

Rokeby Park Primary School



Policy for Special Educational Needs

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Introduction

This document is a statement of the aims, principles and strategies for the teaching of children with Special Education Needs at Rokeby Park Primary School. It gives information on the school's provision for children identified with Special Educational Needs and Disabilities and has been developed in response to the publication of the Code of Practice 2014. This policy should be read alongside the school's offer for SEN, Hull's Local Offer as well as the Single Equalities scheme.

Aims

At Rokeby Park Primary School, our aims for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom. Through our high quality planning, teaching and provision we pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximized. At Rokeby Park Primary School we ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning. We provide an accessible learning environment which is tailored to the individual needs of all pupils. We develop children's independence and life skills to help equip them for the future. We regularly monitor the progress of children with SEND, using a child-centred approach. Our aim is to provide good quality and relevant training for all staff members supporting children with SEND. It is important we work in partnership with parents and carers and work closely with external agencies and other professionals to develop our provision for children with SEND.

Legislation and guidance

This policy for special educational needs is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definition of Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Principles and Objectives

At Rokeby Park Primary School, we believe that all pupils should have full access to a broad and balanced curriculum. In the case of pupils with Special Educational Needs this is no different. However, when planning for these children, small step targets from personalised learning programmes or an Education, Health and Care plan may have to be considered in order to provide the necessary resources to enable access to the wider curriculum.

In order to do this, we must:

- Monitor/observe and assess children to ensure early identification of any learning, communication, sensory, physical or emotional and mental health need;
- Ensure that all children are fully included within the main-stream classroom and wider school community;
- Liaise closely with parents, outside agencies and governors;
- Ensure that all children have access to a full curriculum through the processes of assessing, planning, supporting and matching of work;
- Ensure that we work in partnership with parents/carers and children to ensure that they continue to be involved in any course of action taken by the school. This will ensure they remain fully informed and that they understand the purpose of any programme of work devised for a child;
- Monitor and evaluate the Special Educational needs provision.

Personnel Responsible for SEN

Mrs Claire Smith - Headteacher

Mrs Kate Wilde - SENCO

Mrs Hannah Stannard – SEN Governor

The Role of the Special Needs Co-ordinator

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively

- Liaising with parents of children with SEN
- Liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date on CPOMs and SIMS.
- Ensuring children with SEN are making progress through the use of pupil tracking and data analysis.
- Liaising with co-ordinators of other curriculum areas to ensure that children with SEN have full access to their curriculum area.
- Attending CPD relevant to the development of the role and feedback relevant information when necessary.
- Making staff aware of the training relevant to their own role in the development of SEN.

SEND Code of Practice (2014)

The Governing Body must:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, where the 'responsible person' – the head teacher or the appropriate governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs.
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can, to meet children and young people's SEN needs.
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.

- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN coordinator (SENCO).
- Inform parents when they are making special educational provision for a child.

Admission Arrangements

Pupils enter the school at the beginning of the autumn term in which they are five. We follow the Constellation Trust’s admission policy. Many of the pupils will have spent some time in the nursery and staff will have begun planning for pupils with SEN.

Admission to the Foundation Stage

Prior to starting in the Foundation Stage, staff carry out home visits. Whatever age pupils arrive at Rokeby Park Primary School we carry out a robust admissions process with parents in order to get the full picture of the child. Outcomes of these are recorded and a baseline judgement is made on each child. Where pupils are transferred from other schools a Pupil Transfer document is sent to the relevant school. This indicates if the child is on the SEN Register and at what stage. As relevant documentation is received, the office staff hands it to the class teacher and SENCO. The SENCO must be informed as soon as possible about any children who have been admitted with SEN. The SENCO may need to speak to the staff of the previous school.

Monitoring, Evaluation and Review

At Rokeby Park Primary we aim to provide a variety of approaches in order to maximise the achievement of all pupils with SEN. This should enable them to have a broad and balanced curriculum. Teachers’ planning and approaches should be flexible in order to recognise the needs of all these children to ensure that work is well matched and differentiated to the specific needs of individuals.

Detailed provision maps are in place with Wave 2 and Wave 3 interventions. These interventions take place alongside Quality First Teaching (QFT). Time is allocated during each term to monitor the delivery of teaching and interventions to ensure they remain focused on the needs of the child and to ensure the interventions are evaluated for their effectiveness.

Children with special educational needs are set ‘small step’ targets against which progress can be measured; these are in a CATs file. We would expect children to be making steady progress against these targets. Teacher assessments are also used to measure the progress individual children and groups of children with SEN make. The SENCO tracks the progress of pupils with SEN in English, maths and PSHE, termly as well as annually, and produces a data analysis report. This aims to identify the strengths in practice as well as the areas that continue to require development.

When setting academic targets for children with SEN at the beginning of the autumn term, the CATS files are used to measure the progress of the children termly and small steps targets are taken from these to use in Assess, Plan, Do, Review (APDR plans) to share with parents. These are reviewed on a half termly basis.

Pupils with SEND

All teaching and non-teaching staff have access to a copy of the register of the pupils receiving SEND support. The importance of confidentiality cannot be over-emphasised. The register is updated and analysed regularly by the SENCO.

The Stages - A Graduated Response

The Code of Practice (2014) recommends that schools should deal with children's needs using a 'Graduated approach', matching the level of help to the needs of the child. There are currently two categories of need defined within the code – those children with SEN catered for by the school's provision (now called SEN support) and those children for whom it is necessary to create an Education, Health and Care Plan (EHC).

A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

At Rokeby Park Primary School, it is the responsibility of the class teacher, after liaising with the SEN co-ordinator, to identify when a child has a special educational need which requires different or additional provision to be made for a child; 'every teacher is a teacher of SEN'.

