



Approved by Governors	Nov23
Review Date	Nov24
Cycle	Annual

## Special Educational Needs and Disabilities Policy

This Policy should be read in conjunction with the Special Educational Needs and Disability (SEND) Information Report which can be found on our school website.

It complies with statutory requirements laid out in the SEND Code of Practice 0 – 25 years (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions 2017
- The National Curriculum in England primary / secondary framework document 2014
- The school's Safeguarding Policy
- The schools Accessibility Plan
- Teachers Standards 2012
- The children and Families Act 2014

### Aims and Objectives of the policy

In our school, every teacher is a teacher of every child including those with Special Educational Needs and Disabilities (SEND). We ensure that all pupils have access to a broad and balanced curriculum, receive excellent Quality First Teaching and progress well in relation to starting points.

Through our Special Educational Needs policy and practice in this school we aim:

- To ensure that pupils with SEND make good (or accelerated) progress from their starting points.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need.
- To ensure that pupils with SEND have a positive approach to learning. The effective support they receive, both within and outside lessons, enables them to access the same learning experiences as their classmates.
- To ensure early identification of pupils with SEND.
- To ensure that stakeholders work effectively together to provide effective support to the families of pupils with SEND.

## **What are special educational needs and disability (SEND)?**

A child or young person has SEND if he or she has a learning difficulty or disability which calls for special educational provision to be made for him /her.

A learning difficulty or disability is a **significantly greater** difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is **additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

(Code of Practice 2014)

The 4 broad categories of need are:

- **Communication and interaction**
- **Cognition and learning**
- **Social, mental and emotional health**
- **Sensory/physical**

Pupils' needs may fit into one or more of these categories. However, where possible we aim to identify a primary need.

Some pupils make less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

What is **not SEND** but may impact on progress and attainment?

We recognise the fact that other factors may also affect progress and attainment. These include:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Missed school time due to unforeseen events/circumstances e.g. school closures during the COVID-19 pandemic.

**All** pupils will be provided with high quality teaching that is adapted to meet the diverse needs of all learners.

- The class teacher has responsibility for the provision for each child on a daily basis. Where interventions are used, (whether in a small group or 1:1), the *teacher* still retains responsibility for progress.

- Teachers and Teaching Assistants (TAs) work closely to plan and assess the impact of support and interventions and how they are linked to classroom teaching
- Pupils with a disability will be provided with 'reasonable adjustments' in order to increase their access to the taught curriculum.
- Rushton is a dyslexia friendly school. We provide Quality First Teaching, adapted as needed. We will identify and respond to unexpected difficulties, actively working to include all pupils so they can achieve in all areas of learning. We feel that more children are successful when taught using dyslexia friendly teaching methods. By teaching in this way, we aim to make our teaching and learning fully accessible to all children. We will try to discover how each child learns best and use a variety of multi-sensory activities including practical activities and ICT, using eyes, ears, speech, fingers, to stimulate learning. We aim to enable all children to use their strengths for learning while developing the areas they find more difficult.

### **Our graduated approach to SEND support:**

When children encounter a problem with progress -

- The response to their learning barrier will first be addressed through normal day to day classroom practise with Quality First Teaching targeted to the area of weakness. This will be differentiated to all including SEND
- Slow progress and low attainment do not necessarily mean SEND – there may be other external influences: home life, bereavement etc
- This could be an indicator of a range of difficulties or differences.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Children who fail to make expected progress will be identified through the whole school assessment process. The teacher will discuss with the SENCo and Head teacher any child who, despite targeted class interventions, does not make expected progress.

Children who are causing concern may also have more detailed, diagnostic assessments to identify specific areas of need. These include:

- Reading: *YARC (York Assessment of Reading for Comprehension)*. This assesses accuracy, comprehension and rate of reading. It provides standardised scores, reading ages, diagnostic observations of reading behaviours and records qualitative information.
- Understanding of receptive language: *BPVS* – this identifies delay in language development which may result in difficulties understanding the language of the classroom. This can be used with children as young as 3 years 9 months and therefore facilitates early intervention.
- Maths: Sandwell Early Numeracy Test to identify gaps in maths learning and understanding.
- Dyslexia Screen using the Dyslexia Gold programme

**We will then apply the Assess Plan Do Review cycle including exit criteria.**

**The process is a graduated approach:**

Assess – Plan – Do - Review – Assess – Plan – Do – Review

### **ASSESS**

- Identifying the child as needing SEND support – 'in addition to/different from'
- Class teacher assessments to build a clear analysis of child's needs
- Parents involved

## **PLAN**

- Pupil Support Plan is written to identify strengths and areas of need, record any additional or different arrangements being made including any involvement from outside agencies; provide a brief overview of prior attainment, assessment and progress (written in collaboration with parents and pupils).
- Interventions, adjustments and support to be put in place
- Include expected impact (targets)
- Review date

## **DO**

- Class teacher has responsibility for the provision for the child on a daily basis. Where interventions are used, (whether in a small group or 1:1), the *teacher* still retains responsibility for progress.
- Teacher and TA work closely to plan and assess impact of support and interventions and how they are linked to classroom teaching
- SENCo supports the teacher in further assessments for the identification of strengths, weaknesses and the support needed.

