



## **Richmond Methodist Primary School**

**Policy for special educational needs and disabilities (SEND)**

**Agreed by governors...Autumn 2017.....**

**Review date: September 2018**

**This policy is in line with the final draft Code of Practice which will be ratified  
by parliament for use from September 2014**

### **Abbreviations used**

<b>SSA</b>	<b>Support Service for Autism</b>
<b>CoP</b>	<b>Code of Practice</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>EMS</b>	<b>Enhanced Mainstream School</b>
<b>ESWS</b>	<b>Educational Social Work Service</b>
<b>SEND</b>	<b>Special Educational Needs and/or Disabilities</b>
<b>IM</b>	<b>Inclusion Manager TA            Teaching Assistant</b>

## **Our definition of Special Educational Needs**

The definition of SEN that we have used is taken from The Special Educational Needs and Disability Code of Practice, January 2015

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person 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, 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 or mainstream post-16 institutions*

## **Richmond Methodist School's aims and values statement**

At Richmond Methodist Primary School we believe that all children and young people are entitled to an education that enables them to make maximum progress so they achieve their best. We feel that providing a nurturing, happy and trusting environment is essential to enhance the children's learning experience. *Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.*(Foreward of CoP)

## **Objectives of the policy**

The overriding objective of this policy is to ensure that the school has clear, concise and transparent information for all staff working in the team with regard to pupils with SEND. This policy will outline how the schools will use its best endeavours to:

- identify pupils with special educational needs and disabilities, assess these needs and ensure their needs are met.
- ensure that pupils with special educational needs and disabilities join in with all activities of the schools.
- ensure that all learners make the best possible progress.
- ensure that parents are informed of their child's special needs and that there is effective communication between parents/carers and schools.
- ensure that learners express their views and are fully involved in decisions that affect their education.
- promote effective partnership and involve outside agencies when appropriate ensuring that all partners are aware of responsibilities

## **Philosophy**

### **The Richmond Methodist School community believes that:**

- All pupils are equally valued and the school has high aspirations for all.
- All pupils are the shared responsibility of all staff. In line with the Code of Practice January 2015, Class Teachers have responsibility for the progress and attainment of every child in their class, including those with SEND.
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement.
- Early and accurate identification is essential.
- There will be a flexible continuum of provision for pupils with SEND.
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs.
- Staff will be given appropriate training to allow them to meet a wide range of needs.
- Parents will be fully involved as partners in their child's education.
- Pupils will be encouraged to give their views on what learning is like for them.
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

## **Principles**

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age.
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014)

We are committed to delivering Quality First Teaching to all our pupils. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support (Code of Practice Chapter 6:15).

The Code of Practice states that: *Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv Code of Practice January 2015)*

All pupils will have access to a broad and balanced curriculum. In accordance with The National Curriculum Inclusion Statement, teachers should set high expectations, for every pupil, whatever their prior attainment. Teachers should set targets that are deliberately ambitious. (Code of Practice Chapter 6:12)

## **Procedures**

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEND provision is as follows:

The Inclusion Manager (IM) for the school is Miss Lucy Greggan. The SEND Governor is Mrs Rebecca Simpson.

Whilst Mrs Simpson takes a special interest in SEND, and meets regularly (once a term) with the IM to discuss SEND matters, the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

## **Allocation of resources for pupils with SEN**

All pupils with SEND will have access to Element 1 and 2 of the school's budget. This will be used to support children who are receiving SEN support and those children with an Education Health and Care Plan (EHP). Those pupils with a statement or an EHP will access additional funding and will receive what is called Element 3 funding.

The IM, Headteacher and governors agree how the allocation of resources is deployed for greatest impact.

## **Identification of pupils needs:**

### A graduated approach

Class 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 (C of P 6:36)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. (C of P 6:37)

Class Teachers must have a clear understanding of the desired outcomes for pupils and expectations of tracking progress from a pupil's entry point

The Class Teacher and IM will consider a range of information before deciding whether to make special educational provision for a pupil. This will include data on performance from the school assessment and tracking systems, and may include the use of PIVATS, 'p' scales, formative assessments, and will include discussions with pupils and parents, and information gathered from pupil progress meetings. This information will be considered alongside national data and expectations of progress.

Booster/catch up and intervention programmes will be organised and effectiveness will be closely monitored by class teachers, the IM and school management team.

## **Quality First Teaching**

The staff within Richmond Methodist School are committed to delivering the highest standards of teaching to our pupils in line with the Quality First Teaching and learning principles.

Professional discussions and pupil progress meetings will identify any pupils who are falling significantly outside of the range of expected academic achievement. This will be considered in line with national standards and age related expectations for pupils.

