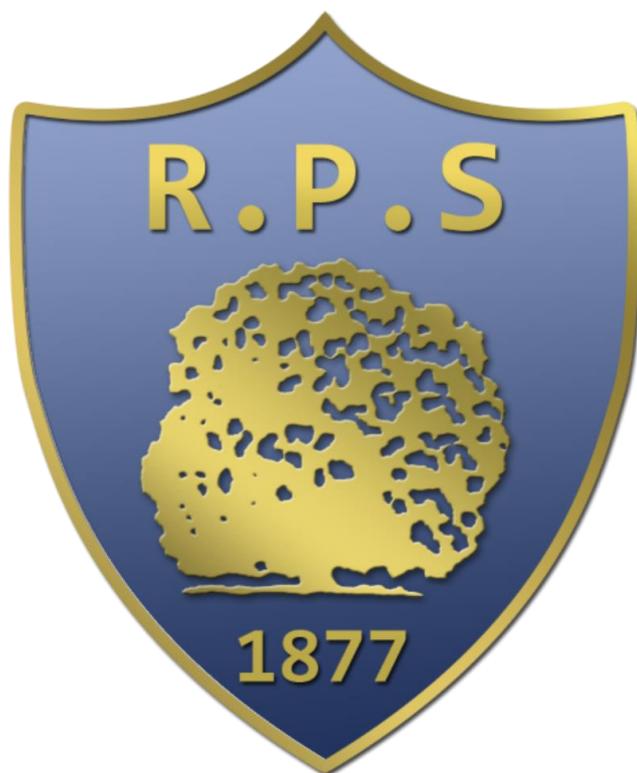


# **Rochford Primary and Nursery School (Academy Status)**



## **Special Educational Needs and Disability Policy**



## **Our Vision Statement**

*'Inspiring lifelong learning'*

**We are committed to providing:**

- inspirational teaching;
- a stimulating environment; and
- a challenging and interesting curriculum

so that children learn a variety of skills and are inspired to develop a love of learning.

**A happy, safe and caring school where:**

- every child can reach their full potential;
- staff are valued; and
- visitors feel welcome.

**We are committed to developing an inclusive school at the heart of the Rochford Community where**

**Rochford Primary School ensures:**

- every child's happiness and needs are of great importance;
- where there are high expectations of good behaviour; and
- where all members of the school community value good manners and co-operation.

**We are committed to:**

- communicating and working effectively with parents so there is a genuine partnership supporting children's learning.

## **General Policy Statement**

This policy reflects the values and philosophy of Rochford Primary & Nursery School in relation to children who have special educational needs. All children are entitled to a broad and balanced curriculum relevant to their needs. Each child should have the opportunity to develop and realise their true potential. At Rochford Primary & Nursery School staff and governors are committed to the principle of equal opportunity, and aim to encourage the development of each child, meeting his/her individual needs by matching them to the curriculum.

- This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 2014 3.65 (updated May 2015).

## **Rationale**

Rochford Primary & Nursery School is an inclusive learning community committed to removing barriers to learning, welcoming all pupils, staff and families, regardless of ability, race or social background.

We believe that all people are of equal value and that we have a responsibility to provide balanced provision for all learners to help them achieve their full potential. At Rochford Primary & Nursery School, staff work together to identify children with Special Educational Needs (SEN). These children are entered onto our SEND register.

We believe that these children have entitlement to special educational provision for the following reasons:

- Equality: Every pupil has an entitlement to have his/her needs met by the school, no matter what his/her ability.
- Improved learning: Children with SEND enrich our school community. Many of our children with specific difficulties have other areas of strength which need to be celebrated. Removing barriers to specific difficulties free learners to achieve their potential in all other areas.
- Raised achievement: All children have an entitlement to reach their full potential. It is essential that the learning for these children is appropriate to their individual levels in order to raise their achievement to the full extent of their abilities. Staff have a responsibility to have a high expectation of children with SEND, combined with a responsibility to adequately differentiate to meet the specific needs of all children in our school community.

- Providing inspirational role models: Children with special educational needs often have to overcome enormous barriers to learning. Teachers work hard to praise progress in individuals which is often celebrated in class and assemblies. Many children with SEND have highly developed strengths in other areas. We actively encourage these children to develop skills in other areas and provide opportunities for these children to shine.
- Investment in the future: It is crucial to devise an effective identification policy for children with special educational needs which seeks to address those needs, so that these children can be the very best they can be, both now and in the future.

