

Special Educational Needs & Disabilities (SEND) Policy

Robins Lane Primary School
School Policy



Aim
High,
Fly
High



Special Educational Needs & Disabilities Policy

Our Mission statement:

'Aim high, fly high'

At Robins Lane we are proud to provide a safe, stimulating, and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

Legislation and Guidance

Any pupil may have special educational needs at some time during their time in school and therefore a wide variety of strategies will be used to meet these needs as they are identified.

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 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 Plans (EHCPs), SEND Co-ordinators (SENDCOs) and the SEND information report.

It will ensure that no pupil, especially those with SEND, is discriminated against. This policy will be used to ensure that funding earmarked by the Governing Body for SEND provision, including staffing, is clearly identified and used effectively for its intended purposes.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

The person responsible for overseeing the provision for all children with SEND is Mrs N Tomkow (Headteacher) which is co-ordinated, led and managed by Miss R Petre (SENDCO). Miss R Petre can be contacted by email sendrobinslane@sthelens.org.uk or by calling school 01744 678503.

Together, we ensure that the Robins Lane Primary School Special Educational Needs & Disabilities Policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies within school.

Aims and objectives

Aims of the Policy:

- To accurately depict how Robins Lane Primary School will support the provision for children with Special Educational Needs and/or Disability.
- To explain the roles and responsibilities for everyone involved in providing for children with Special Educational Needs and/or Disability.
- To set out our vision, values and aims of the school's arrangements for children with Special Educational Needs and/or disabilities.
- To comply with current legislation and good practice.



Objectives:

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents/carers, education, health and care services and Early Years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **To make reasonable adjustments to enable all children to have full access to all elements of the school curriculum.** This will be co-ordinated by the Senior Leadership Team and will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all pupils' needs are catered for.
- **To work with parents/carers** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Early Help/Intervention, Educational Psychology Service (EP), Speech and Language Therapy (SALT), Learning Support Service (LSS), Language and Social Communication (LASC), Occupational Health Therapy (OT), Children and Adult Mental Health Service (CAMHS), Paediatrician, Physiotherapy, Behaviour Improvement Team (BIT).
- **To have a highly aspirational environment** that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside their peers who do not have special educational needs.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, Eco-council, Head Students', residential visits and school trips, school plays, choir performances and sporting competitions.
- **To ensure full inclusion for children with medical conditions** through consultation with health and social care professionals.

Definitions

At Robins Lane Primary School we use our best endeavours to secure special educational provision for children for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014):

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory / physical

At our school we adhere to the Special Educational Needs & Disabilities Code of Practice which outlines that:

'A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them'

In line with the Code of Practice, at Robins Lane Primary School, the identification of SEND happens when:

- a child has a significantly greater difficulty in learning than the majority of children of the same age and/or;
- when a child has a disability which prevents or hinders them from accessing the educational facilities within our school.

Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for all children with SEND is Mrs N Tomkow (Headteacher) and is co-ordinated, led and managed by Miss R Petre (SENDCO).



The SENDCO will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the Local Authority and its' support services.
- Liaise with potential next providers of education to ensure that the school meets its' responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND Governor will:

- Help to raise awareness of SEND issues at Governing Body meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the Governing Body on this.
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

The Headteacher will:

- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND.

Each Class Teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any Teaching Assistants or specialist staff to plan and assess the impact of support, EHC plans and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

Process of identification and assessment of SEND

We have rigorous ongoing observation and assessment procedures in place at school which supports the accurate identification of children with additional needs. These systems support us in the identification of children with a range of difficulties. Close liaison and communication exist between Class Teachers, support staff and the SENDCO to ensure that we are proactive to children's fluctuating needs. We strive to maintain ongoing informative dialogues with parents/carers so that children's needs are met.

A range of evidence is collected through our robust tracking and child progress monitoring cycle. Children are identified at termly child progress meetings and the progress of children with SEND is closely monitored with next steps in provision set.

If parents/carers have any concerns, we recommend they speak to their child's Class Teacher initially and at the earliest opportunity. These concerns will then be shared with Miss Petre (SENDCO).

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A graduated approach

Wave 1 Quality First Teaching

This support and provision is available for ALL children at our school.

- Our teachers and support staff have the highest possible expectations for all children in their class.
- All teaching builds on what a child already knows, can do, and can understand. Learning experiences will be appropriately challenging.
- Class Teachers are responsive to need and adapt provision so that all children can access learning. This may involve a more practical style of learning for some children or the incorporation of specially adapted resources or curriculum.
- Class Teachers liaise closely with Miss Petre, the SENDCO and support staff to put in place specific strategies to enable a child to access learning and make good progress.

Wave 2 Specific Additional Intervention

This provides an increase in support and is allocated to those children who are not making age related learning and/or developmental progress. A child may be in a target group or intervention group for a specific learning area. This means they receive additional adult input to address the current areas of difficulty.

Wave 3- Specialised Support and Targeted Provision

When a child has specific barriers to learning that cannot be overcome through whole class teaching and intervention, external agencies are consulted.

- If a child has been identified as needing more specialist input referrals will be made to external agencies to advise and support us in enabling the child to receive personalised support.
- Before referrals are made, parents/carers will be asked to attend a meeting to discuss their child's progress and help plan possible ways forward. This is usually with the Class Teacher and SENDCO.
- If it is agreed that the support of an external agency is a way forward, parents/carers will be asked to give permission for the school to refer their child to a specialist professional. There are a range of agencies with whom we maintain a strong liaison: Speech and Language Therapy, Occupational/Physiotherapy, Educational Psychology, Learning Support Services, Children's Disability Service, Behaviour Improvement Team, Community Paediatrics and Child and Adolescent Mental Health Services. Referrals may be made to one or more of these services to help us and gain a better understanding of need.
- The specialist professional will work with a child to assess their needs, understand their difficulties, and make recommendations.

