

The Richmond School, Skegness

Special Educational Needs (SEN) Policy

This policy for Special Educational Needs has been approved by the staff and Governors of The Richmond School, Skegness.

It aims to ensure that all children reach their potential by identifying difficulties early, implementing appropriate support and intervention whilst monitoring their progress to ensure that the support is suitable to meet their specific needs.

This policy has been written using guidance from The Special Educational Needs and Disability Code of Practice (2014), The Equality Act (2010) and the local authority.

Aims and Objectives

- To ensure all pupils receive a suitable education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to achieve their best, become confident individuals living fulfilling lives and make a successful transition into the next stage of their education.
- To identify children with specific needs, define their needs and make appropriate provision as required, including SEND pupils and compliance with the latest SEND Code of Practice.
- To enable all pupils to participate in the life and work of the School to the best of their abilities, whatever their needs.
- To provide appropriate curriculum access depending on the needs of individual pupils.
- To ensure that each pupil feels safe and equally valued within the school community.
- To promote and encourage participation from pupils, parents and carers.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

What are Special Educational Needs?

The SEN Code of Practice 2014 states “A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A pupil 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.”

What is Disability?

Many children and young people 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 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 SEN definition.

Identifying Special Educational Needs and Disability

Early identification of SEN is important. Identifying need at the earliest point and then making effective provision improves long term outcomes for the child or young person.

There are four broad areas, which give an overview of the range of needs that will be planned for.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/ or physical needs.

Many children with SEN may have difficulties in more than one area of need.

The School will aim to work with others to carry out a detailed assessment, which will seek to ensure that the full range of an individual's needs is identified. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision “**different from or additional to that normally available to pupils of the same age**” (code of practice 2014 s6.15).

Class teachers, supported by the senior leadership team, should 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 the 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 the pupil's area(s) of weakness. Some ways a class teachers may response to initial concerns raised are:

- Identifying a child's learning style and adapting teaching style to suit eg visual resources
- Present tasks in different motivational ways
- Differentiation of language, resources and tasks
- Include pupils own interests in learning for motivation
- Include in teacher-led guided groups more often
- Include different ways children can respond and record eg scribe, video
- Using resources to enable improved access to the curriculum eg ipads
- Implementing short term intervention programmes

- Support pre-learning vocabulary before topics begin

Where progress continues to be less than expected the class teacher, working with the SENCo and Outside Agencies (if necessary), should assess whether the child has SEN.

At The Richmond School, 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 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

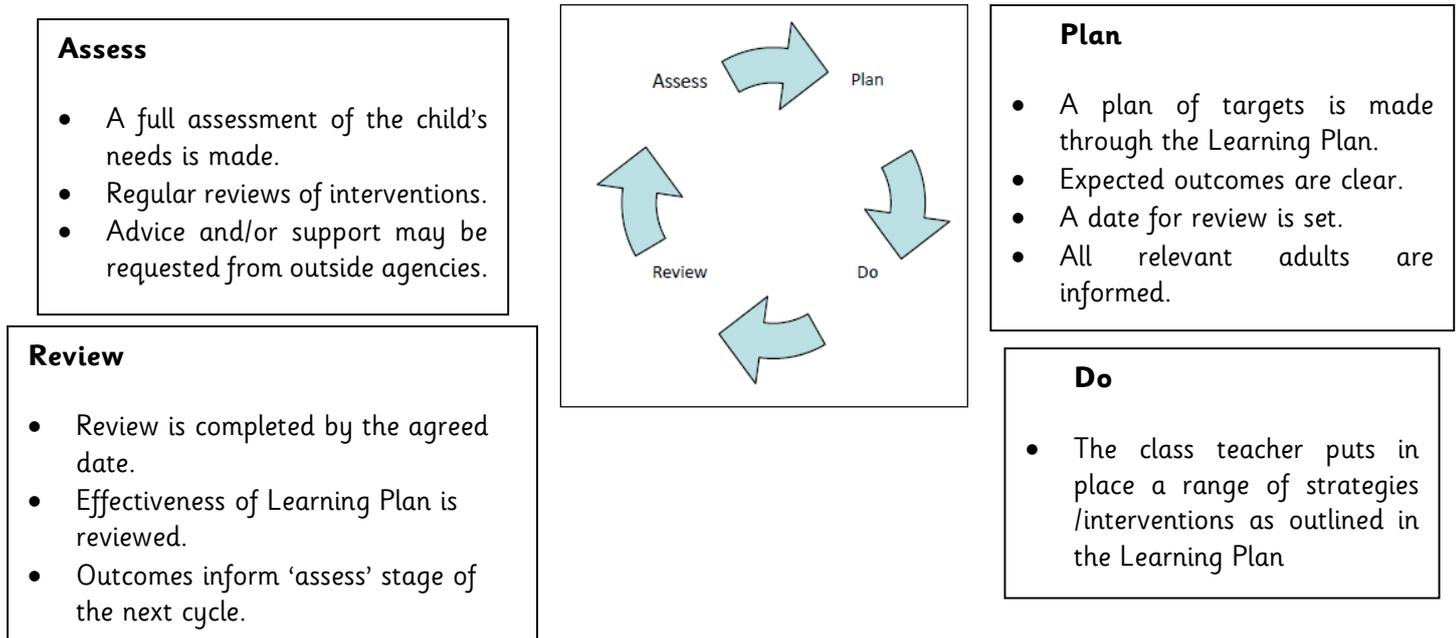
Decisions on if a child needed extra support would be made based on both formal and informal methods including:

- Adult observations over a period of time (by class teacher, teaching assistants, midday supervisor)
- Discussions with parents
- Monitoring evidence of attainment and progress including data, work

It should be noted that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All persons working with the child, including parents/carers, should be alert to emerging difficulties and endeavour to respond early.

