

Rakegate Primary School



Special Educational Needs and Disability (SEND) Policy

Mission Statement

Rakegate Primary School is a happy, caring community school which enables all children to develop their full potential academically, socially, spiritually and morally in a safe environment. We believe all children should experience an environment that engenders positive attitudes and respect towards one another and the world in which they live.

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Statement of intent.

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children

- Have different educational, social and emotional 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

Objectives of the SEN Policy

The objectives of our policy are:

- To identify the roles of the Headteacher, SenCo, Classteachers and Governors in making provision for children with special educational needs.
- To encompass the Code of Practice 2014 and The LA's Local Offer.
- To identify the admissions and transfer arrangements
- To identify the allocation of resources and funding within the school's budget.
- To outline the procedures used to identify, assess, monitor and review the progress and needs of pupils with SEND.
- To work closely with parents sharing information about their progress and discussing their needs and their next steps.
- Outline the arrangements to incorporate the support of external services.
- To ensure that pupils with SEND receive quality and entitlement and are integrated into all activities of the school as far is reasonable and practical.
- To ensure that pupils with SEND receive the necessary educational provision at the right time.

This policy outlines the framework for Rakegate Primary School to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

Rakegate therefore intends to work with Wolverhampton and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Signed by

Mrs S. Horton (Headteacher)

Date:

Chair of Governors

Date:

Next review date: **March 2019**

1. Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations:
The Special Educational Needs and Disability Regulations 2014
The Special Educational Needs (Personal Budgets) Regulations 2014
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989 Volume 2 and 3.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25 2014.
- Supporting Children with Medical Conditions 2014.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children 2013.
- Reasonable adjustments for disabled pupils 2012.

2. Definitions

The law states that a child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The definition of disability in the Equality Act 2010 ('a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities') includes children with sensory impairments such as sight and hearing and also asthma, diabetes, epilepsy and cancer. Some children with such conditions do not necessarily have SEND. Where a disabled child requires specialist provision they will also be covered by the SEND definition.

3. Areas of special educational need

Rakegate primary School will make provision for pupils with the following 4 kinds of need:

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

4. Admissions

Rakegate Primary School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

Before admission, Rakegate Primary School will,

- Request pupils' personal and medical records from parents / carers.
- Seek educational history and SEND records from previous schools.
- EHCP's will be considered.

Once admitted, Rakegate Primary School will,

- Undertake a range of assessments to establish strengths and areas of difficulty and to identify any pupils with SEND according to the Early Identification Policy.
- Review any existing SEND support plans and write a new plan if necessary, discussing targets with parents.
- Review current EHCP's.

When pupils leave the school, Rakegate Primary School will

- Pass on SEND and educational information to new setting and discuss needs with new school.
- Facilitate and engage in Transition visits, days and activity weeks occur to aid the move to Secondary Education.

5. Arrangements for Co-ordinating SEN provision. Roles and responsibilities

The role of the governing body is to:

- Designate an appropriate member of staff (the SEND co-ordinator or SENDCo) as having responsibility for co-ordinating provision for pupils with SEND.
- Appoint a designated teacher for 'looked after' children where appropriate.
- Ensure that all pupils have access to a broad and balanced curriculum and that barriers to learning and inclusion are removed as far as possible.
- Ensure that all teachers understand the importance of identifying, assessing and making provision for all children and young people with SEND.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Read and approve a policy on SEND and Accessibility Plan each year.
- Publish annual information on the school's SEND Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.
- Ensure funding is deployed effectively
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- Fully engage parents and / or young people with SEND when drawing up policies that affect them.

The Governor with responsibility for SEND is Ms T. Divilliy

The role of the Headteacher is to:

- Ensure that all those teaching or working with pupils are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Ensure that parents are consulted and involved in the assessment, target setting and provision made for their child.
- Ensure that EHC plans are reviewed annually. Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENDCo has sufficient time and resources to carry out their functions.
- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.
- Inform the School Governors of how funding is allocated to support pupils with SEND.

The role of the SEND Coordinator (SENDCo) is to:

- Be a qualified teacher.
(If a new SENDCo is appointed they must attain the National Award in Special Educational Needs Coordination within three years of appointment.)
- Be part of the school leadership team and collaborate with the governing body and headteacher to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy and co-ordination the provision made for children with SEND.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.