Where a pupil fails to make expected progress or progress is not in keeping with previous attainment, staff will identify strategies and booster/catch-up programmes designed to improve attainment. These booster/catch –up programmes will often, but not always, be delivered by teaching assistants.

The child's Class Teacher will take steps to provide appropriately differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The IM will

be consulted as needed for support and advice and may wish to observe the pupil in class or receiving an intervention.

Through the above actions, the level of provision the child will need to progress effectively will be ascertained.

Listening to parents and working together is key to this process, and the child may then be added to the SEND Register so that the child can be even more closely monitored. Any concerns will be discussed with parents during parents' evenings, or by means of a separate meeting.

## **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be made to add them to the SEND register. The aim of formally identifying a pupil with SEND is to help staff ensure that effective provision is put in place and so remove barriers to learning. This is called SEND support.

Class Teachers will:

- Engage in a structured conversation with parents and plan any interventions and provisions required for the child. A Personal Provision Map will be produced detailing decisions made. For every child who has a Personal Provision Map we hold a meeting termly, to which the IM, Class Teacher, parents and child are invited. TAs of children with a statement or Educational Health Care Plan will also be invited. Achievements and progress are celebrated and new targets are set.
- Copies will be made for parents and SEND records.
- Liaise closely with TAs delivering an intervention programme for a child in their class and keep updated on the impact of the intervention.
- The Class Teacher will reinforce the work of the intervention in class, capitalising on successful strategies for learning.

Teaching Assistants will:

- Liaise closely with the Class Teacher and IM concerning the interventions they are leading.
- Liaise closely with Class Teachers at all times to promote high quality teaching and learning.
- Carry out assessments under the guidance of the English and Maths subject leaders prior to commencing an intervention programme, and on exit from the programme so that the effectiveness and impact of the intervention can be effectively monitored.
- Deliver interventions with fidelity to the programme and in line with their training.

The IM will:

- Provide support and advice on teaching and learning strategies.
- Liaise with all parties to discuss impact of interventions.
- Quality assure the delivery of interventions.

The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of provision, interventions, resources and strategies which are the most effective in supporting the pupil to achieve good or better progress and outcomes.

### *Assess*

A range of formative and summative assessments will be carried out by the Class Teacher, the IM and any specialist outside agencies as appropriate.

This involves clearly analysing the pupil's needs using the Class Teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to areas of need, barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### *Plan*

Planning will involve consultation between the teacher, IM and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental

involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies and approaches that are being employed and the outcomes that are being sought.

This plan will be recorded in a Personal Provision Map and/or a Pupil Profile. These detail their strengths and their specific needs. They list the adjustments teachers make for them in class and the individual set of interventions designed for them. We consider it very important that these documents are written in consultation with the child themselves and their parents/carers because we are committed to working as a team for the child. PPMs also include specific targets to advance the child's learning and are written and reviewed termly, or more frequently if we all feel necessary. The Pupil Profile is reviewed at least annually and more often if necessary.

It is the class teacher's responsibility to complete this. Parents will also be given a copy for their records.

It will detail the adjustments to be made in the classroom such as seating arrangements/use of writing slope/overlay etc and the child will be involved in having responsibility for these adjustments where appropriate. Precisely what is to be done or learned will be agreed and itemised.

A date for review a term later will be set and parents/carers will be reminded of this review date by text, phone call, email or letter at least a week before.

The class teacher will also give parents/carers details of how to access parent support services SENDIASS and NYPACT.

### *Do*

The Class Teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main Class Teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, strategies such as those that promote working independently and developing resilience and other effective support will be provided by the IM.



## *Review*

Reviews of a child's progress will be made once per term with parents. This will be in addition to parent/teacher consultation meetings.

The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The Class Teacher, in conjunction with the IM will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents, the pupil, and any outside agencies involved.

If a child makes good progress s/he will be removed from the SEN register. However we will continue to closely monitor their progress.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties then there may be a requirement to request an Education and Health Care plan (EHCP). This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents or carers
- Teachers
- IM
- Social Care
- Health professionals
- Any other outside agencies involved with the child

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made at Local Authority level by a team of people from education, health and social care about whether or not the school requires additional funding in order to meet the needs of the child.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

## **The Role of the IM:**

Miss Lucy Greggan is the IM of the school.

