



RAVENSDALE JUNIOR SCHOOL

**SPECIAL EDUCATIONAL NEEDS
AND DISABILITY (SEND) POLICY**

NOVEMBER 2020

Ravensdale Junior School

Special Educational Needs and Disability (SEND) Policy

(To be read in conjunction with our policies on Accessibility, Equality, Safeguarding, and Teaching and Learning.)

1 Introduction

- 1.1 This policy is currently based on the *Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years, 2015* which gives practical guidance to schools on how to implement their statutory responsibilities in relation to children with SEND, in Part 3 of the Children and Families Act 2014. The governing body will review this policy in the light of any new legislation.
- 1.2 Ravensdale Junior School in conjunction with Transform Trust provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning teaching which meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.3 These requirements are likely to arise as a consequence of a child having special educational needs or a disability. Children have special educational needs if they have a learning difficulty and/or disability which calls for special educational provision to be made for them.

Children are considered as having SEND if they:

- a) have a learning difficulty or disability which calls for special educational provision to be made for him or her, or
- b) have a significantly greater difficulty in learning than the majority of others of the same age, or
- c) have a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools;
- d) are under compulsory school age and fall within the definition at (a), (b) or (c) above when they reach compulsory school age or would so do if special educational provision was not made for them.

(The above definition of SEND is taken from Section xiv of the SEND Code of Practice.)

- 1.4 Special educational needs may relate to one or more of the following areas of need:
- communication and interaction;
 - cognition and learning;
 - social, emotional and mental health;
 - sensory/physical;
 - medical conditions.
- 1.5 Children may have special educational needs and disabilities either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 1.6 Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

2 Aims and objectives

2.1 In making provision for pupils with SEND, our aims and objectives are:

- to create a learning environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for from the earliest possible age;
- to ensure that all partners in the process of meeting a child's individual needs understand and fulfil their responsibilities;
- to ensure, in particular, that all school staff understand and fulfil their roles and responsibilities in providing for children's special educational needs;
- to have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs;
- to enable all children, including those with SEND, to have full access to all elements of the school curriculum, and to maximise their learning and achievement;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure, whenever possible, that our children have a voice in deciding how their individual needs might best be met;
- to ensure that the best resources available are used to meet pupils' individual needs.

3 Educational inclusion

3.1 In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and strive to put these into practice through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to meet children's individual learning needs by recognising a range of learning styles, including the kinaesthetic approach to learning, and using a wide range of teaching and learning strategies;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly during trauma or stress, so that they are able to participate fully in the learning opportunities which the school offers.

4 Assessment of need and the 'graduated response'

- 4.1 The SEND Code of Practice 2015 describes a 'graduated response', on the part of schools, through which the provision made by the school or setting intensifies over time if the child continues to struggle to make progress, despite increasing levels of support.
- 4.2 When children join us in year 3 any particular individual needs may already have been assessed and identified by the feeder infant schools. All children are assessed through our normal processes when they enter our school (see our Assessment Policy), so that we can build upon their prior learning and any special provision already made for them.
- 4.3 Early identification of special educational needs and disabilities is vital. The school informs the parents or carers at the earliest opportunity to alert them to concerns about a child's progress or additional needs and seeks to enlist their active help and participation.
- 4.4 Wherever possible, we aim to meet children's learning needs through differentiated planning, teaching and support, as part of our normal classroom practice. This is sometimes referred to as wave 1 provision: high quality, inclusive teaching. Where a pupil or group of pupils need additional support to enable them to successfully gain lost ground in learning and catch up with age-related expectations, short-term tailored intervention programmes will be provided, often through the support of a teaching assistant. This is sometimes referred to as wave 2 provision, and pupils in receipt of such intervention will not normally be considered to have special educational needs.
- 4.5 Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.
- 4.6 If our assessments indicate or confirm that a child has a significant longer term learning difficulty, we continue to use wave 1 and 2 strategies to support them, but will plan more specialist individualised provision, designed to meet their specific needs. This is sometimes referred to as wave 3 provision. These children will usually be included on our register of SEND, and parents will be made fully aware of this designation and the outcomes of our assessments. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents or carers informed of the provision being made and draw upon them for additional information to help plan that provision. The special educational needs coordinator (SENCO) will oversee the planning and provision for the pupil, and take the lead in further assessments of their needs.
- 4.7 Where the provision required differs significantly from our normal range of differentiated, inclusive strategies in the classroom, or where the pupil has specific specialist needs, such as sensory, physical, communication or behavioural needs, we will record the special planning required in an Individual Education Plan (IEP). Some pupils receiving specific support will not need an IEP, if normal classroom planning can easily encompass planning for their individual needs. An IEP will record the nature of the child's special needs, the planned objectives of the special provision being made, the agreed short-term targets set for the child, and the teaching strategies and additional support to be used. It will also indicate the date for the plan to be reviewed. In most cases, this review will take place once a term.

- 4.8 Most IEP review meetings will take place at parents evenings, or through an informal chat with the class teacher before or after school. Depending on the level of provision, parents or carers may be invited to attend and contribute to the IEP review meeting. The pupil's views on their progress and the nature of the provision being made to meet their needs will also be sought, through age-appropriate means. In many cases, particularly for older pupils, it will be appropriate for them to attend the IEP review meeting.
- 4.9 If an IEP review, or other assessment of a pupil's progress, identifies that, over a period of two terms, progress has been insufficient, despite all appropriate resources being used to support the pupil, it may be concluded that support is needed from outside specialist services. In this case we will, with parental consent, request external specialist support. In most cases, children will be seen and assessed in school by external support services, including an educational psychologist. This may lead to additional strategies or strategies that are different from those used previously. This enhanced level of support is called SEN Support. Some pupils at SEN Support may have an IEP. External support services will provide information for the pupil's new IEP. The new strategies in the IEP will, wherever possible, be implemented within the pupil's normal classroom setting. The service providing the additional support will be invited to attend subsequent IEP review meetings.
- 4.10 If, after a period of two terms of support through SEN Support, the pupil continues to demonstrate significant cause for concern, a request for statutory assessment may be made to the Local Authority (LA). A range of written evidence about the child will support the request, and the LA will then adhere to statutory timescales in gathering assessment evidence and advice, including from the parents or carers, to decide whether an Educational Health Care Plan (EHC Plan) needs to be drawn up.

