



Rainford Brook Lodge Primary School

Special Educational Needs and Disability Policy (SEND)

Responsible Committee

Full Govs

Last review date		Aut	2021
Next review date		Aut	2022
Signed		Name	
Position		Date	
Governor ratification			
Signed		Name	
Position		Date	

At Rainford Brook Lodge Primary School we value the abilities and achievements of all our pupils. We ensure that our MAGIC philosophy applies to all children in school regardless of their additional needs and we will provide additional resources or support when necessary to facilitate this. We are committed to providing the best environment for each and every child to reach their full potential - emotionally, socially, physically and academically.

All pupils are entitled to a broad and balanced curriculum. The staff at our school recognise the need for:

"Teaching to be of a high quality, differentiated and personalised, to meet the needs of the majority of children and understand that some children need educational support that is additional or different to this" (SEN Code of Practice for 0-25).

As a school we aim to ensure that such provision is made for those who need it and every teacher is responsible for ensuring that every child accesses this entitlement.

This policy has been developed with the teachers, parents and governors of the school in accordance with the SEN Code of Practice 0-25 guidance (2014).

AIMS (The longer view)

The aim for all the children in our school, including those with SEND, is to be the best that we can be. We have high aspirations and expectations for all pupils.

OBJECTIVES

We aim to:

- Ensure that all children have access to a broad and balanced curriculum which ensures progression and is appropriate to age, ability and aptitude.
- Identify and provide for those children who may need more support in school.
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- Provide a SENDCO who will manage the SEND Policy.
- Provide support and advice for all staff working with special educational needs pupils.
- Develop and maintain partnership with parents.
- Ensure access to an appropriate curriculum for all pupils.

Identifying Children with Special Educational Needs

The Code of Practice states:

"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 him or her.

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

- has a significantly greater difficulty in learning than the majority of others of 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"*

It goes on to identify 4 broad areas of need:

1. Communication and language
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others, the precise nature of their need may not be clear at the outset.

At our school, we consider the needs of the whole child, which will include things that are not necessarily SEN but will also impact on a child's progress and attainment -

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium
- Being a child of a serviceman/woman

Arrangements for coordinating SEND provision.

At Rainford Brook Lodge Primary School the role of SENDCO (Special Educational Needs & Disability Co-ordinator) is Miss R. Littler (Mrs Hodkinson in her absence); it is her responsibility to co-ordinate the provisions for children with SEND.

The main methods of provision made by the school and coordinated by the SENDCO are:

- Quality first teaching in classes, with additional help and support, through a differentiated curriculum and/or access to a Learning Assistant/Learning Support Assistant if required.
- Tailored intervention that is regularly evaluated for impact.
- In-class support with resources or specialised equipment.
- Support from specialists within class or as part of an agreed and monitored withdrawal programme
- Access to a range of specialist outside agencies when necessary including; Educational Psychologist, Behaviour Improvement Team, Speech & Language, Visual Impairment team.

Admission Arrangements.

What are the admission arrangements for pupils with SEND who do not have a statement or EHCP if the arrangements differ from those for other pupils?

The Governing Body at Rainford Brook Lodge Primary School believe that the admissions criteria should not discriminate against pupils and has due regard for the practice advocated in the Code of Practice and The Equality Act 2010:

1.26 As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people. (COP January 2015)

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment,
- pregnancy or maternity

(Equality Act 2010 - Advice for school leaders, school staff, governing bodies and local authorities)

A Graduated Approach to SEN

At Rainford Brook Lodge Primary School, we take a graduated approach to SEND, as outlined in the Code of Practice.

All children receive inclusive quality first teaching in our school and most will make expected progress. For those who do not, the class teacher will identify a child's need and make arrangements for any adjustments or interventions.

