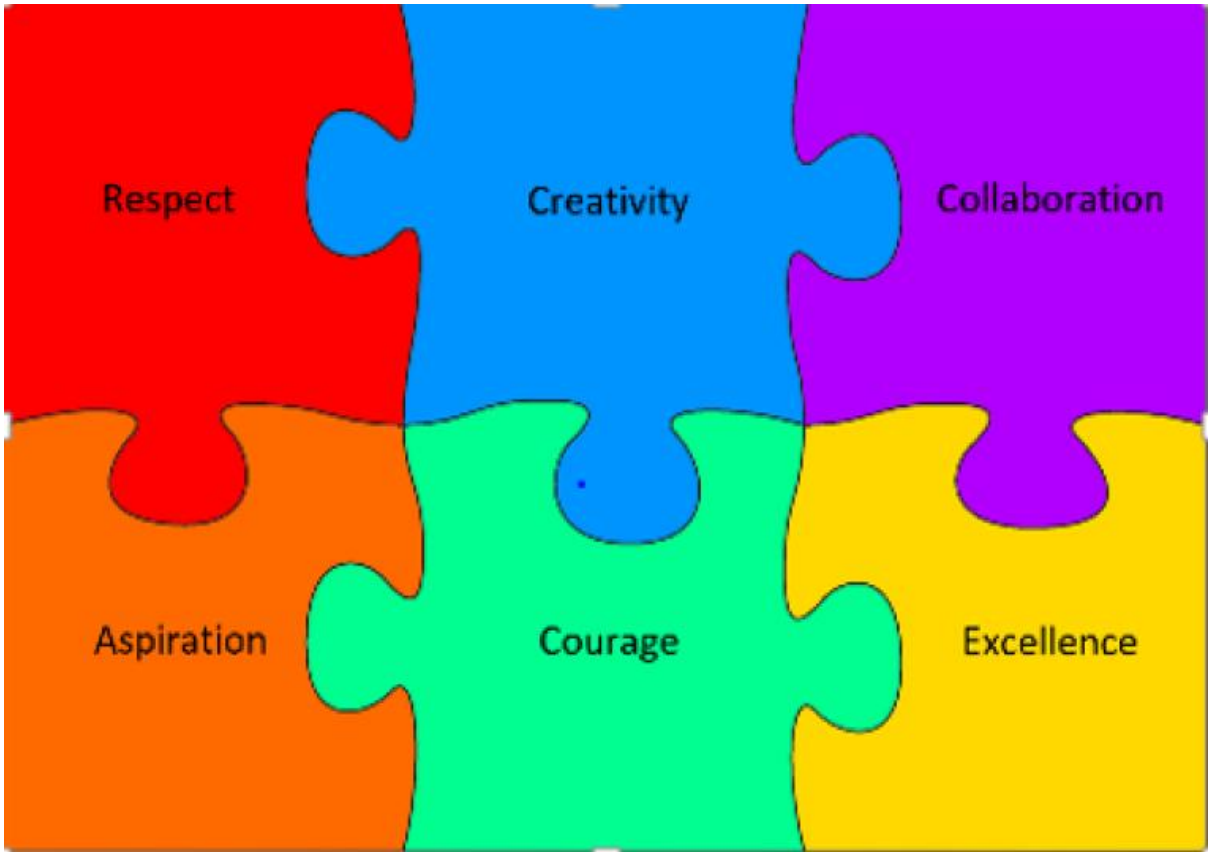
Randlay Primary School and Nursery

Special Educational Needs and Disabilities Policy 2024/2025



The objective of this SEN policy is to provide information for parents, governors, teachers and support staff about Randlay School's philosophy and practice in relation to special educational needs.

This policy describes the way we meet the needs of children who experience barriers to learning, which may relate to, learning, sensory or physical impairment, communication and interaction, social, emotional and mental health difficulties.