5 Education, Health and Care Plans

- 5.1 A child with life-long or significant SEND may undergo a multi-agency assessment at the request of schools, parents or other agencies. If it is decided that the child's needs cannot be met from support that is ordinarily available in schools then an Education, Health and Care (EHC) Plan will be provided by Derby City Council. The school and parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of an EHC plan. They may also decide to appeal against the school named in the EHC Plan if it differs from their preferred choice. The EHC Plan will include details of objectives for the child which are used to develop targets that are:

- Matched to the longer-term objectives set in the EHC Plan
- Established through consultation with the parents and child
- Set out in a SEN Support Target Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

5.2 Reviews of Education, Health and Care Plans

Once the EHC Plan has been completed and agreed it will be kept as part of the child's formal records and reviewed at least annually. Any child with a current Statement of Special Educational Needs will keep this until the conversion process takes place during the 2015-16 academic year, when the statement will be replaced by an EHC Plan.

The school SENCo will organise annual reviews and invite;

- The child's parent
- The child if appropriate
- The relevant teacher
- A representative of the Vulnerable Learners Team

- The Educational Psychologist
- Any other person the SENCo or parents consider appropriate

The aim of the annual review is to:

- Assess the child's progress in relation to the objectives set out in the EHC Plan
- Review the provision made to meet the child's needs as identified in the EHC Plan
- Consider the appropriateness of the existing EHC Plan in relation to the child's performance during the year and whether to cease, continue or amend it
- If appropriate, set new objectives for the coming year

At Key Stage Transition Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the limits set out in the Code of Practice (2015), the SENCo will complete the annual review forms and send it, along with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHC Plan.

6 The role of the SENCO

6.1 In our school, the special educational needs coordinator (SENCO):

- manages the day-to-day implementation of our SEND Policy and maintains the SEND register;
- works with the senior leadership team and governing body in the strategic development of SEND provision and policy;
- co-ordinates the provision for children's special educational needs and maintains a provision map which shows the range of additional support provided for pupils in our school;
- liaises with and supports colleagues;
- oversees all assessments of the progress made by pupils with SEND;
- arranges and attends all necessary IEP review meetings, to support the class teacher;
- updates and analyses the SEND list;
- acts as a main point of communication with parents and carers, in addition to the class teacher;
- acts as the link with external agencies and support services;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with SEND;
- contributes to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEND.

7 The role of the headteacher

7.1 The headteacher is the named 'responsible person' for ensuring that the needs of pupils with special educational needs and disabilities are met. He/she oversees and line manages the work of the SENCO. In particular cases, the headteacher may liaise with external agencies and the LA, and may attend some IEP review meetings, particularly of pupils with an EHC Plan.

8 The role of the governing body

8.1 The governing body has due regard to the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs and disabilities.

8.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs and disabilities. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other

schools, when appropriate, and report annually, through the school prospectus, to parents and carers on the success of the school's policy for children with special educational needs and disabilities. The governing body ensures that parents or carers are notified of any decision by the school that SEND provision is to be made for their child.

8.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs and disabilities. The 'responsible person' in this school is the headteacher. The SENCO ensures that all those who teach a pupil with an EHC Plan are aware of the nature of the EHC Plan.

8.4 The SEND governor liaises closely with the SENCO and ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel, and the effectiveness of this policy.

9 Allocation of resources

9.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an EHC Plan.

9.2 The headteacher informs the governing body of how the funding is allocated to support special educational needs and disabilities, whether through the school's devolved formula-funded budget or through cash grant attached to some statements, has been used.

10 Partnership with parents and carers

10.1 The school works closely with parents and carers in the support of those children with special educational needs and disabilities. We encourage an active partnership through an ongoing dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs and disabilities.

10.2 The school prospectus contains a summary of this SEN Policy, and the arrangements made for children with additional needs in our school. The named governor overseeing SEND provision is always willing to talk to parents and carers of pupils receiving additional support.

10.3 Through IEP review meetings each term, or regular termly parents' meetings, we share the progress of pupils with SEND with their parents or carers. We discuss with parents/carers any outside specialist support, and seek to involve them in decision-making about the provision planned for their child.

11 Pupil participation

11.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities.

11.2 Children are involved in an appropriate way in agreeing targets in their IEPs and in the termly IEP review meetings. Children are encouraged to review their own progress against their IEP targets and contribute towards decisions about support for their learning. We seek to celebrate their successes with them as well as planning and discussing their next steps.

12 Monitoring and review

12.1 The SENCO monitors the progress or difficulties of children on the SEND register. He/she provides staff and governors with updates on our SEND provision.

12.2 The SENCO is involved in supporting teachers in drawing up IEPs for the children in their class. The SENCO and the headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings.

12.3 The governing body will review this policy every three years, or sooner if necessary, or in response to changes in national SEND policy.

13 Complaints

13.1 If a parent feels that their concerns have not been resolved then they may follow the school's complaints procedure outlined in the school prospectus. If there are any complaints relating to the provision for children with SEND these will automatically be dealt with in the first instance by the head teacher. The chair of governors may be involved if necessary. The SEND Code of Practice (2015) outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Signed:

Date: