

Rhodes Avenue Primary School



RHODES AVENUE
PRIMARY SCHOOL

Special Educational Needs Policy Summer 2015

Special Educational Needs (SEN) Policy

Summer 2015

This policy complies with the statutory requirement laid out in the *SEND Code of Practice 0– 25* (29 July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (29 July 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

Aims

Rhodes Avenue Primary School strives to provide the best in primary education. Working in partnership with the local community, the pupils, staff, parents, and governors continue to pursue excellence in all aspects of school life. Our aim is for all children to enjoy learning, and to achieve success in a healthy, happy, and inclusive environment (Aims Statement).

Inclusion

We believe that every pupil has the right to an education that maximises their personal potential and life opportunities. Every teacher, is a teacher of every child, including those with a special educational need. Every pupil with a special educational need has the right to a broad and balanced curriculum, including full access to the national curriculum. The needs of all our pupils with special educational needs, whether short or long-term, should be effectively addressed. These rights can only be ensured in a positive learning environment that fosters respect and dignity, values differences, and ensures high expectations, whilst providing the support needed to meet these expectations.

This policy was created by the school's Inclusion Manager and SENDCO and has been updated to reflect the SEND Code of Practice 0-25 guidance, in liaison with the Senior Leadership Team. It is being shared with all governors, staff and parents with any feedback gratefully received. This is a working document, detailing a co-produced policy in the spirit of current reform.

SECTION 1: Key Personnel

EYFS SENDco

Anne Rawcliffe (currently completing National Award of SEN Coordination)

E mail: anne.rawcliffe@rhodes.haringey.sch.uk

Tel: 0208 888 2859

Inclusion Manager/Assistant Headteacher

Emily Gazzard

E mail: egazzard1.309@lgflmail.org

Tel: 0208 826 1811

Head Teacher

Adrian Hall

E mail: office@rhodes.haringey.sch.uk

Tel: 0208 888 2859

SECTION 2: Key Principles

The following principles underpin our practice and ensure that our vision for all pupils in the school is carried out.

- To identify and provide for pupils who have special educational needs and additional needs;
- To work within the guidance provided in the *SEND Code of Practice (2014)*;
- The responsibility of meeting the special educational needs of pupils is seen as a collective responsibility and this is reflected in all areas of school life, including all aspects of policy making and planning;
- We value children's self-knowledge and their concerns about their own learning, and children are supported to be able to express their views and to actively participate in all decisions about their education;
- Working with parents as partners in their child's education is essential and the school should be proactive in facilitating this;
- We aim to educate pupils with special educational needs alongside their peers in the classroom for the majority of the time. However, we acknowledge that there will be times when an individual pupil's needs require some withdrawal sessions for a specific purpose;
- The pursuit of early identification of special educational needs is essential, followed by an effective, relevant, graded response, based on careful assessment, planning and monitoring;
- We welcome the contribution that other professionals are able to make and seek an inter-agency approach to meeting our pupils needs;
- All interventions with pupils with special educational needs should be recorded and evaluated;
- Good relationships with Nursery, Secondary and Special schools should be maintained to ensure the smooth transition of pupils from one phase to the next;
- The effectiveness of the special educational needs provision in the school should be continuously monitored and evaluated;
- Focused training should be provided to further all staff knowledge and expertise in the area of special educational needs;
- To provide a SENDCO who will work with the SEND Policy;
- To provide support and advice for all staff working with pupils with special educational needs.

SECTION 3: Areas of Need

The 4 broad areas of need are as follows:

1. Communication and Interaction

Including:

- Autistic Spectrum Disorder (ASD);
- Speech, Language and Communication (SLCN).

2. Cognition and Learning

Including:

- Specific Learning Difficulties, e.g. Dyslexia, Dyspraxia.

3. Social, Emotional and Mental Health Difficulties.

4. Sensory and/or Physical needs

Including:

- Physical Disability (PD) and Complex Medical Needs;
- Sensory Impairment such as Hearing Impairment, Visual Impairment and Multi- Sensory Impairment.

These four broad areas give an overview of the range of the needs that are planned for. The purpose of identification is to plan what action needs to be taken, not to fit a pupil into a category. At Rhodes Avenue the needs of the pupils are identified by considering the needs of the whole child, not just any special educational need.

Areas that are not SEN but may impact on progress and attainment include:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN);
- Attendance and Punctuality;
- Health and Welfare;
- EAL;
- Being in receipt of Pupil Premium Grant;
- Being a Looked After Child;
- Being a child of a Serviceman/woman.

Behaviour, as a need, is not an acceptable way of describing SEN. The underlying cause of the behaviour is identified and addressed based on the school knowing the pupil well.

SECTION 4: Managing pupils' needs on the SEN register

We are currently implementing a new system for the whole school which will also cover SEND data tracking and monitoring. This gives a good overview and an easy way of seeing basic information about the SEN register. It enables monitoring of our provision and of any trends or areas of concerns that may develop.