Class teachers are responsible for ensuring that the individual needs of the children are met. When the class teacher has a concern about a pupil and feel they should be placed on the school's SEN register, they should follow the SEND identification pathway.

- Cause for concern logged on CPOMS and discuss with parents/carers and SENCO/Class teacher.
- Quality First Teaching and use of Core Offer (see appendix 2) Class based intervention, support, reasonable adjustments and modifications made to the curriculum and impact reviewed.
- If a pupil is not making expected progress or remains a significant cause for concern despite Quality First Teaching, class based intervention and support. The class teacher consults with SENCO and parent/carers and the Assess-Plan-Do-Review cycle of support/intervention introduced. A CATS (Curriculum Assessment Toolkits) file is introduced with small achievable targets and outside agencies are involved where appropriate.
- If the child is still not making expected progress against Assess Plan Do Review targets and remains a significant cause for concern, a Person Centred Planning (PCP) meeting will be held with key staff, parents (including outside agencies) and pupil where appropriate. A 'My Support Plan' is completed as part of the PCP meeting and the APDR cycle continues.
- If the pupil is still not making progress against APDR targets and remains a significant cause for concern the statutory assessment pathway will be followed.

An Education, Health and Care Plan (EHCP)

If after considerable advice and support, it is felt the needs of the pupil remains so substantial that the school cannot meet them, then this concern will be brought to the attention of the Local Authority (LA) in the form of a request for an Education, Health and Care Plan (EHC plan).

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the pupil, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

When making a request for an EHC plan, the SENCO will provide the LA with:

- How and when the pupil's needs were first identified and the steps that have been implemented to support these needs
- Progress against Age Related Expectations (ARE)
- Educational and other assessments, for example Educational Psychologist report
- A pen portrait of the pupil and the needs that they display within school
- Involvement of other professionals
- Any involvement of Social Care and Health professionals

Parents will be informed and given the contact details of the local parent partnership (KIDS) who will give them independent advice and support.

On an annual basis, an annual review will be held for a pupil with an EHC. Parents, teacher, SENCO and agencies involved with the pupil will be invited to the meeting. The targets will be reviewed and assessed, any new concerns are expressed and the views of parents and others are noted and discussed. New long term targets for the next 12 months are considered. The SENCO completes the documentation and sends via EDT (electronic document transfer) to the SEN section.

Funding

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools' forum, which is also applied to local academies.

Within the overall school budget, a proportion of funding is allocated called the notional SEN budget.

At Rokeby Park Primary, provision for the children who are given any one-to-one support or who are regularly supported in small group interventions is funded through this budget as well as it being used to support groups of children with additional needs. A detailed provision map of intervention is available within school. This is reviewed regularly and progress of children receiving intervention is monitored closely.

Provision

At Rokeby Park Primary, we strive to meet the needs of all children within the classroom environment (QFT). Teachers carefully plan and adapt provision to support the children in achieving their full potential in all areas.

Access to the National Curriculum

At all stages, children should have access to the National Curriculum. This is achieved through careful planning, matching the correct task to the child's ability level, through structured assessment activities and the organised use of non-teaching staff.

Links with Support Services

The Headteacher and SENCO will be responsible for identifying and contacting outside agencies when appropriate. All staff will liaise as necessary with the SENCO, ensuring that all concerned are aware of any relevant information or paper work.

The expertise of the following agencies may be sought:

Educational Services

Hull City Psychological Service – visits by EP to assess children and offer advice on strategies/support
FASS Team (Portage)

Children's Centre Nursery Classroom, Walker Street

Language Unit

The White House PRU Outreach Service, advice and support for children with behavioural and emotional difficulties. Children at risk of exclusion may be referred to the school and children may also be admitted if permanently excluded.

Integrated Physical and Sensory Service (IPaSS) – and an integrated advice and support service regarding children with physical, hearing and visual impairments

Northcott Outreach 201 which works with schools in order to provide support for schools who have children with ASD

Ganton School

Tweendykes School

Rising Stars – outreach support and placements where necessary for SEMH (social, emotional and mental health needs)

Constellation Trust

Health Services

Children and Adolescent Mental Health Service (CAMHS)

Headstart (age 10 upwards)

Health visitor – The nursery staff and SENCO work with health visitor on children who are a cause for concern

Children's Learning Disability Team

Physiotherapy

Occupational Therapy

Speech and Language Therapy – can be referred by school, parents or health authority. Programmes in school delivered through Microsoft TEAMS with ASA (achievement support assistant) with the child.

School Nursing Service – Wednesday afternoons – the school nurse meets with parents and pupil to look at HCP and health needs across the school.

Primary Mental Health

Social Care: Advice and support as required, may involve DSL (Designated Safeguarding Lead)

Voluntary Organisations

Barnardos

NSPCC

Children and Families Disabilities Team

KIDS – parent partnership service offering support and advice to parents

Transfer of Documents

When children with SEN transfer to secondary school the class teacher and/or SENCO will liaise with the staff of the prospective secondary schools and hand over all SEN documentation prior to the new term beginning. The secondary school staff are invited to final review meetings of the year 6 pupils. Where children with SEN transfer to another primary school SEN records will be forwarded within 15 days of the child ceasing to be registered at our school. All data handling and sharing will be in full compliance with the General Data Protection Regulation 2016 (GDPR) legislation and guidelines.

Review of this Policy

This policy will be reviewed in response to the evaluation of ongoing monitoring. It will be reviewed in response to need and as the legislation surrounding SEN is updated.

Reviewed: November 2020 by K Wilde

Next review: November 2021