Stage of SEN	Action	Responsibility
Identification	If, after quality first personal teaching, adjustments and interventions, a child has not made adequate progress then in discussion with the Teacher, the	Teacher, child, parents, SENDCO

	Parents and the child, and SENDCO, a child will be deemed to have SEND and will go on the SEND register. Sources of information will be discussions already held, teacher assessment and observation.	
Assessment of need and intervention	Teacher, Child, Parents and SENDCO will put together a full picture of the child, identifying areas which require more specific support. Sources of information may include discussion, standardised tests, profiling tools, observations to give us a greater understanding of the child's strengths and needs. We will then develop a Student Support Plan (SSP) based on small, achievable targets, which will be reviewed regularly to help support learning.	Teacher, child, parents, SENDCO
Further help and advice with intervention	If a child does not make adequate progress, we will seek advice from external agencies, e.g. Educational Psychologist, etc. This should give us a greater insight into what we can do to best support the child and will be reflected in the SSP.	Outside Agencies, Teacher, child, parents, SENDCO
EHC Referral	If a child is still struggling to make progress with their intervention in place, then in discussion with parents and outside agencies, we may decide to apply for funding through an EHCP (Education Health Care Plan)	Local Authority, Outside Agencies, Teacher, child, parents, SENDCO

Managing the SEN Register

Each child's progress will be reviewed at termly Pupil Progress Meetings with the Senior Leadership Team and more immediate issues around quality of provision; any concerns regarding particular incidents or concerns will be discussed informally during weekly Senior Leadership team meetings.

SSPs will be reviewed regularly and amended to reflect the needs of the pupil as necessary by the class teacher with support from the SENCO following the guidance outlined in the Code of Practice.

Allocation of resources for vulnerable pupils, those with SEND.

The school budget allocation for SEND in the year 2021 to 2022 is part of the main school budget and not separated. The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school may allocate SEN funding in the following ways:

- Learning Support Teachers and Teaching Assistants;
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively;
- Specialist books and equipment;
- In class and withdrawal support from the SENDCO, in house Speech & Language support staff or general support staff;
- Professional Services provided through local Service Level Agreements
- Ramped access to the main buildings of the school;
- Disabled toilet facilities;
- Purchasing and maintenance of ICT and electronic equipment.

Identification and review of pupil needs.

Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENDCO works closely with the school assessment coordinator to interrogate the school tracking data.

P scales are used in accordance with QCA guidance (not for EYFS or EAL pupils) and are integrated with whole school assessment and moderation. P scales are only used to monitor the progress of pupils working well below National Curriculum and those pupils older than mid Y1.

At Rainford Brook Lodge Primary School we also use a number of additional indicators to identify pupil's special educational needs. Such as:

- Close analysis of data including: EYFSP, Age Related Expectations (ARE), reading ages and annual pupil assessments.
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools.
- Information from other services.

This assists SENDCOs and class teachers to:

- provide starting points for the development of an adapted and appropriate curriculum that meets the pupil's needs;
- support the pupil within the classroom environment;
- continually assess pupils to identify strengths and areas for development;
- provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps;
- inform ongoing observation and assessment of each pupil;
- involve parents/carers in supporting pupils at school and at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care and attention. Where there is uncertainty about an individual pupil, the school will link with parents (through interpreters if required) to ascertain whether the pupil is developing in their home language in line with peers and siblings.

Student Support Plans are reviewed termly and any necessary changes made. Parents/carers are invited to attend any Annual Reviews and have access to the SENDCO through pre-arranged agreed meetings.

Access to the curriculum, information and associated services.

All pupils at Rainford Brook Lodge Primary School have equal access to a broad and balanced curriculum, differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

Student Support Plans feature significantly in the SEND provision provided by the school. SSPs contain SMART targets to ensure that all pupils experience success.

Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

This can be particularly relevant to children with a disability and steps are taken by schools to accommodate any disability where possible including the use of physical aids; specialist advice; specialist teachers; working closely with other agencies and adaptations to accessibility where

necessary. The school is a single storey building but there are ramps available in places where there are steps; corridors are kept uncluttered to allow access and fire procedures are adapted and planned for each individual child with a disability. For physical disabilities, subjects such as PE are adapted to include them and resources are provided in whatever form is required for the disability, including braille at the moment. Please refer to the Accessibility plan for further details

Relevant information is shared with parents/carers of pupils. They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

Evaluating the success of provision

The SEND register is a fluid working document that is constantly updated and therefore the numbers of pupils on the register will be subject to change. A key element of evaluating the success of the SEND provision provided at the school is covered in the close monitoring of SSPs and Annual Reviews.

All teaching and support staff, parents/carers, outside agencies and the pupils themselves are vital to this process. Their feedback along with the monitoring of provision allows us to evaluate the success of the provision and make timely amendments where required. Where interventions have not made the expected impact over the time frame allocated alternative provision may be offered and SSPs modified.

