

Ravenscroft Community primary School

Special Educational Needs Policy



Policy March 2024

Next Review Date: March 2025

Special Educational Needs Policy

Legislative Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- Equality Act 2010: advice for schools DfE Feb 2013
- □SEND Code of Practice 0 – 25 (June 2014)
- Special Educational Needs and Disability Regulations 2014 (regulation 51 and schedule 1)
- Section 69(2) of the Children and Families Act (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's INCO/SENCO, with the SEN Governor and in liaison with the SLT. Staff and parents of pupils with SEND have been consulted in the writing of this policy.

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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 33 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 pupils needs through Staff meetings and liaison between the external agencies, 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, discos, theatre visits, educational school trips etc.
- Full use is made of supporting agencies.

THE SPECIAL NEEDS TEAM

The Special Educational Needs Co-Ordinator is: Mrs Kirsty Lloyd

The Inclusion Coordinator is: Mr Lee Hughes

The school governor with special responsibility for SEN is: Mr P Wiseman

The school Pastoral Support worker is: Miss Natalie Clarke

The school's Teaching Assistants are: Joanne Bond, Sandra Mather, Angela Casey, Helen Armstrong, Reiss Brierley, Shirley King. Dan Newman, Jenny Molyneux, Trish Fleming, Adele Murray, Louise Doyle

ACCESS TO EXTERNAL SUPPORT SERVICES.

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

Northwood, Meadow Park, Knowsley Central and Bluebell Park

- Specialist Support Teachers - assessment, advice, resources, in-class and withdrawal support.

- 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

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 (speech hub) or Meadow Park (Social, Emotional and Mental Health) on a temporary basis. These placements are reviewed regularly 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 support
- 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 support
 - Discussions with pupils and parents

A Graduated Approach to SEN Support:

1. **Universal** - All children are entitled to and receive High Quality -Teaching. This includes the deployment of adaptive teaching strategies which might include: scaffolding of work, sensory breaks and resources, now and next boards and visual timetables.

2. In-class support (wave 2)

Some children require small adjustments to help them maintain progress and work at age related expectations; this may include booster sessions, additional apparatus and some in-class or small-group intervention and support from an adult. Targets for the pupil are recorded on a PPP and the SENCo monitors the support provided.

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 a be 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 of class support, if it has been successful but all parties agree that the support needs to continue then new targets needs 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 INCO/SENco support 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.

3. SEN Support (Wave 3)

If the support provided within the Wave 2 support stage is not successful and it is identified that the pupil needs greater support, this may also include 1:1 focused sessions and external professional support when required. They will move to Wave 3 SEN Support. At this stage the pupil will be added to the school's SEN Register.

In identifying a child as needing SEN support the class teacher, working with the INCO/SENCO support, should carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil and their previous progress and attainment. 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 on the SEN register and take action to try to remove barriers to learning and put effective special educational provision in place.

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 - Education Health and Care Plan (EHCP)

If a pupil's needs are severe and complex and progress is not being made, despite action from the school. Then 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. 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.

If an EHCP is provided by the Local Authority. An EHCP may include funding for provision for TA support, a more specialised educational setting or funding for highly specialised interventions, etc. The EHCP will be reviewed annually at a meeting with the family and all professionals involved in the care and development of the pupil. The pupil will also be on the school's SEN Register and will have a PPP. Parents / carers will meet with the class teacher three times per year to discuss the pupil's progress and attainment and review the PPP. The SENCo monitors the support provided, as well as progress and attainment.

PLACING THE CHILD ON THE CODE OF PRACTICE

Some possible ways of collating information and evidence :

- Baseline Assessment
- Teacher Assessments
- Attainments in English and Maths e.g. R.A., S.A., Optional NFER 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 out of class 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 PPP. 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 a PPP drawn up by the class teacher.

Targets are set for all children termly and shared with children and parents. Progress is reviewed regularly and targets maybe revised and set. Additional weekly PPP/PBP intervention/support is provided weekly by the class TA and targets are monitored and reviewed with the class teacher.

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:

- Central Support
- Northwood
- The Elms S.L.D.
- Bluebell Park School for children with Physical Disabilities/Complex Needs
- Meadow Park
(access to some of these schools is only available if named on a child's EHCP)

The SENCo works alongside the other SENCo`s in the Kirkby Cluster on a regular basis through termly meetings.

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 and 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
- An enhanced (additional visits) transition is also available for some local secondary schools.

Through our Pastoral Lead/SENCO support, 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 INCO/SENco support, class teachers during the review process.
- Regular meetings, termly between the SEN governor, Head and SENco
- INCo and SENco update in Headteacher Report provided for full governors each term.
- Teacher meetings with the SENco when needed
- 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 PPP on pupils' progress.
- Attendance records.
- Regular meetings about pupils' progress between the INCO, class teacher and the head teacher.
- Head teacher's and SENCo'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 SENco regularly attend the Local Authorities 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 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 SENco, Headteacher and SEN Governor.

ROLES AND RESPONSIBILITIES:

Designated teacher with specific Safeguarding responsibility – Mrs Odile Coleman and Miss Natalie Clarke

Responsibility for CLA funding – Mrs Odile Coleman

Responsibility for managing the schools responsibility for meeting the medical needs of pupils – Mrs Katy Walmsley

SEN Governor – Mr Paul Wiseman

STORING AND MANAGING INFORMATION –

All documents relating to pupils SEND are stored securely within the school, access is only available by the SENCo, INCo, SLT and those seen by the SENCO. 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 and the Equality Act 2010 to plan for:

1) Full 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) Full 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.

Other related Policies and reports:

Supporting Pupils with medical conditions

Access Plan

SEN information Report