- Ensure records, reviews and support plans are maintained for those children with SEND by classteachers. Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Liaise with the headteacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Liaise with the Headteacher on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEND. Inform the child's parents that SEND provision is being made, where the child does not have an EHC plan.
- Have a close working relationship with and be a key point of contact for external agencies, early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies and with the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Draw up a 1-page profile of the child or young person with SEND.
- Write part one of the EHCP when needed.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND.

The role of the Class Teacher is:

- Identify pupils who experience educational or social and emotional difficulties and accept responsibility for identification of children's needs.
- Inform the SENDCo of any identified children.
- Discuss initial concerns about pupil's progress with parents.
- Set targets and implement strategies to meet identified needs.
- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious using National Curriculum statements.
- Plan differentiated, exciting and challenging lessons ensuring that there are no barriers to learning and any potential difficulties are assessed.

6. Involving pupils and parents in decision making

Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEND label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Value the ideals and contributions of the parents.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach and share expertise.
- Complete Family Journeys with parents in preparation for EHCP's.
- Have an introductory meeting with the parents of a child who has been identified as having an SEND and completing background information on their Case Study.

Parents must always be kept informed about their child's progress and any difficulties or problems should be shared with the parents at the earliest opportunity.

Parents are invited and encouraged to attend review meetings and consultation evenings termly where they will have the opportunity to express their feelings about their child's progress and how they will support their child's targets at home.

7. Joint commissioning, planning, and delivery

Rakegate Primary School will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

Identifying improved system outcomes in consultation with pupils and their parents, taking into account:

- Prevention.
- Early identification / recognition.
- How pupils and their families will be able to access services.
- How transitions will be managed, including from early years to primary education and primary to secondary.

- How provision and support services will enable pupils to prepare for their future adult life.

Planning, delivering and monitoring services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEND. Narrowing the gap
- Increasing the proportion of children with SEN whose needs are identified before school entry.
- Providing early intervention so that children are not SEND later in their school career.

8. Funding

Rakegate Primary School will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils.

Personal budgets are allocated from the local authority's high needs funding block and Rakegate Primary School will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

Funding will be allocated to resources as appropriate according to particular needs and priorities outlined in the School Improvement Plan.

9. Local offer

Rakegate Primary School will cooperate generally with the local authority and local partners in the development and review of the local offer.

The School Information Report reflects this. The school website has a link to the local offer.

10. Identification

To identify pupils with SEND, Rakegate Primary School will:

- Assess each pupil's current skills and levels of attainment on entry. Children will be identified as having a need according to the Early Identification Policy.
- Make regular assessments of all pupils to ensure that the intervention: Ensures that the child's progress is similar to that of their peers starting from the same baseline, matches or better the child's previous rate of progress, closes the attainment gap between the child and their peers and prevents the attainment gap growing wider.
- The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.
- Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. (see Criteria for children being identified as SEND)

11. Graduated approach

Rakegate Primary School will, once a potential SEND has been identified, employ the graduated approach to meeting the pupil's needs, including:

1. Establishing a clear **assessment** of the pupil's needs.
2. **Planning** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review. SEND Support Plans are written termly.
3. **Implementing** the interventions, with support of the SENDCo. These could be delivered by the teacher, Teaching assistants, SENDCo or other members of staff. They are recorded, along with the child's current attainment in The Provision Map. There will also be individual work to work on specific targets in the SEN Support Plan.
4. **Reviewing** the effectiveness of the interventions and making any necessary revisions. Interventions from the Provision Map are evaluated termly or more frequently if needed. SEN Support Plans are reviewed at the end of each term and new targets written.

Assess, plan, do, review.

12. SEN Support

The interventions can be implemented through SEN Support where a pupil:

- Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

13. SEN Support – External advice

The relevant teacher or SENDCo, in consultation with parents, will talk with the parents about seeking advice from external support services, if a pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
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 specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

14. Assessment

- Rakegate Primary School will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.
- The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

15. Education, Health and Care (EHC) plans

- Rakegate Primary School will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.
- The school will consider any child that names the school in an EHC plan.
- The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.
- The school will, in consultation with parents, put forward for assessment any child they feel requires a level of need beyond what school can provide.
- The SENDCo will, in collaboration with parents, prepare the one page profile and family journey for the EHCP.
- The SENDCo will, in collaboration with parents, provide all other documentation and evidence when applying for an EHCP.

16. Reviewing an EHC plan

Rakegate Primary School will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.

- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

17. SEN and Disability Tribunal

Rakegate Primary School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

18. Data and record keeping

Rakegate Primary School will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND. Record details or additional or different SEND provision on a provision map.

19. Confidentiality

Rakegate Primary School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.
- To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.

March 2018 NK