



## Ravensfield Community Primary School SEND Policy

### Definition of SEN

***'Definition of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.***

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

*a) Have a significantly greater difficulty in learning than the majority of others of the same age; or*

*b) 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 definition at (a) or (b) above or would do so if special educational provision was made for them (Clause 20 Children and Families Bill).*

*This is a broad definition covering children and young people from 0-25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.*

*Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.'*

### Compliance

This policy complies with statutory requirement laid down out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

SEND Code of Practice 0 – 25 (July 2014)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions April 2014

The National Curriculum in England Key Stage 1 and 2

Safeguarding Policy

Accessibility Plan

### **Aims and Objectives**

At Ravensfield we provide all our children with a broad, balanced and relevant curriculum, which is differentiated to meet their individual needs. This includes the National Curriculum in line with the *SEND Code of Practice 0 -25; 2014*.

### **Aims**

Our overall aim is to create an atmosphere of encouragement, acceptance, and respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas.

- Identifying, at an early age, individuals who need extra help and attention
- Enabling each pupil to reach his or her full potential, both curricular and extra-curricular
- Enabling each pupil to partake in, and contribute fully, to school life
- Endeavouring to meet the individual needs of each child
- Developing a feeling of self-esteem within the individual
- Fostering an atmosphere in our school which promotes a happy, sensitive and secure environment to ensure the most effective learning for all children
- Providing for children's individual needs by supporting them in various ways: whole class, small group and individual
- Monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- Providing access to and progression within the curriculum
- Working with parents and other agencies to provide support and opportunities for those children with SEND
- Using a variety of teaching strategies in an enabling environment, which include different learning styles, to facilitate meaningful and effective learning for all children
- Assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- Ensuring access to a range of resources to support staff in their teaching of children with SEND
- Including the voice of the child in monitoring and reviewing of the child's individual needs

### **Objectives**

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into school.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To provide support and advice for all staff working with SEND pupils.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the EYFS and National curricula. This will be carefully monitored by the SENCO and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are being catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress and providing information on the provision for pupils within the school as a whole.
- Work with and in support of outside agencies when the pupil's needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinion of their own needs. This means providing regular meetings between pupils and their teachers/SSA/SENCO to discuss the pupil's needs and progress. Pupil participation is a right. This will be reflected in decision making but also encouraged through wider opportunities for participation in school life.

## Identifying Special Educational Needs

### Types of SEN

At Ravensfield the staff identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child. There are four broad categories of SEND which are identified in the SEND Code of Practice 2014:

1. **Communication and Interaction** – this includes children with speech and language delay, impairment disorders and those who demonstrate features within the autistic spectrum.
2. **Cognition and Learning**- this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia.
3. **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
4. **Sensory and/ or physical needs** – this includes children with sensory, multi-sensory and physical difficulties.

### Disability

Many children who have SEN 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. Children with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and those with SEN.

At Ravensfield we **do not** directly or indirectly discriminate against, harass or victimise disabled children. We **must** always try to make reasonable adjustments, including the provision of auxiliary aids and services, to ensure the disabled children are not at a substantial disadvantage

compared with their peers. This duty requires thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage.

Other factors which may impact on progress and attainment include:

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of serviceman/women

These children are carefully monitored by the Senior Leadership Team which co-ordinates their provision throughout the school.

### **A Graduated Approach to SEN Support**

At Ravensfield, we adopt a 'high quality teaching' approach. The key characteristics of high quality teaching are:

- Highly focussed lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- 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
- An explanation that pupils will accept responsibility for their own learning and work independently regular use of encouragement and praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high-quality teaching.

At Ravensfield we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better or better child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

- Widens the attainment gap

The first response to such progress should be high quality teaching targeted at their area of weakness. This can also include progress in areas other than attainment, for instance where a pupil needs to make additional progress with wider development or social needs in order to make adequate progress.

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This should take the form of a four –part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known a graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children.

### **Assess**

In identifying a child as needing SEND support the class teacher, working with the SENCO, should carry out a clear analysis of the pupils needs. This should draw on the teachers’ assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupils own views and, if relevant, advice from external support services. School should take seriously any concerns raised by parents. As part of this process school should use the checklists found in Tameside’s ‘Identifying and Supporting Special Educational Needs’.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with the school staff the SENCO should make contact if the parents agree.

