

Special Educational Needs Policy



Drafted by Sehnaj Patel

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Ratified by governors: Yes

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All teachers are teachers of children with Special Educational Needs (SEN). Teaching such children is a whole school responsibility.

At Ranelagh, we try to address this responsibility in the following ways...

- We believe that every child can and has a right to the opportunity to make progress whatever their difficulties.
- We believe that all children with needs are entitled to a broad and balanced curriculum, which is appropriately differentiated, carefully planned and sensitively implemented.
- We are committed to seeking practical and effective solutions to the difficulties children may experience.
- We will seek to identify any difficulties as early as possible and employ appropriate strategies to deal with them.
- We understand the important role that parents play in supporting their child's education and welcome them into the school.
- We follow the stages of intervention, as set out in the new Code of Practice so that resources can be appropriately allocated and applied for. This will involve accurate observations, regular monitoring and review of progress.
- We value the importance of specialist advice and will ensure that the children have equal access to these services. However, equally important is the training of all staff in Special Needs issues.
- We understand the importance of the child's views and we take this into account when planning to meet their needs.
- We are committed to making all areas of the curriculum and the schools physical environment accessible to all students. (Outlined within 2002 Disability and Discrimination Act). See Accessibility plan.

Admissions:

All children have an equal entitlement to inclusion in our School and we adhere to the London Borough of Newham's Admission procedures for admissions (see admission policy). We understand the implications for admitting all pupils but do not however have any resourced units on site.

There is a close link between the Deputy Head teacher and the Inclusion manager. Upon admission, all relevant information regarding a child is passed onto the SENCO in order to allocate resources, or contact relevant support services.

Inclusion

How is it implemented and organised?

Inclusion for the purpose of this policy refers explicitly to Special Educational Needs.

The Role of the Special Needs Coordinator

The Inclusion manager at Ranelagh Primary is Ms. Sehnaj Patel. She also has the role of SENCO.

These are duties in line with the revised Code of Practice.

- To maintain and monitor the SEN register, day to day operation of the school's Inclusion policy and overseeing the records of all children with SEN.
- Line managing curriculum support staff, support teachers and co-ordinating their timetables.
- Supporting, giving advice and liaising with colleagues.
- Attending Borough network meetings for SENCOs and feeding back any relevant information to the Leadership team and in staff meetings.
- Co-ordinating inclusion and modelling ways of working.
- Working in partnership with Parents of children with SEN.
- Gathering specialist advice from a variety of outside agencies and ensuring this advice is acted upon. (An explanation of these services will be outlined further in the policy)
- Attending Cluster meetings and appropriate professional development courses and disseminating information to staff.
- To keep up to date with current thinking and issues for SEN, and ensuring that these ideas are put into practise and through subscription to Special Children.
- Liaising with the Inclusion link Governor (Mr John Wood)
- To support transition between phases.
- To arrange review meetings and ensure appropriate paperwork is completed.

The Role of the Curriculum Support Personnel

- Reviewing, interacting with and implementing teachers' planning
- Teach the children in a supporting role.
- Assessing particular children/ group's progress in partnership with the class teacher.
- Keep written reports of all lessons/activities
- Provide feedback and work in collaboration with class teacher, SENCO and other support workers (written and verbal).
- To be aware of other pupils behaviours and needs when supporting and working with a class or group of children.
- To promote and show appropriate professionalism throughout the school environment.

Role of the class teacher

- To identify Special Educational Needs through assessment and monitoring of children's progress.

- With guidance from the SENCO write long term targets for children with High Needs Funding.
- To take account of these targets when planning and keep them under constant review.
- To make sure other adults working with the children contribute to this on going assessment and review and annotate these targets.
- To ensure children remain aware of their targets and their progress towards these targets.
- To meet individual needs by adopting a range of teaching strategies, learning styles and classroom management techniques as part of Quality First Teaching.
- To direct CSP's by providing guidance.