Mission statement for Randlay Primary School

At Randlay School we endeavour to make every effort to achieve maximum inclusion for all pupils, whilst meeting pupils' individual needs. We have high expectations of all our children, and everyone is a valued as part of the school community. It is our duty to provide equal opportunities for every pupil in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion in all aspects of school life. We provide an exciting, creative learning environment, recognising and responding to individual learning styles. We aim to help each child to reach their full potential and achieve optimal educational outcomes.

Inclusion statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. Our SEN policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

Pupils may either have Special educational Needs either throughout or at any point during their school career. This policy offers guidelines on the key processes of identification, monitoring and review in line with the graduated response outlined in the code of practice.

Definitions of Special Educational Needs (SEN)

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

- have significantly greater difficulty in learning than the majority of children of the same age.
  Or
- have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

The Equality Act 2010

Everyone covered by the SEN Code of Practice has duties in relation to disabled children and young people under the Equality Act 2010. The definition of disability in the act includes children with long term health conditions such as asthma, diabetes and epilepsy. 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. Children may therefore be covered by both SEN and disability legislation. At Randlay Primary School we will not discriminate and will make reasonable adjustments for disabled children and young people.

1. **Principles**

Our Special Educational Needs policy is based on the following principles:

- Provision for pupils with SEND is a matter for the school as a whole and all members of the school community (teaching and non-teaching staff, parents, pupils and governors)
- All teachers are teachers of children with special educational needs and have a responsibility to meet those needs with the advice and support of the SENDCO and external professionals as appropriate.
- Partnership with parents is built in order to establish positive outcomes for the child.
- All children are entitled to a broad, balanced and relevant curriculum which includes the national curriculum. This right extends to every child whether or not they have an identified special need.
- Needs will be identified at an early stage and progress monitored using the SEND code of practice.
- Children with SEND will be fully integrated into the life of the school, enabling them to maximise their potential as learners and to contribute to the social and cultural activities of the school.

2. **Aims and Objectives of the Policy**

The aims of this policy are:

- To be an inclusive school
- To ensure that the special educational needs are identified, assessed and provided for effectively through a wide range of provision and teaching strategies.
- To enable all pupils to have full access to all elements of the school curriculum
- To ensure that parents /carers are able to play their part in supporting their child's education.
- To work in partnership with other agencies and schools.
- To share a common vision and understanding with all stakeholders.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.

We demonstrate our commitment to these aims by.

- Creating a stimulating learning environment that meets the needs of all pupils.
- Ensuring positive working relationships with parents.
- Creating challenging teaching and learning opportunities.

3. Admission arrangements

We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. In line with the SEN and Disability Act we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provision.

4. Management of SEN within the school

The Governors and head teacher are responsible for the management of SEN provision. The designated SEN Governor is **Mrs. Laura McCarthy**. The Governing Body in conjunction with the school has responsibility for the school's policy and ensures that the school is accountable for the provision it makes. **Kate White**, assistant Head Teacher, is the designated person in overall charge of the management and its resourcing.

The role of the Governing Body

The Governing Body acting through the Head teacher and staff, will;

- Ensure that provision is made for pupils who have SEN
- Ensure inclusion of SEN pupils

- Report to annually to parents on the implementation of the school's policy for pupils with SEN
- Have regard to the Code of Practice when carrying out its duties to pupils with SEN.
- Consult the LA and other schools where appropriate in the interests of co-ordinating SEN as a whole.

The SENDCo is responsible for;

- Overseeing the day to day operation of this policy

Co-ordinating provision for children with special educational needs

Liaising with and advising teachers

Managing the learning support assistants

Liaising with parents/carers of children with SEN

Overseeing the records of pupils with SEN

Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

Contribute to the in-service training of staff.

All school staff have a responsibility for pupils with SEN in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have an Education, Health Care Plan (EHCP). Staff responsibilities are identified in individual job descriptions. Teaching assistants play a major role in the support of pupils with SEN.

The class teacher has responsibility for

- Following the SEN policy and school's procedures
- Identifying any child who may have a special need and liaise with the SENDCo
- Planning and delivering a differentiated curriculum
- Planning, monitoring and evaluating pupil's targets and progress
- Writing Provision Maps, using advice from outside agencies where available, with support from the SENDCo and in consultation with parents and the child and reviewing these each term.
- Informing parents/carers of targets and interventions
- Reading any reports/statements from external agencies for any child in their class with SEN and act on the recommendations within.
- Attending INSET and training sessions

The role of Teaching Assistants

Teaching assistants play a major role in the support of pupils with SEN. The rationale for the deployment of TAs is based on the identification of need and expertise.

The role of the Teaching assistant is:

- To work under the direction of the class teacher to support children with special needs within the class.
- To read reports and advice made available.
- To have knowledge of class and individual Provision Maps.
- To share knowledge and expertise with class teachers to enable each child to reach their full potential.
- To work with outside agencies to support the provision made for pupils.

5. Identification and Assessment

The benefits of early identification are widely recognised; identifying need at the earliest point and then providing good interventions, improves long-term outcomes for pupils. The school adopts a graduated response to meeting special educational needs in line with the Code of Practice.

There are four areas of need as stated in the SEN Code of Practice, 2014. Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress.

- Communication and Interaction (C and I)
- Cognition (Cog)
- Sensory, Emotional and mental Health difficulties (SEMH)
- Sensory and/or Physical (S/P)

The SENDCo works closely with the school's Assessment Co-ordinator, using whole school tracking data as an early indicator. We use a number of additional indicators of special educational needs.

- Tracking individual progress over time.
- Information from previous schools/settings on transfer.
- Use of the local authority SEN criteria
- Following up parental concern.
- Information from other services.

If a child is not making expected progress despite high-quality teaching the class teacher will consult with the SENDCo and parents to decide if additional provision is necessary. Close monitoring

SEN Support

If progress is still not being made, the child will be identifies as requiring SEN support where additional resources within the school are used to meet the needs of the child.

SEN support may be triggered if the pupil:

- Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age.
- Has made limited progress over a realistic time span.
- Presents persistent social, emotional and mental health difficulties which have not been overcome by the usual management techniques within the classroom.
- Has sensory or physical difficulties which continue to affect progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties which continue to affect progress despite the provision of a differentiated curriculum.

At this point the SENDCO will be involved in discussion with the class teacher and advice on a Provision Map to be put in place. This will be written by the class teacher in consultation with the pupil, parents/carers, and SENDCO. The class teacher will be responsible for delivering and monitoring appropriate interventions, including the timetabling of additional provisions.

The Provision Map will detail:

- Attainment data
- Identified areas of need
- Intervention, success criteria and teaching strategies
- When the intervention will take place and by whom

The Provision Map will record only that which is different from or additional to the normal differentiated curriculum and will concentrate on three or four individual targets that closely match the pupil's needs.

The Provision Map will be reviewed termly, or sooner if required, and the impact of interventions recorded. Pupils and parents may be involved in this process.
If there is evidence that the pupil is making insufficient progress despite support and intervention, we may seek further advice and support from outside professionals. Parental consent is sought before any involvement of external agencies. As a result of this support the child's Provision Map will incorporate advice from external professionals such as, Learning Support advisory Teacher (LSAT), Speech and Language Therapist or Occupational Therapist.

Education, Health and Care Plans

If the child continues to make very limited progress after the advice from external agencies has been implemented the school will discuss with parents a request for an Education. Health and Care need assessment in order for the Local Authority to consider whether it is necessary for it to make provision in accordance with an Education, Health and Care plan (EHC plan).

The purpose of the EHC plan is to make special educational provision to meet the special educational needs of the child to secure the best possible outcomes for them across education and health and social care as they get older and prepare them for adulthood. The outcomes outlined in the plan and the provision specified will enable the school to further develop the Provision Map.

For pupils who have an EHC plan their progress and support will be reviewed annually and a report provided to the local authority.

6. Record Keeping

Staff who work with identified children keep day to day records and planning of provisions. Progress of children can be tracked through these records and will provide evidence of support and progress.