### **Aims**

Our school is an inclusive school. We have a good reputation within the local community as being a school which welcomes any child with special needs, regardless of the degree of difficulties presented. The Inclusion Team and EYFS Lead work closely with preschool providers, ensuring that children starting school with special educational needs have individualised provision from their first day; the same is true of children with Special Educational Needs who move to our school from other schools.

In addition, we aim:

- To provide equal access to the National Curriculum and to plan for and provide a curriculum, which is accessible to all the needs of the pupils.
- To raise staff awareness of the need to differentiate work effectively and to provide regular training, coaching and development for all staff.
- To establish good home school communication.
- To involve the pupil wherever possible in the planning and target setting of their programme of work.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.

### **Definition of Special Educational Needs**

The Code of Practice states that:

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

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age;  
or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definitions above or would do if special educational provision was not made for the child.

### **Definitions of Disability**

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

The umbrella term SEND covers a range of difficulties children may encounter, as well as those mentioned above. These include, but are not limited to: emotional wellbeing, mental health and behavioural issues.

### **Identification and Assessment of Pupils with Special Educational Needs**

All children with SEND are identified and assessed as early as possible.

The SEND Code of Practice 2015 recommends a step-by-step graduated response to special needs. At Rochford Primary & Nursery School we follow the Graduated Response, as outlined in the Essex Provision Guidance.

## The Graduated Response (Essex Provision Guidance)

### **1. High Quality Teaching**

This is the essential foundation of all teaching, assessment and intervention for all pupils.

#### What is High Quality Teaching?

- Engaging and supporting the learning of all children and young people;
- Building on pupils' prior learning and responding appropriately to the 'pupil voice';
- Differentiation of the curriculum to match tasks to the needs of the child.
- Appropriate grouping of children within lessons. This may be matched ability or mixed ability groups, both of which have benefits to all the children.
- Use of a range of teaching styles which recognise the individuality of the children in the class.
- Appropriate use of additional adult support.
- Accessibility to a range of resources and equipment, including electronic devices.
- Use of pre-teaching and 'Fix It' sessions.

Only when children have not made sufficient progress through High Quality Teaching, following the Local Authority Guidelines, are they moved to the Special Educational Needs Register.

### **2. SEND Support - Additional School Intervention and Support**

When a class teacher, supported by the Inclusion Team, identifies that a pupil has SEND, they are added to the SEND register by the Inclusion Team and moved onto SEND Support. The class teacher devises interventions and/or differentiated group or individual work additional to or different from those provided as part of the school's medium-term planning. The class teacher remains responsible for working with the child on a daily basis for planning and delivering differentiated work and individual learning targets for specific lessons.

To support this process, the school may wish to ask for support from other agencies to help them with assessment and intervention for pupils at this stage.

### Working with parents

For children on the SEND register, the SEND Lead will meet parents to conduct One Plan Meetings on a termly basis. These meetings go through paperwork completed by the class teacher detailing progress made against previous targets and then setting new targets. In addition to this, at the end of the academic year the class teacher will complete a final review of the outcomes set in the Summer Term meeting. The One Plan Meetings are in addition to Parents' Evening with the Class Teacher during the Autumn and Spring Terms.

Good communication between home and school is key to effective support, so teachers and parents or carers need to talk regularly.

### The One Plan Process

Once a child has been identified and is on the SEND register, they will be involved in a process called One Planning.

One Planning is how Essex describes a person-centred approach to assessment and planning for children and young people with Special Educational Needs and Disability (SEND).

In the past, for many children, and particularly those with SEND, outcomes were often imposed on them by the services which support them. The same may have been true for their families.

As a result, they may not engage with those outcomes, and may not be motivated to achieve them. By making sure that we support people to develop person-centred outcomes, we are increasing the likelihood that they will be able to achieve success.

Developing person-centred outcomes is a basic principle of One Planning.

### How we develop person-centred outcomes

- Make sure we know what matters to the person. Asking the question 'what's important to ...?' and recording this in a One Page profile is a good starting point.
- Make sure we understand how the person really feels about their current situation and what issues they want to address. Asking the question 'what's working or not working?' from everyone's perspective is a useful tool.
- Agree on those issues that we will need to act upon as a priority.

- Describe outcomes for each of the priorities by identifying what success would look like if we were to address the issue effectively.
- Explore any obstacles that may be getting in the way of the outcomes being achieved.
- Identify steps to address any obstacles, so that we can set targets and assign any necessary resources.

The SEND register is monitored on a termly basis to ensure it is up to date and accurately reflects the children within the school who are receiving SEND support.

