

All Radcliffe Community of Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.



Russell Street School

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

Introduction:

Russell Street School is an inclusive school and offers the following range of provision to support children with; cognition and learning, communication and interaction and sensory, SEMH and complex medical and physical needs.

The range of support deployed will be tailored to individual needs following assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

Admission Arrangements for children with SEN:

Children with an Education Health Care Plan

All admission authorities are required by section 324 of the Education Act 1996 to admit to a school a child with a statement of special education needs or an Education Health Care Plan that names that school. This is not an oversubscription criterion and the council will therefore admit such children whether the admission number has been reached or not.

Children with Special Educational Needs with no Education Health Care Plan

Children with special educational needs will be treated as fairly as any other applicant. The law does not permit refusal of admission because it is claimed that the school cannot cater for the child's special educational needs and the council will consider such applications on the basis of the published oversubscription criteria.

Information and Guidance

Who should I contact to discuss the concerns or needs of my child?

Class teacher

He / she is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child, identifying and planning the delivery of any additional support. (CT may not be delivering this support)
- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
- Applying the school's Inclusion policy.

If you have concerns about your child you should speak to your child's class teacher first. You may then be directed to the SENCO.

Special Educational Needs Coordinator (SENCO)	He is responsible for <ul style="list-style-type: none"> ➤ Coordinating provision for children with SEND and developing the school's Inclusion policy ➤ Ensuring that parents are: <ul style="list-style-type: none"> • Involved in supporting their child's learning and access to the curriculum • Kept informed about the range and level of support offered to their child • Included in reviewing how their child is doing • Consulted about planning successful movement transition to a new class or school ➤ Liaising with a range of agencies who can offer advice and support to help pupils overcome any difficulties ➤ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
Head teacher	She is responsible for: <ul style="list-style-type: none"> ➤ The day to day management of all aspects of the school, including the provision made for pupils with SEN.
SEN Governor	She is responsible for: <ul style="list-style-type: none"> ➤ Supporting school to evaluate and monitor quality and impact of provision for pupils with SEN across the school.

Assessment, Planning and Review

How can I find out about how well my child is doing?

Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have emotional, social and/or behaviour needs which are affecting their ability to engage in learning activities. After discussions with key staff and parents, if appropriate additional support will be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties.

The views of the pupil or young person about their support will be given consideration at this stage.

This additional support is documented in a personalised provision map or behaviour support plan. In consultation with the SENCO and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases support from a Teaching Assistant may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to Junior School

Formal review meetings are held at least termly. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded. If your child is continuing to have significant difficulties, further/on-going external expertise may be requested.

Mainstream schools have funding delegated to their budgets according to needs specified in Appendix 3. Mainstream schools contribute up to the first £6000 for each pupil on a SEN stage of the Code of Practice. Top-up funding can be applied for, for children whose high

needs cost more than £6000. To access this funding schools have to show clearly the provision they have in place using their delegation resources. This will be evident from the schools provision management, pupils' achievement of targets and progress. Funding will relate to the severity of need. The allocations are provided at the discretion of the top up panel.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform you about eligibility and applications for these arrangements.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Quality first teaching is in place in all classes for all pupils to access the curriculum. Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements.

Differentiation is approached in a range of ways to support access and ensure that all pupils can experience both success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills.

Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

Intervention

What additional support is available for my child?

Children will have access to learning and the curriculum through personalised plans tailored to your child's need or through access to learning support and specialist teaching staff:

- Regular intervention programmes in all classes support children to make progress with their learning
- Class teachers organise and plan for interventions with support from the SENCO or outside agencies as required

Strategies/programmes to support speech and language

- Speech and Language Therapist advice disseminated to and implemented by teaching staff
- Speech therapy individual or group work delivered by Elkan trained support staff following speech therapist advice

Strategies to support/develop literacy inc. reading

- Small group intervention programmes to support reading and writing
- 1:1 Every Child a Reader support for children who meet the criteria
- 1:1 Better Readers support for children who meet the criteria
- Opportunities for over learning

Strategies to support/develop numeracy

- Small group intervention programme to fill gaps and consolidate learning
- 1:1 Every Child Counts support for children who meet the criteria
- Opportunities for over learning

Strategies/support to develop independent learning

- Mentoring by peers, support staff or teaching staff
- Visual timetables for class & individuals
- Lesson objectives clearly displayed
- Success criteria used in all lessons
- English and Mathematics learning displays in all rooms
- ICT and other resources available to children as required

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem

- Individual and small group programmes
- Mentoring
- Daily or Weekly celebration opportunities

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Regular contact and liaison with parents
- Transition support when transferring from one year group to another as well as to Junior School
- Consistency of approach by all adults
- Visual support in all classrooms
- Well established rules and routines
- Safe spaces as appropriate

Strategies to support / modify behaviour

- School sanctions and reward systems as set out in the School Behaviour Policy
- Advice from SEMH (Social, Emotional, Mental Health) Team
- Mentoring and guidance from the SENCo

Support/supervision at less structured times of the day including personal care

- Trained staff supervising during break and lunch periods
- Access to structured activities overseen by an adult indoors or outdoors as appropriate during break and lunch times
- The medical room is staffed during all breaks by trained staff

Planning, assessment, evaluation and next steps are always agreed through

- Regular reviews with parents
- Pupil progress assessed and reviewed half termly with senior leaders
- Clear support plans for pupils who have needs but don't have specific targets from other agencies
- All lessons differentiated to take account of individual needs
- Provision map available in school showing all the provision in each year group

Partnerships with External Agencies

What support from outside does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

The school fosters Liaison and Communication with Professionals and Parents; it attends all meetings and prepares all reports.

