

# Russell Hall Primary School



## **Special Educational Needs & Disability Policy**



## **SEND Policy**

### **Principles**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (01.09.14) 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 (01.09.14)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Inclusion Policy
- Accessibility Plan
- Teachers Standards 2012
- Guidance from Bradford Local Authority
- This policy was created by the school's SENDCo in liaison with the SEND Governor and SLT.

### **Definition of Special Educational Need (SEND)**

The Code of Practice 2014 states that:

*“A child his 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...namely provision different from or additional to that normally available to pupils of the same age.”*

## **Disabled children and young people**

The Equality Act 2010 defines disability '*...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-day activities.*'

This definition is broad and can include children with a wide range of impairments, such as arthritis, asthma, diabetes or epilepsy, sensory impairments such as hearing loss, hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder. Impairment does not mean of itself that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered.

The Equality Act 2010 sets out the legal obligations that schools have towards disabled children and young people.

- Schools must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- Schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared to their peers. This requires thought to be given in advance to what disabled children and young people might need to be made to prevent that disadvantage.
- Schools must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

## **Disability and special educational needs**

Some children and young people who have SEN may also have a disability as defined above. Children and young people who have a disability 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.

## **The school's policy statement for Special Educational Needs**

The aim of this policy is to focus on the individual needs and desired outcomes for all pupils through high quality provision and inclusive practice which will remove the barriers to learning and participation.

### **Objectives**

- To identify and address barriers to learning and participation for pupils with SEND and additional learning needs at the earliest opportunity.
- To give each child entitlement to the full school curriculum unless there is a specified modification or disapplication in the individual child's EHC plan.
- To give every pupil the opportunity to experience success in learning and to achieve as high an individual standard as possible
- To enable all children to participate in lessons fully and effectively
- To set challenging targets that are reviewed on a regular basis.
- To develop self-esteem and self-confidence of all pupils.
- To value and encourage the contribution of all pupils to the life of the school
- To ensure that all staff have access to training and advice to support high quality teaching and learning for all pupils.
- To encourage effective and supportive links with parents/carers

- To communicate with the Governing Body and maintain regular communication with the SEND governor to enable the Governors to fulfil their monitoring role with regard to the SEN Policy
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils
- To work within guidance in the SEND Code of Practice 2014

## **Roles and Responsibilities**

**The Governing Body**, in co-operation with the Headteacher, determines the school's general policy and approach to provision for children with Special Educational Needs. They establish the appropriate staffing and funding arrangements and maintain a general overview of the school's work. The annual report to parents included information regarding the policy for such pupils.

**The Headteacher** has overall responsibility for the day to day running of the school's work, including provision for children with SEND. He is one of 3 named people when dealing with child protection issues and works closely with the Special Educational Needs Co-ordinator (SENDCO).

**The SENDCO** holds the SENDCO accreditation and has the delegated responsibility for the day to day management and co-ordination of special needs provision throughout the school and will:

- Co-ordinate academic intervention
- Be responsible to the Head for children with Special Educational Needs
- Ensure all staff are aware of the school's policy for SEND
- Identify, in consultation with the staff and with respect to existing school profiles, pupils with Special Educational Needs and Disability
- Liaise with, offer advice and support to colleagues to ensure high quality teaching for pupils of SEND by:
  - a) Establishing additional needs plans for individual children with suitable outcomes and targets, reviewed termly
  - b) Preparing evidence for the Moderating Panel
  - c) Writing educational advice
  - d) Coping with individual children's needs in whole class situations
  - e) Updating individual provision maps
- Maintain the school's SEND register and oversee records of those children
- Liaise with external support agencies and voluntary bodies
- Manage a team of Learning Support Assistants
- Ensure that parents/carers are informed of their child's progress at termly review meetings
- Contribute to the in-service training of staff
- Liaise with Assessment Manager and FAPLO re: vulnerable pupil audits and analysis of assessment data
- Monitor how the individual needs of the children are met in the classroom
- Maintain and review the SEND Policy, the schools Local Offer and SEND Information Report

**All teachers** are teachers of children with Special Educational Needs. Teaching such children is therefore a whole school responsibility. Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from other members of staff.

Staff responsibilities are outlined in individual job descriptions. The SENDCO works closely with staff, parents and carers and other agencies to secure appropriate provision of high quality teaching for pupils with SEND and keeps the governing body informed of SEND issues.

