrs S Torpey

STORING AND MANAGING INFORMATION –

All documents relating to pupils SEND are stored securely within the school, access is only available by SENCO, INCO, SLT and those seen by the SENCO, INCO and SLT to need access to some or all of this information eg class teacher SEN teaching assistance. For further information on the storage and management of information please refer to the confidentiality and information management policy.

REVIEWING THE POLICY:

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

ACCESSIBILITY:

The aim of Ravenscroft Community Primary School is to ensure that all pupils have full access to a broad and balanced curriculum and to the school.

The school is required by the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001, to plan for:

- 1) Increasing access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- 2) Improving access to the physical environment of the school. This covers improvements to the physical environment of the school and the physical aids to access education.
- 3) Improving the delivery of written information to disabled pupils. This includes planning to make sure that written information normally provided by school to its pupils is available to disabled pupils. Examples include handouts, text books, and information about school events.

Ravenscroft Community Primary School is committed to provide full access to all pupils including those with SEND to all aspects of school life, including after-school clubs, social events, and residential holidays. To gain more information around accessibility, refer to the schools access policy and plan

Ravenscroft is a single-storey building and disabled children have access to every part of the building.

The school is mindful of the needs of disabled persons and of its pupils and looks towards working together with other institutions to provide common facilities.

Wheelchair access to the toilets is available.

Specialist equipment will be provided for any child according to their needs.

COMPLAINTS PROCEDURE

Please refer to the School's Complaints Procedures

ACCESS TO ALL ADMINISTRATION

The children's SEN files, SEN Register, Health Register, SENCAR forms, parent's letters and referral forms are all kept in filing cabinets in the office.

Appendices:

Appendix 1 – SEN information Report