The school organises:

- Regular meetings as required
- SENCO available – meetings can be booked through the school at any time if there is any concern
- Referrals to outside agencies as required following internal and LA systems
- Speech and Language therapy for specific individual pupils
- Educational Psychologist visits
- Specialist teacher visits
- EMA Network (Ethnic Minority Achievement Network) visits
- Medical Professionals – requesting advice as needed

<ul style="list-style-type: none"> ➤ Liaison with (CFP) Children and Families Practice MK ➤ Liaison with (CSC) Children's Social Care 	
Milton Keynes SENDIAS Advice Line 9:30 – 4:30, Monday – Friday, term-time. Reduced Service during school holiday periods 01908 254518	MK Special Educational Needs and Disability Service is a statutory service offering confidential and impartial information, advice and support to children, young people and their parents in Milton Keynes who have special educational needs or a disability, between the ages of 0-25, where this is impacting upon their education.
Education Professional responsible for children who are looked after. Michelle Mellor Head teacher of Virtual School in MK	The Virtual School oversees and monitors provision for children who are in the care of the local authority.

Transition

How will the school help my child move to a new class/ year group or a different school?

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition by:

When moving to another school:

We will contact the School SENCO and share information about special arrangements and support that has been in place for your child to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible. The school may put passport in place to support transition process.

When moving classes / forms in school:

An information sharing meeting will take place with the new teacher. Opportunities to visit the new class / teacher will be provided.

Year 2-3 transition

The SENCO and/or class teacher will attend a Transition meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact. In some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school to see your child in their current setting.

Staffing Expertise

How skilled is the staff in meeting the needs of my child?

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. Recent training has covered :

- Literacy and Numeracy
- Speech and Language
- Nurture/ Social and emotional needs
- Behaviour support
- Autistic spectrum
- Medical needs and support

Milton Keynes has Special School provision which schools can go to for advice to review, evaluate and develop provision for pupils who have the most complex needs.

Budget

How are the school's resources allocated?

The school has an SEND Budget allocated each year. The money is used to provide additional support or resources to support the needs of children.

This can be

- Providing specialist equipment to support a need e.g.: a writing slope or exercise books using buff or cream coloured paper to reduce glare or visual distortion
- Providing additional intervention programmes to help a child learn and progress
- Providing a Teaching Assistant or specialist teacher to support small group or individual learning
- Providing any resources to support learning in any area

Environment

How accessible is the school environment?

- Wide doors are fitted to outside doors on the main building and main entrance on EYFS building
- Three toilets are adapted for disabled use.
- Ramped level access to the main building reception
- Disabled space marked out in car park
- Lift to the small staircase to the hall

Activities and Trips

How will my child be included in activities outside the classroom, including school trips?

Activities and school trips are available for all

- Risk assessments are carried out and procedures are in place to enable all children to participate
- However, if it is deemed appropriate that an intensive level of 1: 1 support is needed, a parent or carer may be asked to accompany their child during a specific activity

Parental Involvement

How can I help support my child's learning?

We value parents as partners in their child's learning journey. All parents are encouraged to contribute to their child's education. This may be through:

- Parents evening discussions
- Working with your child at home by hearing them read regularly, supporting completion of homework and other additional activities provided by school
- Attending review meetings
- Ensuring good attendance and punctuality
- Ensure your children are ready for school: sufficient sleep, nutritious breakfast and have all they need with them - well equipped for learning

Appendix 1

Glossary of terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
APS	Average Points Score
ASD	Autistic Spectrum Disorder
AWPU	Age weighted pupil unit
BESD	Behavioural Emotional and Social Difficulties
BST	Behaviour Support Team
CAMHs	Child and Adolescent Mental Health Service
CFP	Children and Families Practice
COP	Code of Practice
CP	Child Protection
CSC	Children's Social Care
DCD	Developmental Coordination Disorder
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
FSM	Free School Meal
HI	Hearing Impairment
IDACI	Income Deprivation Affecting Children Index
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PRU	Pupil Referral Unit
PSP	Pastoral Support Plan
SALT	Speech and Language Therapist
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Needs Coordinator
SPLD	Specific Learning Difficulty
VI	Visual Impairment

Appendix 3 Notional SEND Budget

- First £6000 will be allocated using proxy indicators (regardless of whether or not the pupil is statemented or type of statement)
- Proxy indicators
 - £5000 from the lump sum
 - 4% AWPU
 - 25% FSM in Primary sector or 30% FSM in Secondary sector
 - 50% IDACI
 - 100% Prior Attainment