**Support staff** work under the direction of the class teacher with guidance from the SENDCO where necessary. They may work with individual pupils, or small groups of children who have specific needs. They are involved in the planning, preparation and record keeping for these children and the monitoring and reviewing of the progress when necessary.

**Lunchtime Supervisors** are informed of any children who may need additional supervision during the lunchtime period. They may be asked to monitor, record and report back to members of the teaching staff any incidents which have occurred and caused concern.

### **Working in partnership with parents/carers**

The school places high priority on developing parental links. Partnership with parents plays a key role in promoting a culture of co-operation throughout the school community. This is important in enabling children with SEND to achieve their full potential. When the school first identifies that a child may have special educational needs, parents/carers will be invited to school to discuss their child's needs with their class teacher/SENDCO. Parents are also encouraged to contact their child's class teacher or the SENDCO should they have a concern. The final decision to place a child on the SEND register will be made by the school. Full consultation will also take place when making the decision to remove a child from the SEND register.

The school will keep parents informed by:

- Inviting parents/carers to regular meetings to discuss their child's needs
- Responding to parents/carers wishes for further discussion
- Planning and reviewing targeted support in collaboration with parents.

### **Pupil Voice**

Children with special educational needs often have a unique view of their own needs and the kind of help that they would like to be able to make the most out of their education. Where possible children's views are ascertained and where appropriate, they are involved in their reviews. However, where parents and staff believe that this would not be appropriate, the child's views are gathered informally prior to meetings. In addition school leaders regularly hold pupil interviews as part of the ongoing monitoring of teaching.

## **Identification and Assessment**

There are four areas of need as stated in the SEND Code of Practice, 2014.

- Communication and Interaction (C&I)
- Cognition & Learning (C&L)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S&P)

The school follows the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) with regard to the identification, assessment and review of pupils with special educational needs. The school aims to identify individual needs at the earliest opportunity to implement effective provision and therefore improve long-term outcomes for the child. 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.

Class teachers make ongoing assessments of pupil progress along with formal termly assessments. Pupils who make less than expected progress are identified. The purpose of early identification is to plan appropriate targeted support, not to label children with a specific need. If teachers are concerned about a child's emotional and social development and progress, they alert the Pupil and Family Liaison officer, who will take action to identify and address the pupil's needs, in consultation with parents/carers.

Slow progress does not necessarily mean that a child or young person has SEND, it may be an indicator of a range of learning difficulties or disability. However, pupil whose attainment and progress is in line with that expected for their age may also have a learning difficulty or disability.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. However, the school will take action to find out if the behaviour is as a result of learning, communication difficulties or mental health issues.

Other issues such as health, disadvantage, English as an additional language (EAL), attendance and punctuality and being a Child in Care may impact on progress but do not necessarily mean that a child has SEND. The school ensures that the effects of these issues on pupil well-being, progress and attainment are minimised.

Identifying such needs as early as possible using a graduated response as outlined in the SEND code of practice. Where pupils are transferred to Russell Hall from other mainstream settings we aim to identify SEND within one half term, using previous school records and internal assessments. Parents' concerns regarding a pupil's educational, health or care need can be discussed with the class teacher at any convenient time. Children must not be regarded as having a learning difficulty solely because the language in their home is different from the language in which they are taught.

Where there are concerns that a pupil may have SEND, the school uses a range of assessment tools to identify individual needs in order to plan appropriate support targeted at their areas of difficulty. These assessments include but are not limited to:

- EYFS Profile and Development Matters

- Age related word lists (Identified within the KS1 and KS2 National Curriculum)
- Accelerated reader diagnostics
- Dyscalculia screening (GL)
- Dyslexia screening (GL)
- SEAL tracker
- Boxhall Profile
- Welcomm Screener (EYFS)
- Phonics screening
- Bradford's Matrix of Need

### **Graduated response**

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents/carers, that a pupil requires additional support to make progress, the SENDCO in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Register. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

SEND intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower (one year+ lower) than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

### All pupils

The school strives to make Quality First Teaching with high expectations available to all pupils at all times, resulting in fewer pupils requiring SEN support.

### Additional SEND Support

Where pupils are identified as having additional needs, school will take action to remove barriers to learning and put effective provision in place. This will take the form of a 4 part cycle of assess, plan, do and review in order to gain deeper understanding of the child's needs and of what will support them to make good progress.