## **REVIEW**

- Review effectiveness of support and intervention and impact on progress (Evidence that they don't achieve is as relevant as any that they do – ie if they don't make it, it's not because they haven't had the input. Teacher revises support (supported by SENCO if necessary)
- Amend changes to support and outcomes to be achieved in consultation with parents/carers and pupils
- School to consider involving outside agencies, (if not already done so), if progress continues to be below expectations or if specific areas of need are identified.

### **Funding for additional interventions**

- In class support
- Specific additional interventions for target pupils. The first ten hours for each pupil is provided from the school's budget.
- Additional educational needs funding (AEN) may be applied for if pupils meet specific criteria. This may be prior to requesting an assessment for an Education Health and Care Plan.

### **External agencies and professionals can provide more specialised assessments and advice**

- When there is clear evidence that two cycles of Assess, Plan, Do, Review have not resulted in accelerated progress
- When there is evidence that the child may be presenting with significant difficulties in one or more areas of learning
- This may be through the Educational Psychology Service, PDIP, Send Hub, Autism Outreach etc. All services have their own criteria for involvement.
- Please note that health professionals and advice can also be accessed by school or by referring through the School Nurse service. This may include Speech therapy, Occupational Therapy, Physiotherapy for physical needs or CAMHS and Visyon for social, emotional and mental health support.

- Other specialised health professionals can also be accessed to provide support for children with particular difficulties – such as hearing or visual impairment
- School can also request family support from Early Help (Local Support Team), Homestart or Visyon.
- Multi-agency meetings including parents/carers and SENCo can be held in school. This joined-up working is usually beneficial to all involved.

#### **Parental involvement is a requirement**

- School will provide an annual report on progress
- Where a child has SEND, the teacher and SENCo talk to parents/carers regularly at least 3 times a year. All parents/carers will be invited to contact the SENCo/class teacher at any time if they have queries or concerns between meetings.
- In line with the Code of Practice, we will give parents/carers sufficient time to explore their views and to plan effectively, setting outcomes, reviewing progress and support etc. These discussions will need longer than most parent consultation times.
- A record of this meeting will be kept showing outcomes, targets and support agreed. This may be recorded on Pupil Support Plan.
- Pupil Support Plans must be signed by parents.

#### **Managing Pupils Needs on the Additional Needs/SEND register**

Proposed SEND support will be discussed with the parent/carer, class teacher and SENCo. Pupils will be included in discussions and target setting as appropriate (particularly older pupils).

#### **Pupil Support Plan**

This will be a child-centred approach, including a pen portrait of what the pupil enjoys and is good at, as well as things they find more difficult. The Plan will give details of assessments, interventions, next steps/targets and will record provision and progress towards outcomes. The Plan will include a termly review date and must be signed by parents/carers, the pupil and any teachers/teaching assistants that work with the child.

A signed copy will be kept in school. The level of provision decided will be determined by the individual needs of the child, taking into account pupil attitude as well as lack of attainment or progress.

Details of the involvement of any outside agencies will be recorded on the Plan.

If additional funding is in place, such as AEN, the Plan will set out how this is used.

#### **Supporting pupils and their families**

Please see the SEND Information report regarding:

- Admissions and Transition arrangements
- Supporting children with medical conditions
- Specialist support services for pupils
- Parent support services
- Staff training and resources
- The Staffordshire Local Offer

## **Accessibility**

We increase and promote access for disabled pupils to the school curriculum

- See Accessibility Plan and SEND Information report
- Barriers to learning are identified through testing; listening to pupil voice; listening to parents; creating Pupil Support Plans.
- Rushton is a physically accessible school.
- We continue to improve access to the physical environment – all new building work takes account of physical access.
- Different fonts and print size, coloured paper or coloured overlays are provided as needed.
- Interactive white-board backgrounds are changed to suit the needs of the pupils in each lesson.
- The weekly newsletter and contact via email keeps parents/carers informed.

## **Roles and Responsibilities:**

- The School Governor with responsibility for SEND is Mrs E. Roberts.
- Teaching Assistants and support staff are managed by Mrs S Cockersole, Head teacher, through Performance Management discussions and yearly targets.
- The Designated teacher with specific Safeguarding responsibility is Mrs Cockersole.
- Mrs Cockersole is responsible for managing PPG/LAC funding
- The school's responsibility for meeting the medical needs of pupils is overseen by Mrs Cockersole with day to day management by class teachers/TAs as appropriate.
- Mrs Cockersole is the school's designated teacher for LAC and Dr J. Pears.

## **Contact Details**

The name of the SENCo is Miss L Mellor.

Please contact the school office on 01260 226303 or via email: [lmellor@ttlt.org.uk](mailto:lmellor@ttlt.org.uk)

## **Complaints Procedures:**

See SEND Information report.

This policy was created by the school's SENCO in liaison with the SEND Governor, staff and parents/carers of pupils with SEND.