

Roselyon School

Special Educational Needs and Disability Policy

1. Guiding Principles

1.1 This policy has been formulated with regard to the 2015 SEN Code of Practice: 0 to 25 Years, the Equality Act 2010, Children and Families Act 2014, guidance on supporting learners at school with medical conditions April 2014. This policy also needs to be read in conjunction with the Safeguarding Policy and the Accessibility Plan

- At Roselyon School we have high expectations and set suitably challenging and aspirational targets for all learners.
- In this school a special educational need is defined in accordance with the 2015 SEN Code of Practice: 0 to 25 Years.
- All learners are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual learner's Statement of Special Educational Need or EHCP (Education and Health Care Plan).

2. Terms:

- SEND refers to a Special Educational Need or Disability. *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 him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.* Taken from 2015 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

3. Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for learners with SEND
- To ensure that every learner experiences success in their learning and achieves to the highest possible standard
- To enable all learners to participate in lessons fully and effectively
- To value and encourage the contribution of all learners to the life of the school
- To work in partnership with parents
- To communicate with the Governing Body to enable them to fulfill their monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual learners
- To ensure that all staff have access to training and advice to support quality teaching and learning for all learners

4. Responsibilities and Resources

4.1 The Special Needs Co-ordinator (SENCO), in collaboration with the Headteacher and Governing Body, takes responsibility for the operation of the SEN policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies. The SENCO also provides professional guidance to colleagues to secure high quality teaching for learners with SEN. Sarah Davies currently holds this post. She can be contacted via the school office (secretary@roselyonschool.com or tel: 01726 812110)

4.2 The SENCO's responsibilities include:

Please Note: See section 6 of the SEND Code of Practice 2015: 0 to 25 years for a comprehensive breakdown of the roles and responsibilities of the SENCO

The SENCO provides an annual report to the Governors on the extent and nature of additions to the SEN register and the impact of interventions on children on the register. In addition to this the SENCO also reports to the Head and the SEN Governor on a termly basis.

The SENCO a member of the Senior Leadership Team.

4.3 The Head has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher works closely with the SENCO and keeps the Governing Body fully informed of SEND issues, providing an annual SEND Information Report.

4.4 The Governing Body, the duties of the Governing Body are set out in the SEN Code of Practice, November 2001, section 1:21. The SEN Code of Practice, July 2015 also references governor duties in section 6.79 and 6.84. The SEND link Governor at Roselyon School is Jules Aldred.

5. Specialisms

5.1 The school refers to outside agencies as necessary.

5.2 The SENCO is responsible for ensuring that teachers and TAs delivering SEN support are equipped with appropriate tools and strategies to support each learner with whom they are involved.

6. Facilities for Learners with Special Educational Needs

6.1 The school is a building with many steps and stairs. The school will have regard to the Equality Act 2010, the Children and Families Act 2014 and the *Code of Practice 2015: 0 to 25 years* in terms of admitting learners with disabilities.

6.2 There are facilities for small group/individual teaching in locations throughout the school.

6.3 All members of the school community, including learners, are invited to inform the school of any disability they have.

7. Identification, Assessment and Review - The Graduated Approach

7.1 The school follows the SEND *Code of Practice 2015: 0 to 25 years'* graduated approach with regard to the identification, assessment and review of learners with special educational needs. The four key actions are:

- Assess:* The class teacher and SENCO should clearly analyse a learner's needs before identifying a child as needing SEN support
- Plan:* Parents must be notified whenever it is decided that a learner is to be provided with SEN support
- Do:* The class or subject teacher should remain responsible for working with the child on an ongoing basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that learner's progress
- Review:* the effectiveness of the support should be reviewed at agreed intervals.



7.2 Learners receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers. The school has a graduated approach to supporting learners with SEN. Classroom teachers are expected to adopt a 'Quality First Teaching' (i.e. appropriate use of **teacher** questioning, modelling and explaining, an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups) approach in order to meet the needs of the learners. Reasonable adjustments to their practices are expected with them being encouraged to adopt a variety of strategies and approaches in order to engage the learner. Where concerns persist then a learner may be put forward for wave two interventions to help support their progress and attainment.

7.3 We involve parents/carers and the young person in question as soon as we feel a learner may have a barrier to learning.

7.4 In school we use a range of assessment data e.g., relevant family/medical history, Foundation Stage Profiles, GL Assessments, Teacher Assessments, reading/spelling phonological awareness tests etc.

7.5 Learners who fail to make expected progress on the basis of accumulated evidence are placed on the Special Educational Needs Register. Parents are consulted before this decision is made. This is only after school staff are confident that there is an underlying difficulty that remains.