This information is vital for monitoring our provision as is the termly Pupil Progress meetings. These meetings are held every term, one for each class. Present at the meeting is the Headteacher, Inclusion Manager, SENDCO and class teacher. During these meetings each child (including those on the SEN register) is discussed to ensure expected progress is being made and to raise any concerns. Where concerns are raised there is further discussion with the class teacher and SENDCO to action those concerns.

For those on the register targets are set at meetings with the SENDCO, class teacher, support staff and parents/carers. If any external agency or professionals are involved, they will be asked for their input or to attend. The level of provision will be discussed with reference to the Local Offer. The Local Offer provides a description of what is ordinarily or normally available for SEN provision in schools in Haringey. The previous targets and provision are reviewed and discussed. If necessary, any discussions regarding referrals for

engaging additional support/engaging specialist services will also take place at this meeting. Our School Counsellor may also be available to provide input for any social, emotional or mental health issues. Actions, new targets and provisions are then agreed at the meeting. These targets and provisions are then discussed with the pupil. All targets and meeting notes are saved to show a record of progress and interventions that have been used.

If an Early Help Assessment or actions resulting from a Single Agency Referral is needed to assist the family, our INCO/SENDSCO will offer support with this.

SECTION 5: A graduated approach to SEN support

At Rhodes Avenue Primary, high quality first teaching is the first step in responding to children who have or may have SEN. They will be taught strategies to overcome any difficulties or challenges they may experience. This involves:

- Knowing how well pupils are achieving;
- Knowing how to prevent underachievement – highlighting next steps and tracking progression;
- Identifying potential barriers to learning – during a thorough transition meeting at the end of an academic year, the previous and new class teacher discuss and consider the position and progress of each child and therefore be more aware of any potential barriers;
- Knowing what to do to meet all children's needs and prevent underachievement;
- Continuously reviewing provision as well as its impact.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Any additional intervention or support works in conjunction with (not in place of) high quality teaching. This high quality teaching is regularly and carefully reviewed. Where necessary, measures to improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered, may be put in place.

The decision to make special educational provision involves the teacher and the SENDCO considering all information regarding a pupil's progress, alongside national data and expectations of progress. This is a holistic process where we look at the child as a whole and consider how we can best meet their needs. This decision will also involve discussions with parents/carers to ensure we are all working together.

We follow the ASSESS – PLAN – DO – REVIEW cycle. Before implementing any provision, there will be thorough assessments to ensure that the provision is the most suitable for the need and the desired outcome. The provision will be implemented and then the outcomes reviewed according to the specific criteria.

For a more complex level of need we will also draw on the expertise of external agencies and professionals such as:

- Educational Psychologists;
- Speech and Language therapists etc..

Any referrals require the consent of parents/carers. We strive to work closely with parents/carers. A holistic approach works best when all those close to the pupil are involved and committed to ensuring the best possible outcome.

SECTION 6: Criteria for exiting the SEN register

At the termly Pupil Progress meetings progress and outcomes following any intervention will be discussed. If all involved feel the pupil has met their targets and that their needs can be addressed through high quality first teaching, the pupil may be removed from the SEN register. They will be placed on the Monitoring/Shadow List to ensure that a careful eye is kept on their progress and their needs continue to be met in class. At the termly Pupil Progress meetings, progress will be discussed. The class teacher will also be monitoring progress carefully. Any systems of support that are proven to impact and support will remain in place.

SECTION 7: Supporting pupils and families

Please see Haringey's *Local Authority Local Offer* (Regulation 53, Part 4)

Rhodes Avenue Primary works closely with a variety of professional agencies to support families and pupils.

Please see the school's admissions arrangements for further information on procedures and criteria.

If appropriate, Rhodes Avenue Primary will apply for or provide any support that may be available to assist children with SEN with access to exams and other assessments. This is the responsibility of the SENDCO, Assessment Leader and Headteacher.

Transitions from class to class are very carefully managed. Teachers are given time to hand over their classes to the new teacher, including those children on the SEN register. This handover includes lengthy discussion times, as well as any relevant paperwork. The SENDCO is available for any further discussions where needed.

Transition to secondary school is also carefully managed. Where possible there is a meeting with the Year 6 teachers at Rhodes Avenue and the Year 7 teacher/Head of Year of the new school to discuss each child. Where possible, there is also a meeting with the SENDCO of the new school and the SENDCO at Rhodes Avenue to discuss each pupil on the SEN register. Where this is not possible, telephone discussions can take place between SENDCOs. All paperwork will be sent to the Secondary School.

SECTION 8: Supporting pupils at school with medical conditions

The 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 of SEN or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision. The *SEND Code of Practice* is followed.