The Graduated Approach

As outlined in The SEN Code of Practice 2014, all SEN children must follow the 'Graduated Approach'. All SEN pupils at The Richmond School will follow the four step graduated approach through a Learning Plan.



The process/cycle ensures effective provision is put in place and aims to remove barriers to learning.

Roles and Responsibilities

The Governing Body

The governing body have a specific responsibility to ensure that:

- The necessary provision is made for any pupil with special educational needs or disability
- Pupils' needs are made known to all who teach them
- Teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- A pupil with SEND joins in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical.
- Parents are notified of a decision by the school that SEND provision is being made for their child.

In doing so, the Governing Body will have regard to the SEN Code of Practice and The Equality Act.

The Role of the Special Needs Coordinator (SENCO)

The SENCO has a responsibility:

- To ensure the effective day-to-day operation of the SEN policy.
- To coordinate the provision provided for children with SEND.
- To liaise with, and advise, staff on issues relating to SEND.
- To train, support and manage the teaching assistants (TAs) who work with identified groups and individual pupils.
- To maintain the SEND register.
- To maintain and update the provision map for the school.
- To track the progress of children who are on the SEND list in Reading, Writing and Mathematics and, where appropriate, their specific area of need.
- To coordinate reviews of children who are on the special needs register and call Annual Reviews for children with an Education Health and Care Plan. (To include informing/inviting relevant professionals and parents.)
- To contribute to target setting for SEND children.
- To liaise with all parents of children with SEND and ensure they are appropriately involved in all decisions pertaining to their child's SEND.
- To liaise with Outside Agencies.
- To contribute to the induction of new staff regarding SEND.
- To attend meetings and courses, as relevant.
- To request the purchase of new resources and equipment to maintain an appropriate bank of ideas and materials.
- To meet with the SEN governor regularly to monitor the provision for children with SEND throughout the school and inform them of issues relating to the development of the SEND provision.
- To provide the governing body with a termly report to update them on the progress of the SEND provision throughout the school.

The role of the Teacher in Special Educational Needs

- Responsible and accountable for the progress and development of the pupils in their, including where pupils access support from teaching assistants or specialist staff.
- Liaises effectively with the SENCo, other teachers, other staff, parents/carers, pupils and outside agencies at each stage of the SEND cycle/process.
- Secures good provision and good outcomes for SEND pupils by:
 - providing differentiated teaching and learning opportunities;

- ensuring there is adequate opportunity for SEND pupils to work on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies; and
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes.

Education Health and Care Plans (EHCPs)

An Education Health and Care Plan (EHCP) is a legal document which is given to a child who has significant difficulties in one or more of the areas of need, which sets out the provision and support needed for the child/ young person to make progress and achieve their educational potential.

As a result of a child being issued with an EHCP, the school may or may not receive direct funding from the LA to ensure the needs of the child are met. This funding may be used, in a small number of cases, to provide a specific adult support to ensure their physical care needs are met. However this funding can also be used: to enhance the TA support in the child’s class, develop the learning environment to meet the needs of the child and provide specialist resources and materials or for other identified specialist requirements. An EHCP does not set out a specific number of hours in additional support, rather a sum of money which is to be used to meet the needs of the child.

In addition termly target setting reviews, children with EHCPs will also have it reviewed annually, according to the Code of Practice. This Annual Review (AR) meeting will be called by the SENCO and all parties involved in the implementation of the EHCP will be invited, including, where appropriate, the child.

Transition

Transition at any stage of a child’s educational career is very important and this is especially so where a child has SEN. It is therefore vital that transition is carefully planned to make this as smooth and trouble-free as possible.

Transitions between year groups are managed by class teachers who will ensure that the SEN file is passed onto the next teacher and an informal discussion may take place. The class teacher must also ensure that any information relating to children with an EHCP is passed on accordingly. The SENCo will oversee the smooth transition of children between year groups.

Transition between school and an early years setting is managed primarily by the school administrator and the Foundation Stage (FS) team. Once the school becomes aware that a child, who has been offered a place in the school, has a special educational need then the

SENCo will become involved and will, with the FS team, attend and contribute to, any appropriate review meetings and may also conduct an observation of the child in their setting. The SENCo will ensure that that all appropriate paperwork is received and then amended appropriately to reflect the school's own policies.

Transition between school and a secondary phase provider is initiated by the parent and then the school liaises with the new setting as appropriate. The SENCo may be involved in the transfer of documentation but this is dependent upon the secondary provider.

Approved by the Governing Body

Signed_____

Date_____