### **Plan**

Where it is decided to provide a pupil with SEND support the parent should be informed. The teacher and the SENCO should agree, in consultation with parents and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil based on reliable evidence of effectiveness and should be provided by staff with sufficient skills and knowledge. Wherever possible such plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

### **Do**

The class teacher should remain responsible for all pupils on a daily basis. Where the interventions involve group or 1:1 teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching

assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with agreed date lines. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any change to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Educational and Health Care Plan, the school in cooperation with the local authority must review the plan at a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the headteacher
- Analysis of pupil progress data by SENCO and Senior Leadership Team
- Monitoring of procedures and practice by SEND governor
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff, both formal and informal

### **Managing Pupils Needs on the SEN Register**

All pupils on the SEND register will have a pupil file which details important information about the child. This may include Educational Health Care Plans reports from class teachers, other professionals, tracking data and individual education plans. The pupil file is a working document which is updated to reflect the current needs of the child. The Individual Education Plan (IEP) is reviewed three times a year and a new one is written with parent and pupil involvement. Class teachers are responsible for producing evidence of progress over time. The class teachers are responsible for maintaining and updating the pupil's individual education plan.

There are 3 levels of support for pupils of SEND.

- **Universal level**
- **Targeted level**
- **Specialist or Personalised level**

### **Specialist Support**

School may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. When a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

### **Education, Health and Care Plan Assessments**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, the school or parent should consider requesting an Education, Health and Care Plan assessment.

### **Criteria for exiting the SEN Register**

It is felt that when children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, Inclusion Lead, pupil and parent need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register then all records will be kept until the pupil leaves the school and passed onto the next setting. The pupil will continue to be monitored through the schools monitoring procedures and tracking systems.

### **Supporting Pupils and Families**

The SENCO liaises frequently with a number of agencies such as

- Schools Outreach Service which cover: Learners with Hearing Impairment; Learners with Visual Impairment; Behaviour Learning Inclusion Services (BLIS); Communication Language Autistic Spectrum Services (CLASS); Learners with Specific Learning Difficulties (SPLD)
- Educational Psychologist
- Social Care
- Speech and Language Therapy Services
- Physiotherapy
- Occupational Therapy
- School Nurse
- Community Paediatrician
- Child and Adolescent Mental Health Service (CAMHS)
- Integrated Services for Children with Additional Needs (ISCAN)
- Multi-agency Assessment Team (MAAT)

Parents are informed and permission requested if any agencies are involved. Meetings are then arranged with the appropriate agency. Both the pupil and the parent have an important role to play in determining Special Educational Provision.

The school believes in a strong interpersonal relationship between pupil and staff in order that the pupil will have the confidence to recognise that they have special needs that have to be met. Regular contact between the school and the parents takes place to ensure that the pupil's needs are being met. The likely success of any type of Special Education Provision is greatly enhanced if the school and parents are consistent and reinforce one another in the support they give to the pupil.

Parents are encouraged to telephone or visit the SENCO whenever they are worried or concerned about the child's progress. Parents always have access to the Special Educational Needs and Disability Information Advice Support Services (SENDIASS) which they may invite to support them at any meeting.

## **Supporting Pupils at School with Medical Conditions**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a Statement, or Education, Health Care Plan (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a policy for 'Supporting Pupils at school with Medical Conditions which can be found on the school website [www.ravensfield.tameside.sch.uk](http://www.ravensfield.tameside.sch.uk)

## **Monitoring and Evaluation of SEND**

The Inclusion Lead will provide information to the headteacher and the Inclusion Governor as to the number of pupils identified as having SEND. This information is documented on internal school systems and may be accessed by Tameside LA. The Inclusion Governor monitors the SEND provision through discussions and observations.

Parents, children and teachers create an Individual Education Plan each term and a copy is given to the Inclusion Lead for monitoring purposes. Progress over time is tracked by the Inclusion Lead and used to inform whole school development.

## **Training and Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion team to explain the systems and structures in place around the schools' SEND provision and practice, and to discuss the needs of individual pupils. Staff training will be discussed at this stage and both teaching and support staff will be made aware of training opportunities that relate to work with pupils with SEND.