Meetings

This table highlights the meetings within school that are related to Inclusion.

| Who attends | Frequency | Content |
|--|----------------------------|---|
| SEN Governor +SENCO | Termly | Discuss SEN issues in School and raise Profile of SEN with Governors. |
| Head of School / Deputy Head+ SENCO | Half Termly | Any issue relating to SEN |
| SENCO, curriculum support and teachers | As required or on request | Discuss provision and highlight ways forward. |
| SENCO and curriculum support | Every Tuesday | Continuing Professional Development including from outside agencies. |
| Curriculum support | Weekly | Planning and record keeping |
| Head of School, SENCO and class teachers | Termly | Inclusion update and concerns for class cohort. |
| SENCO and class teachers | As required or on request | Any inclusion issues |
| Teacher, parent and child and when necessary SENCO | Termly and or as necessary | Review current I.E.P's and set new targets. |
| All teaching staff And SENCO | INSET | Give in-service training on current initiatives |

Other meetings involve the SENCO meeting with outside agencies and ensuring that outside advice is acted upon. These meetings take place during each term. Also, the SENCO will need to attend termly cluster meetings, where Exceptional needs children are discussed in order to gain extra funding to meet the high level of needs for such children.

External Support agencies

At Ranelagh, we recognise the importance of fostering good relationships with outside agencies. These established connections are paramount to effective inclusion, through a multi-professional approach. It is the role of the SENCO to maintain contact with these agencies and to make appropriate referrals as necessary. Also, to ensure that advice is acted upon and shared with all those involved. Equally important is the review process to update and follow up any intervention.

1. Ranelagh is able to draw on the specialist knowledge that the Local Authority offers. Support is given in two ways- Individual children can be referred to the appropriate teams, who offer planned intervention, training for all staff involved and evaluations. And/or twilight sessions where staff can attend training in issues related to SEN.
2. A service level agreement formed with the Educational Psychology Service, individual students are referred to the service and any relating advice is acted upon.
3. Children with Speech and Communication and Language difficulties are referred to the NHS Speech and Language Therapy. This support has also helped the school to set up Language groups across the age range. These groups have specific programmes written by Ms Sehnaj Patel and implemented with support by the curriculum support staff.
4. Regular contact is maintained with the school nurse on a weekly basis. Again referrals can be made for sight and hearing along with the writing of care plans for children with medical needs.
5. From time to time outside support is given from Child and Family consultation. This service provides family therapy and support for a range SEN issues (Dyslexia, ADHD, Autism)
6. The school also has a service level agreement with an Art Therapist. Children who require some form of intensive nurture therapy are referred to by the SENCO.
7. Ranelagh Primary School has employed a school based Speech and Language Therapist to work with children with speech difficulties through class observations and planning personalised programmes.

Parents

Ranelagh recognises that parents/carers have a vital role to play in supporting their children's education. We aim to involve parents in all aspects of a child's development and record any concerns they might have.

We aim to keep regular contact with parents. This is maintained through termly meetings between the parent and class teacher or as and when required. At these meetings any strengths and difficulties of the child are discussed and how parents can support their children at home. Any parent views are then recorded which can then be utilised in planning.

Each term, the SENCO, Head of School and the class teacher will meet to discuss the progress for all children in their class and the impact of any interventions taking place.

Parents with children who receive High Needs Funding are invited to the Annual Review meeting. Things that have gone well for their child as well as those areas that need developing are discussed and a report of the update is given to the Local Authority.

WAYS FORWARD...

Since the New Code of Practice (2014), at Ranelagh we have worked hard to foster parental partnership. However, we are actively trying to involve parents more, to help support children that are experiencing SEN.

1) We want to establish a parent mentor to set up a Parent support group. The aim of the group is to give parents ideas for intervention at home, in a relaxed environment over a coffee.

2) We want to provide regular updates in the school newsletter and the website signposting parents for further information and support on SEN.

Assessment, intervention and review processes

The identification, assessment and review of children with SEN are carried out in accordance with the Code of Practice (2014).

The identification process is important part of a class teacher's work. Once a pupil has been identified to be experiencing learning difficulties, information gathering and assessment is crucial. The information is gathered from a range of sources:

- Through termly assessments
- Transfer and baseline assessments
- Samples of school work
- Through teacher observations and progress tracking.
- Parental concerns.

We then use this information to make a planned intervention aimed at catering for the pupil's learning difficulties and increasing their access to the curriculum.

How do we help?

Quality First Teaching

If a child is experiencing specific difficulty in areas of the curriculum, the class teacher will in the first instance differentiate work accordingly and monitor the child's progress carefully. If however, despite differentiation, the child is still experiencing difficulties accessing the curriculum the teacher will consult the SENCO complete the initial concern form.

