

SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY

General principles

Every child at Roach Vale, regardless of gender, race, creed or ability, has the right to;

- a broad , balanced curriculum, relevant and differentiated, including access to the National Curriculum (unless exempted from part of it).
- support for and understanding of any difficulties they have, enabling them to participate in the life of the school.
- have their contributions valued, enabling them to experience success thereby raising self-esteem.
- to be subject to high expectations by all staff in response to their needs.
- be seen as an individual with differing interests, knowledge and skills.
- full integration with their peer group whenever possible.

This will be facilitated by flexible classroom management; fully differentiated planning of work, collaboration with other professionals and special needs support services, and an enhanced level of resourcing for children with special needs in order that they develop to their full potential.

Every parent has the right to information and support.

The school has an 'open door' policy for parents, who are welcomed into the school to discuss any concerns they may have.

All parents are encouraged to be fully involved in their child's learning.

If a parent identifies a problem that their child has in school, the school will respond by recording and will act upon observations.

Parents will be kept informed of their child's progress and their difficulties. They will participate in any decision making about the provision made to alleviate those difficulties.

Every teacher

All teachers are teachers of children with SEND. Teaching children with SEND is therefore a whole school responsibility. Where appropriate staff are kept informed of children's needs and work willingly with other professionals in order to ensure that every child's needs are met.

Definition of Special Educational Need and Disability

The SEND Code of practice 2014 identifies a child or young person as having a special educational need or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Admissions

The governors agreed admission policy reflects the fact that the school will make every effort to accommodate children with special educational needs or disabilities.

Parents are responsible for fulfilling their obligations under the Home/School Agreement:

- Keeping the school informed of any changes in their child's particular needs.
- Attending meetings at school to discuss their child's particular needs/progress.
- Supporting the school in carrying out particular learning/behaviour Management programmes.
- Immediately informing the class teacher/SENCO/headteacher of any problems/difficulties their child faces.
- Informing the school of any concerns regarding provision for their child, following the complaints procedure.

Class teachers are responsible for;

- developing a knowledge of each child's skills and abilities through ongoing observation and assessment
- finding ways of providing appropriate access to the curriculum for every child. e.g through differentiation, T.A support, advice from subject co-ordinators etc
- identifying and monitoring children with SEN
- consulting with the SENCO if progress is not being made
- organising provision planning and provision review opportunities for children identified as needing Additional Supported Intervention (ASI) in consultation with the SENCO and parents
- maintaining records of progress and documenting any concerns he/she/parents may have
- keeping parents informed of their child's progress/difficulties
- developing knowledge (with support from the SENCO) and strategies related to meeting the needs of specific pupils

The Special Needs Co-ordinator (SENCO) is David Harvey. He is supported by Mrs Sue Bilby and Mrs Jane Randall.

The SENCO is responsible for;

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for the children with SEND
- liaising with and advising fellow teachers
- managing learning support assistants
- overseeing the records of all children who are included in the SEND register
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- liaising with external agencies
- working with pupils who are include the SEND register
- liaising with colleagues in early education settings and secondary schools
- overseeing the organising, implementing and reviewing (Plan, Do, Review) of Additional Supported intervention for children with SEND

All curriculum leadership teams are responsible for;

- ensuring that children with SEND have access to the curriculum at an appropriate level
- liaising with the class teacher and SENCO to ensure that needs are met

The Headteacher is also responsible for;

- the management of provision for children with SEND
- keeping the governing body fully informed
- working closely with the SENCO and senior management team
- liaising with the local authority concerning Looked After children (those with SEND will be assessed by the SENCO in accordance with the SEND code of practice)

The Governing Body is responsible for:

- ensuring that, as best as it is able, provision is made for any pupil who has SEND
- ensuring that, where the responsible person has been informed by the LA that a pupil has SEND, those needs are made known to all those who are likely to teach them

- ensuring that pupils with special educational needs and disabilities join in the activities of the school wherever possible
- reporting to parents on the implementation of the school's SEND policy
- having regard to the SEND code of practice when carrying out duties toward children with SEND
- ensuring that parents are notified of a decision that SEND provision is being made for their child
- liaising with parents who do not feel that the school has properly carried out its responsibilities to a child with SEND

The Governor responsible for monitoring SEN is **Mrs Amanda Hudson**.

Identification, assessment and provision

SEN is identified by measuring a child's progress with reference to:

- Teacher assessment
- Teaching Assistant/Learning Support Assistant observations
- performance against National Curriculum age related expectations
- concerns expressed by parents or carers

Categories of provision for SEN children

1. High quality teaching

The needs of all children will be addressed through high quality, class based teaching. Where children's progress or development is slower than that of other pupils, the class teacher (through guidance from the SENCO) will use The Essex Provision Guidance Toolkit Document to identify further strategies. These strategies will be monitored for their effectiveness.

2. Additional Supported Intervention

If there is continuing concern about lack of progress, children's performance will be monitored in accordance with the SEND code of practice. If the criteria for Additional Supported Intervention is met, parents will be consulted and a support plan will be created. Where appropriate a person centred planning meeting will be organised and a SEND One plan will be created. This plan will be reviewed twice yearly by the class teacher, with parents and in collaboration with the SENCO. Where appropriate, outside agencies will be invited to attend these reviews.

3. High Need Support

If, despite additional support, there is still concern over a child's progress, an application can be made for an EHCP (Education and Health and Care Plan). Over time, children who currently have Statements of SEN will have these converted to EHCPs by the Educational Psychology service.

Working with, and accountability to, parents

- Parents are consulted as soon as a concern is expressed about a child's learning and are fully involved in the decisions that are made.
- Where appropriate, meetings are arranged for parents to meet with staff who support their child and to review their children's progress and learning programme.
- Parents have access to their child's records at any time.
- Parents are encouraged to discuss progress informally, celebrating good work and discussing any causes for concern with the class teacher, SENCO or Headteacher
- If parents feel that their child's needs are not being properly met in school they may take their complaint to the Governing Body or be referred to the Parent Partnership Service.

Working with other colleagues, schools, services, including the LA

- The SENCO and Year 6 teacher will liaise with the Special Needs staff at the receiving secondary school in the summer term before transition.
- The school's Educational Psychologist visits the school to see individual children and their parents. Our Educational Psychologist is also available to visit to support staff and review the school's SEN provision/.
- Attendance Solutions will give advice to the school about attendance and will attend School Attendance Meetings (SAMs) if the school requests this.
- We can make referrals can also be made to a Paediatrician.
- We have regular access to speech and language support and other school health professionals.
- Specialist advice from these professionals as well as from Specialist Teachers is included in support plans.

Whole school planning, management and review

An allocation of money is made each financial year to the SEN materials budget and is spent on resources. TA's who work in classes may be used for special needs support and there are two LSA's dedicated specifically to working with children with SEND. INSET for teachers and TAs is planned in accordance with the aims of the SDP.

The success of the SEND Policy will be judged in the short term by parents and pupil satisfaction sought at the time of the reviews, in the medium term by the effectiveness of provisions supporting children with SEN, and in the long term by an increase in the achievement of the children assessed as having SEND.

Governors review the provision and effectiveness of the SEND policy and report annually to parents.