Rhodes Avenue Primary is an inclusive community that welcomes pupils with medical conditions.

For additional information please refer to the school's policy on managing medical conditions of pupils.

SECTION 9: Monitoring and evaluation of SEND

At Rhodes Avenue Primary the quality of provision offered to all pupils is regularly and carefully monitored and evaluated by regular audits, sampling of parent views, pupils views and staff views. Our governing body is also involved in monitoring and evaluating our provision. There is a designated Inclusion Governor on the governing body. This evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

SECTION 10: Training and resources

Provision for SEN is funded from the school budget, with additional funding sought, where appropriate.

The training needs of staff are identified by regular consultation with staff regarding their training needs at staff meetings as well as performance management meeting and feedback following lesson observations. Needs are also identified by the INCO and/or SENDCO keeping updated with current research and thinking and ensuring staff are aware of new strategies. Training can be from an external agency/professional or internal expertise. 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. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the INCO/SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's INCO and SENDCO regularly attend the LA's SENDCO forum in order to keep up to date with local and national updates in SEND. The school is a member of NASEN and has links with SENCOS from local schools.

SECTION 11: Roles and responsibilities

i.) Inclusion Governor

- Helen Walsh.

ii.) Teaching Assistants

- Emily Gazzard (Assistant Headteacher/Inclusion Manager).

iii.) Safeguarding

- Headteacher (Adrian Hall) and Designated Teacher (Emel Ali).

iv.) Managing and evaluating the impact of provision funded by PPG/LAC funding

- Headteacher (Adrian Hall) and Deputy Headteacher (Maria Panayiotou)

v.) Meeting the medical needs of pupils

- Assistant Headteacher (Emily Gazzard).

vi.) SENCO

- EYFS (Anne Rawcliffe)
- KS1 & KS2 (Emily Gazzard)

SECTION 12: Storing and managing information

Please refer to the:

- Freedom of Information;
- Data Protection;
- E-safety;
- Safeguarding

policies regarding information management and confidentiality.

SECTION 13: Reviewing the policy

Given the climate of reform as we move into the new requirements for SEND for schools effective from September 2014, this SEN policy will be reviewed annually. This is a working document, detailing a co-produced policy in the spirit of current reform. Any feedback will be gratefully received. Should you wish to provide feedback please do so by contacting the school's Inclusion Manager.

SECTION 14: Accessibility: Statutory responsibilities

The *Disability Discrimination Act* (1995) (DDA), as amended by the *SEN and Disability Act* (2001), placed a duty on all schools and Local Authorities (LAs) to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. Accessibility plans and strategies must be in writing.

Our aims, our curriculum, our daily teaching routines and our teaching principles are all based on our mutual respect for one another. Identifying and removing barriers to learning is part of our school ethos.

Accessibility is constantly assessed in the light of each new pupil or cohort. The school has ramps in place and handrails in place. The school has a lift for disabled users in the junior two-storey building.

Communication with parents/carers can be made through a variety of means including e-mail, texts and phone calls. We have an 'open door policy' for parents/carers to meet with class teachers, the SENDCO or the INCO. Whilst at the start of the school day teachers are busy with their classes, a quick chat can usually be had at the end of the day or a meeting can be arranged for a longer discussion. Anything more urgent can be discussed or passed on through the school office.

Section 15: Dealing with complaints

Please see the school's Complaints Policy, available on the school's website and/or hard copies are available from the school office.

Section 16: Bullying

Please see the school's *Anti-bullying (including cyber bullying)*, *Behaviour for Learning* and *E-safety Policies*, available on the school's website and/or hard copies available at the school office.

Links with other Policies and Documents

- Accessibility
- Behaviour for Learning
- Behaviour Principles
- Anti-bullying (including cyber-bullying)
- E-safety
- Equalities
- Complaints
- Data Protection
- Freedom of Information
- Whistleblowing
- Transition
- Safeguarding
- Keeping Children Safe in Education (2016)
- Managing Medicines

Equal Opportunities

Equal access to the curriculum is given to all children regardless of ability, gender, culture, religious or ethnic origin. Rhodes Avenue complies with its duties under the Equality Act (2010) and all staff will have due regard to the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the abovementioned Act. Rhodes Avenue Primary School celebrates diversity and encourages inclusion.

Procedures for policy monitoring and dissemination

This policy will be reviewed according to the Governing Body's Schedule of Policies, all members of staff and governors will receive a copy. A digital copy is available on the school's website and hard copies are available on request at the school office.

Persons responsible:

Deputy Head
Head teacher
Communication Committee

APPENDIX 1

Glossary:

EAL – English as an Additional Language

NASEN – National Association for Special Educational Needs

SEN – Special Educational Needs

SEND – Special Educational Needs and Disabilities

SENDCO – Special Educational Needs and Disabilities Coordinator