A Graduated Response

It is recognised that children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

“Children have a learning difficulty if they:

- *Have a significantly greater difficulty in learning than the majority of children of the same age.*
- *Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority.*
- *Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.”*

(Code of Practice September 2014)

- Many pupils experience delay in their learning and not making the expected progress for a variety of reasons. In the first instance the pupils will have differentiated work prepared for them by their class teacher which will be additional to and different from the curriculum available for the majority of children of their age.

- If no or sufficient progress is evident, then in consultation with the teacher, SENCO, and parents an initial concern sheet is completed (see appendix) and the child's progress is reviewed within six weeks.
- If despite continued differentiation and close monitoring the child is still experiencing difficulties, then in consultation with parents, SENCO and class teacher the child will be provided with some form of school based intervention.
- In some cases, even with differentiation if the child fails to make sufficient progress, external specialist advice will be sought. It is important the child's parents are informed and permission sought. The SENCO is responsible for the appropriate referrals.
- Once referrals have been made, the SENCO will consult with external professionals regarding assessment. Following this the SENCO will allocate support from the allocated SEN budget. Students will then be given appropriate support within school or via the further involvement from out reach teams.

Examples of intervention

- Language groups
- One to One/ group teaching
- Nurture groups
- Outside agency support
- Art Therapy

School referral for an Education, Health Care Plan (EHP)

We understand that the delegation of the LEA budget and the Code of Practice (COP) mean that there will be less opportunity for children to be referred for an ECH plan. However, consideration for statutory assessment may be sought if:

“Any strategy or programme implemented has been tried and continued for a reasonable period of time without success and the alternatives have been exhausted”

By the time we will consider a child for a statutory assessment, there will be written evidence about:

- The School's interventions through the COP
- Individual Targets for the child (Short and Long Term)
- Records of regular reviews and outcomes
- National Curriculum levels
- Attainments in the Core Subjects
- Educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist
- Views of the child and parents
- Involvement of other professionals
- Any involvement by Social Services or Attendance Management Service
- The child's medical history and where relevant input from the School Nurse

When an Educational Health Care Plan is issued, support is provided in school according to the targets and provision outlined within the document.

Annual Reviews:

Annual Reviews for children with a High Level of funding are carried out in accordance with the revised Code of Practise.

At Ranelagh we use this time to bring together all the professionals involved, to consider the progress the pupil has made over the previous twelve months and whether any amendments need to be made to the description of the pupil's needs, the provision in the EHC plan or the High Needs Funding overview. The child's view is taken into account prior to the meeting. Every effort is made to invite parents and all professionals involved.

A review meeting might recommend amendments to an EHC plan or Exceptional needs report if:

- Significant new evidence has emerged which is not recorded on the statement
- Significant needs recorded on the statement are no longer present
- The provision should be amended to meet the child's changing needs and the targets specified at the review meeting
- The child should change schools, either at the point of transfer between phases, or when a child's needs would be appropriately met in a different setting.

For pupils who are in Year 5, the annual review is used as a means of declaring the secondary phase provision required.

During the annual review we record the views of any person involved with the child. The evidence received, and comments on the evidence, together with an account of the review meeting, form the basis of the report.

Recording and monitoring

Each teacher keeps a copy of the long term target in the assessment folder along with a copy of the Class Inclusion map highlighting children with different areas of SEN or other needs which may impact on their learning and progress.

The Inclusion office

Individual files are kept for every child on the SEN register in the Inclusion manager's office and on Sims.net. Also kept in the files are any relevant reports from outside agencies and records of intervention.

Sims Data Base

All review dates and outcome stages are kept on the school's database, Sims. This information is updated by the inclusion manager as and when new information is received from outside agencies and teachers. This helps with tracking a child's progress and involvement within the school and from outside agencies. This also helps allocate staff resources for the following term and ensures that class lists and the SEN register are kept up to date.

Monitoring

The SENCO monitors all long term targets and ensures they are relevant. Inclusion and target folders are also checked for recording and observations. On completion, written feedback is given and areas for improvement are outlined.

Curriculum support staff will be monitored each term to check that suggestions from relevant training courses are acted upon, and the procedures for support are being followed. During monitoring, curriculum support staff will be given targets for future development.