The Inclusion Lead attends Tameside's briefing meetings in order to keep up to date with local and national updates in SEND. In September 2009 it became law for every new SENCO in a mainstream school to gain the Master's-level National Award for Special Educational Needs Co-ordinator within three years of taking up the post. Mrs Turnbull and Miss Novak hold this qualification.

## **Roles and Responsibilities**

### **The Role of the Inclusion Lead**

The Inclusion Lead is Mrs Turnbull and the Special Support Assistant is Mrs Moss.

The Inclusion Lead is responsible for:

- The day-to-day operation of the school's SEND policy
- Co-ordinating provision for the SEND pupils
- Liaising with and advising colleagues



- Managing the Special Support Assistant, Speech and Language Worker, Pastoral Support Worker
- Overseeing the records of all pupils with SEND
- Liaising with external agencies including the Tameside's Schools Outreach Service, Educational Psychology services, Health and Social Services and voluntary bodies
- Liaising with the Inclusion Governor
- Liaising with the Attendance and Family Liaison Officer in school
- Liaising with the licensed Thrive Practitioners in school
- Monitoring the progress of SEND pupils

Areas of specific responsibility of the Inclusion Lead are identified as follows:

- To keep the school's SEND Policy under regular review and ensure that it is being implemented effectively and efficiently, in a manner consistent with the requirement of pupils individual needs and requirements of the Governing body
- To keep under regular review and inform the headteacher on how the school is fulfilling its legal requirements in meeting SEND
- To chair meetings which focus on pupils causing concern because of their SEND and be responsible for co-ordinating and monitoring subsequent SEND plans of action
- To advise and support colleagues in developing and implementing SEN Individual Educational Plans and resources to meet the SEN of individual pupils.
- To keep colleagues informed of pupils who require special provision and respond to concerns expressed by colleagues regarding the possible SEND of pupils
- To advise and support colleagues in their liaison with parents/cares of pupils who are receiving or require SEND provision
- To bring to the attention of the headteacher pupils who are likely to need a statutory assessment of their SEND
- To maintain and develop the school's resources for meeting SEN
- To develop close and positive working relationships with SENCOs in other schools both mainstream and special schools with the aim of: sharing ideas and resources; establishing joint activities for pupils; setting up educational programmes for pupils which involves provision located in more than one establishment to another; facilitate the transfer of pupils from one type of educational establishment to another
- To keep the headteacher and colleagues informed of new developments in SEND
- To co-ordinate the school's SEND development plan and report to the headteacher on its progress

### **The Role of the headteacher**

The headteacher, Miss Leyland, has responsibility for the day-to-day management of all aspects of the school's work including provision for pupils with SEND. The headteacher is responsible for ensuring that the SEND policy is being administered effectively and efficiently within the school. It is the responsibility of the headteacher to keep the Governing Body fully informed of the school's provision for pupils with SEND. The headteacher should work closely with the Inclusion Lead and the Inclusion Governor.

### **The Role of the Inclusion Governor**

The Inclusion Governor should, in co-operation with the headteacher, determine the school's general policy and approach to provision for children with SEND. The Inclusion Governor should keep the Governing body informed on the school's policy on SEND.

### **The role of all teaching and non-teaching staff**

All teaching and non-teaching staff should be involved in the development of the school's SEND Policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

All teachers should:

- After an assessment of needs, create an Individual Education Plan with parents and pupils
- Implement the support outlined by the IEP
- Review the IEP regularly with parents and children
- Inform the SENCO when pupils are not making expected levels of progress

### **Storing and Managing Information**

Documents relating to pupils on the SEND Register are stored within their pupil file in fireproof cabinets in the Inclusion room. These cabinets are locked overnight. SEND records will be passed on to a child's next setting when he or she leaves in line with GDPR.

### **Reviewing the Policy**

This policy will be reviewed by the School Governing body on an annual basis.

### **Accessibility**

Ravensfield provides disabled parking spaces, disabled toilet facilities and a shower. There are wide corridors and wide doors for easy access to all classrooms. There is a lift from the ground floor to the first floor.

### **Dealing with complaints**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the headteacher or Inclusion Lead to try to resolve any issues. They will also be able to advise them on the formal procedures for complaint.

### **Bullying**

The school has a positive approach to all types of behaviour and have a clear and effective reward system. All policies approved by the Governing body can be found on the school website.

*SEND Policy updated September 2023*