Working in partnership with parents/carers.

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the pupils with parents/carers and take account of their views. This will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education.

This policy is available on the school's website.

Roles and Responsibilities

The Head Teacher is responsible for the day to day management of the policy.

The SENDCO Miss. R Littler is responsible for the day to day operation of the policy.

All teaching staff are aware of and responsible for identifying, assessing and making provision for pupils with SEND - many of our TAs have specific intervention training and will be deployed accordingly.

The SEND governor is Fiona Ballard.

The designated teacher for Safeguarding and Child Protection is Mr Reece.

Mr Reece is responsible for managing Pupil Premium and looked-after children funding.

Responsibility for coordination of SEND provision

The main responsibilities listed in this policy fall within the role Special Educational Needs and Disability Coordinator. The SENDCO role is outlined as follows:

- Overseeing the day to day operation of the SEND policy including reporting the effectiveness of the SEND policy to governors.
- Coordinating provision for pupils with SEN.D.
- Liaising with and advising all colleagues.
- Managing and coordinating the work of Learning Assistants and Learning Support Assistants.
- Overseeing the records of all pupils with SEND.
- Liaising with parents/carers of pupils with SEND.
- Contributing to whole school CPD/ training particularly the induction of new staff.
- Liaising with and drawing upon the advice of external agencies and LA.
- Ensuring SSPs, IBPs, Group Plans or provision maps are in place and regularly reviewed.
- Assessing the progress of pupils with SEND (using all available data) ensuring that the progress of vulnerable groups is carefully tracked.
- Following a graduated response to the assessment and provision of SEND with a clear focus on early identification.
- Supporting the Headteacher, Senior Leadership Team and Governors to evaluate the effectiveness of the school's SEND policy, SEND provision and outcomes for pupils with SEND drawing up further priorities and actions in the School Development Plan.
- Ensuring a smooth transition across key stages and phases.
- Ensuring that all additional interventions are monitored for their impact.
- Building the school's capacity for developing an inclusive approach particularly to learning and teaching.

Storing and Managing Information

Class teachers will keep copies of information and assessments relevant to their teaching of your child. They will keep copies of current SSPs which will be adapted as necessary (this is a working document) Any recommendations are fed into the SSP and these targets are specific for the individual child. All letters from outside agencies are scanned onto the computer system and saved within the individual child's folder under the SEND main folder. Each child has a sub-folder for each academic year and letters are filed and saved according to the year. Individual, relevant staff are made aware of new letters by the SENDCO. Paper copies of these letters are filed in the relevant SEN files and locked away within the school office.

Confidential information and more extensive information will be stored securely within school.

CPD and training of staff

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENDCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. Over the last academic year the following areas have been covered:

- Sensory training
- Team TEACH training and refresher courses.
- Visual Impairment Training
- Effective use of the TA within the class to improve 'inclusivity'

Following the latest audit, training and support for this academic year is planned as follows:

- Autism in the classroom
- Training in use of specialist equipment for braille
- SEND in Brook Lodge
- Effective use of BSquared as an assessment tool

Links to support services

Rainford Brook Lodge Primary School works in partnership with outside agencies such as:

- Outreach support
- Behaviour Improvement Team
- Health and Social Services (inc the Visual Impairment Team)
- Educational Psychology

Members of these agencies are invited to meetings in school to review the programmes in place for individual pupils in order that their specialist advice may be incorporated into IEPs and intervention/provision.

The school promotes the 'team around the school approach' and may draw upon eHATs, where appropriate, to ensure early identification and assessment of SEND.

Links with other schools and clusters

Prior to admission to at Rainford Brook Lodge Primary School, contact is made between the SENDCO and the SENDCO or class teacher at the previous school in order to contribute to a transition plan should one be required. When a pupil with SEND transfers to another school, all relevant documentation is passed on to the SENDCO at the receiving school.

Dealing with Complaints

Parents / carers wishing to discuss any aspects of their child's progress should, in the first instance, make an appointment to speak with the Class Teacher. If they wish to pursue the matter further they should speak to the SENDCO or Head Teacher. Parents have the right to make a formal complaint in writing to the Chair of Governors if they so wish or to the Local Authority if they are dissatisfied with school provision.

Reviewing the Policy

This policy will be reviewed annually.

Adopted by the *Governing Body*: _____

Review date: _____ (annually)