8. Four Categories of SEN – Broad Areas of Need

1. **Learning** when children learn at a slower pace than their peers, even with appropriate differentiation and quality first teaching. This category also includes such additional needs as:
 - Dyslexia
 - Dyspraxia
 - Dyscalculia
 - ADHD
 - ADD

2. **Emotional and Social (including mental health difficulties)**. This category includes:
 - Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
 - ADD (Attention Deficit)
 - ADHD (Attention Deficit Hyperactive Disorder)
 - Attachment Disorder
 - Autistic spectrum condition

3. **Physical**, including:
 - Vision Impairment
 - Hearing Impairment
 - Multi-Sensory Impairment
 - Physical Disability
 - Speech and language

4. **Behavioural**, usually associated with one or more of the above categories. Children may move from this category to another once a diagnosis has taken place. For other children, an agreed programme of strategies can help them learn to manage their behavior in the school environment.
 - Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
 - ADD (Attention Deficit)
 - ADHD (Attention Deficit Hyperactive Disorder)
 - Attachment Disorder

9. Special Educational Needs

9.1 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. The SENCO and other key staff regularly and carefully review the quality of teaching for all learners, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable learners and their knowledge of the SEN most frequently encountered.

9.2 If a child is formally identified as having SEN or SEND by an external agency,

with the agreement of parents/carers, they are placed on the SEN register. If they are either not making expected progress or achieving at a considerably lower level than is within the expectations for their age, a decision may be made to request formal assessment for an EHCP (Education Health Care Plan). An application can only be made following two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms.

9.3 Class and subject teachers have a list of SEND learners in the class and each of these learners will have a profile to refer to. In addition to this every teacher will have discussed needs and approaches with the SENCo as the child is assessed.

10. Review Meetings

10.1 Review meetings are held annually for all learners where general progress is discussed. Parents/carers are invited to attend so that teachers are able to share feedback with them and address any concerns that may exist.

10.2 Representatives from external support agencies may also be invited to review meetings, if appropriate. If a decision is made at the meeting to draw up a new SEND Support Arrangement the SENCO will file a copy and send a copy to parents/carers and any external agency that is involved.

10.3 For learners with a Statement of Special Educational Need or an EHCP, reviews may be more frequent depending upon need. An Annual Review is also held to review progress towards objectives/outcomes outlined in the Statement/EHCP. A copy of the review report is sent to all invitees, including parents/carers, and the SEN Team.

11. The SEN Register

11.1 The SEN register is updated whenever necessary to take into account summative assessment results. Class teachers will need to demonstrate that various strategies and approaches to engage the learner have been put in place. The impact of any additional interventions will be assessed and a decision will be taken as to whether a learner should be placed on the SEN register. The register is a document which is used to share information about learning preferences and effective strategies for any child who is seen not to be attaining their potential.

12. Curriculum

12.1 Learners have access to a differentiated, broad and balanced curriculum with their needs met.

12.2 To enable access to the curriculum for learners with SEND, the school ensure that adequate provision is in place.

Our School Offer on the school website <http://www.roselyonschool.com/about-us/policy-documents/> is a comprehensive guide as to how we meet the needs of learners.

13. Complaints

13.1 The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting learners' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

14. External Support

14.1 Agencies may include:

- The Early Help Hub
- Educational psychology services
- Physical and Sensory Support (hearing/vision impaired learners)
- Behaviour Support Service
- Speech and Language Support
- Autistic Spectrum Condition Outreach Team
- Speech and Language Therapy Team
- The School Health Centre
- Education Welfare Service
- Special Schools
- Pupil Referral Units
- Children's Social Care
- Children and Adolescent Mental Health Service
- Virtual Schools – Acorn Academy; to determine the arrangements for supporting children who have additional needs.

The school will also seek support from voluntary and private agencies as required.

15. The Local Offer

15.1 The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The Roselyon Local Offer is available on the school website <http://www.roselyonschool.com/about-us/policy-documents/>

16. Liaison with Parents/Carers

16.1 The school works in partnership with parents of learners in accordance with guidance in the 2015 SEN Code of Practice: 0 to 25 Years.

- If the class teacher has an initial concern about a learner's progress, they will discuss with the SENCo. If a subject teacher has concerns, they will discuss with the form teacher – if the form teacher disagrees, the subject teacher may then approach the SENCo directly. Nursery staff will raise initial concerns with the Head of Early Years, who will discuss concerns with the SENCo.
- If a decision is being made to place a learner on the SEN register, parents/carers will be asked their views prior to any decision being made. Parents/carers will be fully informed of any additional programme in place for their child.
- Parents'/carers' views will be sought when a learner's support arrangements are being considered and suggestions as to how the desired outcomes can be supported at home, will be given.
- Parents are invited to review meetings and their comments taken into account when deciding upon future action.

16.2 Consulting Young People with SEND

- Learner's views will be sought orally and taken into account during the review process and at other key times throughout the year.

17. Transition Arrangements

17.1 Transition reviews for Year 6 learners are held, where possible, in the summer term before they move to their new school. The appropriate secondary school SENCO is invited to Annual Reviews during the child's final year. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

17.2 SEND learners that are moving between key stages will have transition arrangements in place via meetings between class and subject teachers.

18. Equal Opportunities

18.1 The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

19. Review Framework

The policy should be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed:	Head Teacher	Date:
Signed:	Chair of Governors	Date:

Review Date: Autumn Term 2017