### Code of Practice Level of Need

Pupils who have been identified as having special educational needs will received targeted SEN support and will be recorded on the schools SEN register. The school's support continuum recognises that pupils have varying levels of need, requiring varying levels of support:

- **QFT** (Quality First Teaching) is quality inclusive teaching which takes into account the learning needs of all the children in the classroom as well as some targeted group provision as appropriate.
- **Below Age-related expectations** requires access to specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at age-related expectations.
- **SEND Support** this can also be targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.
- **EHCP** addresses the needs of pupils with severe and persistent barriers to learning, despite regular attendance and high quality specialist intervention and teaching. In order to support these pupils a My support Plan or an Education Health Care Plan (formerly referred to as a Statutory Assessment) will be put in place.

### **IEP Review meetings**

Review meetings are held termly for all pupils on the SEND register. Parents are invited to attend as well as the class teacher and Learning support assistants. Representatives from external support agencies may also be invited, if appropriate. If a decision is made at the meeting to draw up a new IEP, the class teacher will file a copy in the class SEND file giving access to all adults who may work with that child. This is then reviewed by the SENDco. A copy of the IEP is sent to parents following the meeting.

### **My Support Plans (MSP) and Education, Health and Care Plans (EHCP)**

A funded MSP will normally be provided where the LA considers the pupil meets the criteria for additional funding in order to meet the pupil's needs. A request for a Funded MSP does not inevitably lead to additional funding.

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. The school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. If the LA deems the pupil's needs can be met from resources normally available to the school, a non-funded MSP may be issued instead. An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified.

### **Reviews of an EHCP**

EHCPs must be reviewed annually. The SENDCO should organise these reviews and invite:

- The pupil's parent/carer
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team



- The Educational Psychologist
- Any other person the SENDCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP.
- Review the provision made to meet the pupil's need as identified in the EHCP.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- If appropriate to set new objectives for the coming year.

At Key Stage Phase transition reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCO should complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

### **Admissions**

The school's admission arrangements ensure that priority nursery places are allocated to those of nursery age with a special educational need or disability. Priority to children who are in receipt of an EHC plan or statement is given when it is both the wish of the child/parents and Local Authority (LA) that they attend and where Russell Hall Primary School is the named placement in the EHC plan. The only exception to this is where a cohort is deemed to be at full capacity with pupils with SEND or the school cannot meet the needs of the pupil.

### **Transition Arrangements**

Annual reviews for pupils with a statement or EHC plan are held, where possible prior to the summer term. The appropriate secondary school's SENDCO is invited to the annual reviews and termly SEND support reviews. Additional transition arrangements may be made at these reviews e.g. extra visits etc.

A transition form is completed for each pupil showing details of education attainment and placement at SEND support or above.

Copies of statements/EHC plans and pupils' most recent additional needs plan are forwarded directly to the appropriate SENDCO before the end of each summer term to ensure a smooth transition.

### **Facilities for Pupils with SEND**

The school adheres to its and Equality and Cohesion Scheme in line with the DDA. Alterations to the building have been made in accordance with the Reasonable Adjustments Duty, wheelchair access can be facilitated. There are facilities in small areas throughout the school for small group and individual pupil work. We adhere to making any required changes to our buildings in order to meet the needs of all our pupils. There is a hygiene suite available to pupils who need support with toileting and changing.

## **Links with Education Support Services**

We aim to maintain useful contact with support services. We commission additional hours from the Educational Psychology service.

## **Links with other Services**

Effective working links are maintained with:

- Bradford SEN service – Low incidence team and high incidence team
- SCIL Team (Social, communication and Interaction team)
- Speech and Language Therapy Service
- Occupational Therapy
- Consultant Paediatrics.
- Physical and Medical Team
- Child and Adolescent Mental Health Services
- School Nurse
- Targeted Early Help
- Barnardo's - Parent Partnership Service and SENDIASS

## **Complaints**

The school works, in partnership with parents to ensure a collaborative approach to meeting pupil needs.

Complaints about SEND should be made, in the first instance, to the Head Teacher who will inform the SENCO and class teacher. If parents still remain dissatisfied they should seek a further meeting with the Head. They also have a right to complain to the governing body of the school, which is in line with the school's complaints policy. Parents have the right to address their complaint to the LA if they have a complaint about the LA's Education Health Care plan procedures.

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Z.Douthwaite