The role of the IM will include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with 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 pupils' needs effectively
- liaising with parents of pupils 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 pupil 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
- Code of Practice 6.90

## **Whole School approaches:**

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all. These will be reviewed annually by all teaching and support staff.
- The TA's role is to work closely with the class teacher to enable all pupils to become independent learners.
- TAs will work with all children in class and will not work exclusively with children with SEN
- Regular communication takes place between class teachers, subject leaders, teaching assistants, the IM, parents and pupils to ensure that good or better progress is made and maintained.
- All teaching staff have appropriate access to up to date information about pupils with additional needs
- The IM offers advice to all staff and arranges whole staff training on areas of need
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities.

- Whole school Provision Maps are accessible to all staff, pupils and parents and are on the website.
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The school has a complaints procedure which is available to parents
- Access arrangements are made for those pupils who need them as part of their day to day arrangements and also so that all pupils can demonstrate their full potential in tests and assessments.
- Access arrangements will be included on the child's Personal Provision Map.
- The school uses the local authority's local offer to inform our Information Report. This is published on the website.

### **Individualised approaches:**

- Additional interventions will be implemented as necessary and these interventions will be regularly monitored and evaluated
- Personalised and targeted interventions will be selected from research based programmes and will be delivered with fidelity to the programme by appropriately trained staff
- They will be quality assured and monitored by the IM  
Additional help will be sought appropriately from, Educational Psychologists, Enhanced Mainstream Schools, Educational Social Workers, staff from Social Care, Autistic Spectrum Outreach services, Speech and Language and Sensory Impairment Specialists, and other agencies as appropriate.
- Pupils have Personalised Provision Maps and some may have risk assessments, Pupil Profiles or Health Care Plans.
- Reviews will be held regularly with families. The parents and pupil will be respectfully listened to and their views will inform newly planned provision.
- Teaching Assistants will be trained and deployed appropriately so that they can encourage and support pupils to become independent learners.
- Transition arrangements will be personalised to support additional need.

### **Managing Transition**

Transition from Nursery settings into the school will be carefully arranged to reassure the child and their family. The Nursery Teacher and Reception teacher will meet with parents and outside agencies to discuss aspirations, outcomes and practical arrangements for the child as he/she enters the final year of the Early Years Foundation Stage in Reception.

Whether transferring from one class to the next, or from one Key Stage to the next, teaching staff, support staff, parents and the pupil themselves will be involved in close liaison to ensure that the needs of each individual are discussed and fully understood

by the receiving teacher. It is essential to plan ahead so there is no delay in providing the appropriate support for that child's needs.

To this end, the Class Teacher will ensure that the child's Individual Provision Map, Pupil Profile or Inclusion Passport are fully completed, up to date and made available to the receiving class teacher as a hard copy and saved in the appropriate section off the SENCo folder on the school's record system at least two weeks before the end of the Summer Term.

When pupils with SEND transfer to Key Stage 3, there will be a meeting between the Year 6 Class Teacher, the IM and staff from the SEND Department of the receiving school. The purpose of this meeting will be to discuss specific needs and strategies that have proved to be successful along with providing a pen portrait of the pupil (Pupil Profile) and discussing any additional and different needs when participating in the transition programme. There may be the opportunity to arrange additional bespoke visits if parents and carers feel this will be beneficial.

### **Monitoring and evaluating performance**

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching and learning, behaviour, leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating the effectiveness of interventions, including their value for money
- Analysis of data examining the progress of different vulnerable groups
- Pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns
- Completion of statutory functions by the IM related to referral for support or education health care plans, termly meetings, PEP meetings and reviews for LAC and annual reviews.
- Work scrutiny of pupils with SEND
- Focused monitoring and development of SEN provision by the IM, LA adviser, SEN Governor
- Detailed discussions with families and pupils
- Progress through transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the School

**The governing body evaluate the work of the school by:**

- Appointing an SEN Governor who is a champion for pupils with SEND
- Ensuring the IM has the relevant qualifications
- Ensuring the SEN information report is current and on the school website.
- The IM and SEN Governor will meet termly to discuss and review practice
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in the schools with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate and continuing professional development taking place for all staff with regard to SEND
- Holding the schools to account for its use of SEND spending and its impact.
- Obtaining the views of pupils with SEN and their families
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEN funding.

Formulated **September 2017**

Approved by governors.....

Review date **September 2018**

\*The SEN information report

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about: the kinds of SEN that are provided for, policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the IM (mainstream schools), arrangements for consulting parents of children with SEN and involving them in their child's education, arrangements for consulting young people with SEN and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review, arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society, the approach to teaching children and young people with SEN, how adaptations are made to the curriculum and the learning environment of children and young people with SEN, the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and

young people with SEN, how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN, support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying, how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families, arrangements for handling complaints from parents of children with SEN about the provision made at the school.