Strategic planning and Target Setting

- The SENCO carries out an audit annually and this is used by the SENCO in liaison with the Head teacher to identify targets for the coming year.
- The action plan, as part of the School development plan, is reviewed and revised by the SENCO on a termly basis. Any revision is shared with the Head teacher. The action plan also includes a journal, which summarises action already taken and this forms the basis of the school's Self Evaluation Form.
- The SENCO also writes case studies for individual children on the SEN register who are deemed to have made outstanding progress in specific areas.
- The policy is reviewed yearly by the whole staff but is subject to termly review by the SENCO. The SENCO and Leadership Team ensure the Inclusion policy permeates other policymaking.
- The SENCO liaises with the Link Governor for SEN on a regular basis to review the register and provision for pupils on the register and to discuss the action plan. Any policy changes are discussed with the link governor.
- The SENCO evaluates practice and provision within the school on an ongoing basis and analyses the register each term to decide upon priorities for the action plan for the coming term.
- The SENCO evaluates practice and provision through the monitoring of targets, the planning and teaching and the tracking of children's progress through the Code of Practice.
- The SENCO is part of the Leadership Team and will ensure SEN provision is highlighted at times.

Transition Arrangements:

At Ranelagh we carry out the transition process between key stages in line with the new Code of Practice.

From Nursery to Foundation stage

Foundation to Key stage 1

Key stage 1 to Key stage 2:

Transition programmes are also arranged to allow forthcoming class teachers to observe the child in the nursery setting and provides an opportunity for the child to attend and become familiar with their new environment. Parents are encouraged to attend so that we can discuss any concerns.

From Primary to Secondary Phase

We carry out Year 5 reviews in accordance with the LA procedures.

As part of good ongoing practice the learning mentor works very closely with pupils who may experience difficulties when transferring between Year 6 and secondary schools, and where appropriate may arrange visits both prior and after transitions occur.

The SENCO attends borough led cluster meetings where SENCO's from schools throughout the borough can meet and discuss pupils. This is particularly useful when having to transfer information around the Borough.

Medical Issues:

At Ranelagh we are aware that children can have medical needs. In line with guidance from the LA, the school aims to meet these needs through detailed medical plans.

Whilst, Ranelagh is not adapted to meet severe medical needs, every effort is made to overcome restraints imposed by the type of building.

When we are made aware of a medical need, a meeting with the school nurse and parents is arranged to discuss any obstacles to learning that may occur. A medical care plan may then be devised with the help and guidance of the school nurse. All support staff have been trained in Paediatric First Aid

Social Inclusion Strategies:

At Ranelagh we aim to celebrate difference and diversity. We pride ourselves on the fact that everyone is made to feel welcome. There is mutual respect across the school for all involved in the school community (See Public Sector Equalities Duty).

We seek to remove all barriers to learning and strive to achieve access for all. Students new to the school are helped to feel settled through interventions by the School's Learning Mentors. The Attendance Lead and learning mentor endeavour to reduce all barriers for attendance.

We utilise any outreach support to reduce the need for placements in other schools and offer placements in self-esteem and co-operation groups to support children with emotional and behavioural difficulties including the Reintegration into Education Team (RIET).

As part of our funding from the Pupil Premium grant we aim to offer children on the SEN register first priority of *after School Clubs* to support and maintain social inclusion.

Complaints:

Young people have a right to be treated with dignity and respect, and are valued for who they are and what they bring to the School. In line with the new Code of Practice, Parents have a right to complain if they are not happy about the service that their children receive from the LEA and its schools.

Through the complaints process we will try and:

- Investigate the complaint carefully
- Recognise when a mistake has been made
- Take action to prevent the problem happening again
- Review and explain what had gone wrong

At Ranelagh we encourage parents to follow the 3-step procedure as recognised by the Borough.

- Step 1 Talk to the class teacher and SENCO (appointments might be necessary)
- Step 2 Meet the Head Teacher or Head of School (sometimes complaints might go straight to the Head Teacher)
- Step 3 Go to the Governing Body (The school office will arrange this meeting)

If a **complaint** is made regarding SEN statutory assessments we encourage Parents to meet with the SENCO and then put their complaint in writing to Newham Education Department. Where possible we encourage Parents to use the *Newham Parents Centre* to seek additional advice or support when pursuing a complaint.

Development of this policy:

This policy is a working document; the SENCO, Link Governor and Head of School have reviewed it. Further INSET time will be given to the staff to discuss any changes made. However, we continue to work towards greater inclusion of parents and child in the review process and more rigorous evaluation and assessment of child's learning, the learning environment and the teaching methods being used to meet their needs.

This policy will be reviewed as outlined by the 'Policy Review timetable' as agreed by the Governors, or when required as necessary.