The SENDCO ensures that all appropriate records are kept and available when needed. All class teachers have their own intervention folder with information relating to the children in their class, these will include

- Information from parents
- Information on progress and behaviour
- Information from other agencies
- Pupil's own perceptions of difficulties
- All Provision Maps for a child

7. Curriculum entitlement

All children are entitled to a broad, balanced and enriched curriculum. The curriculum is adapted or made accessible for pupils with SEN. In order to meet the learning needs of all pupils' teachers adapt work to enable them to;

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement
- Work with teachers and TA's who use a wide range of strategies to meet children's special educational needs

The School Offer lists the possible interventions against the areas of needs (Appendix A). The range of provision includes

- In class support for small groups
- Small group or 1:1 withdrawal
- Individual class support
- Adaption of resources and activity
- Specialised resources- overlays, wobble cushions, writing slopes
- Interventions
- Access to Specialist Teaching and support for advice on strategies, equipment or staff training.

8. Resources

Resources are delegated through a formula following submission of the DfE School Census. A proportion of the school budget is allocated for resources, which include identified materials for use to support children who need additional or different activities. The provision of additional support is made, as appropriate from the delegated SEN budget or from the main delegated school budget. Advice on appropriate resources for groups of children is sought from other professionals.

9. Specific Facilities and Access

The school has the following special facilities:

- Disabled toilets with handrails.
- Main school building is accessible by wheelchair.
- Ramps allow access to all playground areas.
- Carpeted classroom with rubber soled tables and chairs and acoustic ceiling tiles giving improved acoustic conditions for all pupils, and in particular, for hearing impaired pupils.
- Blinds and curtains in classrooms to reduce glare
- Individual adaptions will be made for specific pupils where needed e.g. individual workstations.

10. Partnership with Parents and Carers

The school works closely with parents/carers in the support of those children with special educational needs. We encourage an active partnership through ongoing dialogue with parents and carers by:

- Working effectively with all other agencies supporting children and their parents.

- Giving parents and carers opportunities to play an active and valued role in their child's education
- Providing all information in an accessible way, respecting the differing needs of parents/carers such as a disability or communication/linguistic barrier.
- Making parents and carers aware of the Parent Partnership services.
- Involving parents and carers in agreeing and reviewing the targets and intervention strategies on provision maps.
- Informing them as soon as possible when there is a concern about their child and keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having.

11. Pupil participation

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Where appropriate all pupils are involved in monitoring and reviewing their progress. We encourage pupils to:

- State their views about their education and learning
- Identify their own needs
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets.

12. External Agencies

We believe that effective action on behalf of children with SEN depends upon close co-operation between the school and other professionals. A wide variety of agencies are available to support children with SEN and multi-agency co-operation is in place to ensure provision meets the needs of children with SEN. The school refers and liaises regularly with the following services:

- Educational Psychologist
- LSAT- Learning Support Advisory Teacher
- SALT- Speech and Language Therapists
- SIS- sensory Inclusion service
- BSS- Behaviour Support Services
- OT- Occupational Therapist
- BeeU
- EWO- Education Welfare Officer

The SENDCO attends termly CPD training sessions through the SENDCO network meetings. In addition to the above the school regularly uses services from the voluntary sector such as Beanstalk to support pupils with SEN.

13. Professional development for Staff

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. All staff and Governors are encouraged to attend all relevant INSET. In addition, teaching staff and TA's are encouraged and supported to attend training sessions relating to their specific roles within school. The SENDCO plays an important role in advising and contributing to the professional development of teachers and staff. There are regular staff meetings where SEN issues are discussed. These are related to specific concerns relevant to the needs identified or to ensure staff are kept up to date with information and legislation. There is an induction procedure for NQT's and new staff into the school's policy and procedures for SEN.

14. Procedures for Concerns

We endeavour to do the best for all our children but if there are any complaints regarding SEN provision these should initially be discussed with the class teacher and /or SENDCO. If this fails to provide a satisfactory answer the issue should then be raised with the Head teacher. Ultimately, if not resolved, concerns should be addressed to the Governing Body. Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.

15. Review of the Policy

This policy is reviewed annually by the SENDCo and Governor with responsibility for SEN.