Additional Support Allocation

Our school budget includes money for supporting children with SEND. The Headteacher and Governing Body decide how the budget for Special Educational Needs and Disabilities is allocated. These decisions are made based on the needs of the children currently in our school. The Headteacher, SENDCO and Senior Leadership Team discuss all the information held about children with SEND in our school. This includes:

- The children who already receive additional support (through school provision, LA Provision Agreements and Education, Health and Care Plans).
- The children who need additional support as identified through class tracking and external agency recommendations.



- The children who need modified and adaptive resources.

Funded Support

Using our professional expertise and incorporating advice from external professionals, we may decide to apply to the Local Authority for 'top up' funding for a child. We will collate information and then complete the relevant paperwork. This will be assessed by an external panel from the Local Authority.

If this funding is granted, the child will have a Provision Agreement document which outlines a specific number of hours of support provided through our school and what focus this support will be used for. At Robins Lane Primary School, we use a 'Team Around the Child' model, where additional adults with areas of expertise will support children as part of a group for specific sessions. This means your child gets the best possible intervention and support from a range of practitioners. This Provision Agreement is reviewed at least annually.

Education, Health and Care Plan

If a child's needs are of a high and/or complex level, school and / or parents / carers may decide to apply for an Education, Health and Care Plan Needs Assessment (EHCPNA). This means the child will have been identified by the Class Teacher/SENDCO and a range of external agencies as needing a sustained, intensive level of input that warrants further statutory assessment.

- The school and / or parents / carers can request that the Local Authority carry out a statutory assessment of a child's needs. This is a legal process, and you can find more details about this from the St Helens Local Offer website.
- After the reports have been compiled, the Local Authority will decide if a child's needs are severe, complex and lifelong, and therefore meet the criteria for statutory assessment. They also consider if a child needs more specific support in school to make good progress. If this is the case the Local Authority will write an Education Health Care Plan (EHCP). If this is not the case, they will ask us to continue with the support at a school level. The plan will outline the child's needs and outline specific outcomes and the multi-agency support needed to meet the outcomes.
- The EHCP will be reviewed annually. If this procedure was necessary for a child, meetings would take place between parents/carers, school, external agencies, and the Local Authority.

Transitions for children with SEND

Transitions to a new school or a new class are carefully considered to make it as smooth as possible for any child and particularly for a child with SEND. When a child is moving to our school, we will contact the SENDCO at their current setting / school and any external agency involved to gain up-to-date information. We will ask parents/carers to share medical and developmental history with the SENDCO and the Class Teacher.

When a child is moving to another school:

We will contact the SENDCO at the new school and ensure that all historic and up-to-date information is passed on. This will be information about progress, interventions, assessments and external agency involvement. Our school will make sure all records are passed on immediately after transferring.

When moving between classes in our school:

Transition meetings are held between the two class teams and information is shared about data, progress, and specific targets. If a child should need early transition visits to their new class, to see the classroom and meet the staff, these are always arranged.

Transition from Year 6 to Year 7:

The Year 6 Teacher, SENDCO and Pastoral Manager will meet with key staff from the local Secondary Schools to discuss the specific needs of children. We will outline what support a child needs, what interventions they have accessed, how much support they have required and what assessments have been conducted by external agencies.

Support for Children with medical conditions



If a child has a medical condition, the school will attend a care planning meeting with the relevant health professionals so that an individual healthcare plan is devised. The school will make all the necessary arrangements to support a child with their medical condition(s), in line with the Children and Families Act 2014. If training is necessary, we will facilitate this with the relevant members of staff.

Monitoring and Evaluation

We follow the recommended graduated approach with four stages of action: assess, plan, do and review as per The Special Educational Needs and Disability Code of Practice 2015. We use SEND Support Plans for individual children to outline needs, intended outcomes and necessary provision. These are reviewed on a termly basis and shared with parents/carers.

Training and Resources

Throughout the school year, staff training sessions are planned and held for teaching and support staff on specific interventions, new policies, and practices. Dependent upon the training need required, the training will either be led by the SENDCO or an external specialist.

When a new member of staff joins our school, they undertake induction with Miss Petre our school SENDCO, to explain processes and procedures around our SEND provision.

Miss Petre regularly attends the Local Authority SENDCO network meetings to keep up to date with local and national updates. She also attends cluster meetings with other SENDCOs in our local network of schools.

Use of data and record keeping

The provision for children with SEND is recorded accurately and kept up to date. The school evidence additional or different provision made under SEND Support. This information forms parts of our regular discussions with parents/carers about their child's progress, expected outcomes from the support and planned next steps. All documents are stored securely. To ensure recommendations from external agencies are put in place, all teachers receive any necessary reports if they detail how the child should be supported. Historical child data, if not passed up to new education setting, is stored securely for 25 years (from the child's date of birth) and destroyed via confidential waste after this time.

The SEND Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in St Helens that have an Education, Health and Care Plan (EHCP) and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

<https://new.sthelens.gov.uk/SEND>

All staff have access to:

- Robins Lane School SEND Policy.
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs and disabilities (located in their class SEND file and on the teacher share drive where applicable).
- Termly updates from multi-agency planning meetings held in school.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through St. Helens SEND Local Offer.



In this way, every staff member will have complete and up-to-date information about all pupils with special needs and disabilities and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents/carers in order to aid the effective coordination of the school's SEND provision.

For further information regarding the implementation of the school's policy, please see the SEND Information Report.