If pupils receiving SEND Support do not make adequate progress with interventions additional to or different from those provided as part of the school's medium-term planning, then the Inclusion Team will look at the next level response.

### **3. High Need**

This level of intervention is for pupils with more complex and/or enduring difficulties and whose progress is considered insufficient, despite carefully planned interventions at the previous levels. It is generally characterised by the school requesting the involvement of relevant external services in more detailed assessment and development of intervention programmes for a pupil.

If schools seek extra provision beyond their own resources, or an assessment for an Education, Health and Care Plan, there must be clear evidence that appropriate intervention, as described in the Provision Guidance, has been put in place and reviewed at the previous levels of the graduated approach.

#### EHC Plans

An Education Health and Care (EHCP) plan is the document which has replaced the Statements of SEND, commonly called Statements, and Learning Difficulties Assessments (LDAs) for children and young people with special educational needs.

An EHC Plan can, under certain circumstances, continue until the young person is 25 years old. Therefore, it can support them into training, further education and apprenticeships.

An EHC Plan must be created in a person-centred way. This means that the information is written from the perspective of the child and family and it monitors the support provided to achieve the young person's outcomes. The plan, if agreed, can then be shared with other practitioners so that you only

need to tell your 'story' once and practitioners do not duplicate assessments and information. In Essex, we call this the One Planning environment. This is an extension of the one planning process, whereby any outside professionals from other areas of education, health or care services are invited to also be an active participant, alongside the parents and school staff.

EHC plans are formally reviewed on an annual basis at a meeting where all parties involved are invited to attend or asked to provide a written statement.

Once completed, the review is sent to Essex Statutory Services for evaluation.

### **The role of the Inclusion Team**

At Rochford Primary & Nursery School, we recognise the necessity for all staff to be involved in identifying, encouraging and providing for the needs of children with special educational needs. However, we also recognise that having a named person with specific responsibility will ensure that the issue is kept in the forefront of staff consciousness.

The person responsible for co-ordinating provision for children with Special Educational Needs is commonly known as the SENCo/SEND Lead.

The SEND Lead plays an important role in reminding the Leadership Team, teaching staff, non-teaching staff, club leaders etc. of their responsibilities. This also includes our peripatetic staff such as music tutors and sports coaches, which is particularly relevant for children with health difficulties.

The SEND Lead keeps abreast of issues relating to 'SEND' pupils, bringing these to the attention of appropriate staff as necessary and acting as a point of reference for colleagues who need assistance, advice etc.

The Inclusion Team is responsible for maintaining the SEND register. However, class teachers review the progress of all children regularly, and in the case of children on the SEND register, at least every term. The Inclusion Team works with all members of staff providing opportunities to share concerns over individual children, or to give feedback on progress made – this is fed into any review held.

## **Specifics of SEND Provision at Rochford Primary & Nursery School**

### **Facilities**

Rochford Primary & Nursery School is on a level site with easy access to all areas - access to the only play area where there are steps can also be gained by a ramp.

### **Staffing**

At Rochford Primary & Nursery School we currently have an Inclusion Team which comprises of an Inclusion Manager, SEND Lead and a Pastoral Lead.

We also have members of staff with a range of specialist skills who work 1:1 with specific children.

New legislation introduced in September 2015 stated that the school's SENCO must complete a Masters level course and be accredited through a recognised institution. Our current SEND Lead holds the relevant NASENCO qualification.

### **Links to support services**

At Rochford Primary & Nursery School we have links to a range of support services.

These include:

- The Essex County Council SEN service, which includes access to an educational psychologist, inclusion partner and specialist teachers (PMI,VI, HI).
- Voluntary bodies such as NSPCC.
- Health care providers such as The Lighthouse Centre and speech therapists.

### **The Governing Body**

The Governing Body has a SEND governor who can help with any queries or complaints.

The SEND governor follows a monitoring programme, meeting with the Inclusion Team to discuss provision, problem-solve any issues that may arise and observe interventions where possible. The provision for children with SEN comes under this remit and is monitored as part of this process. A report is written and presented at least annually to governors.

### **Other relevant Policies**

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- School Development Plan
- Behaviour & Discipline Policy
- SEEAT Child Protection Policy
- Keeping Children Safe in Education
- Equalities Statement

### **Review**

This policy will be reviewed annually in consultation with staff and Governors.

Reviewed and adopted during	Autumn 2019  Updated Autumn 2020
Approved by Governing Body	
Next review	Autumn 2021

Signed:

Chair of Governors