



Rack House Primary School Special Educational Needs and Disability Policy

We at Rack House Primary School are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. We hold the view that each child is unique with individual needs and gifts and believe that every child has the right to receive a broad and balanced curriculum, within the guidelines of the National Curriculum, which is appropriate to their educational and social needs and allows them to fulfil their potential. Every teacher is a teacher of every child, including those with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 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 (September 2014)
- Schools SEN Information Report Regulations (2014)

Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and special educational provision made for them.
- Assess children regularly so that those with SEN are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Identify and provide for pupils who have special educational needs and additional needs
- Work within the guidance provided in the SEND Code of Practice, 2014
- Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- Provide a Special Educational Needs Co-ordinator (SENCo) who will work within the SEN Policy
- Provide support and advice for all staff working with pupils with special educational needs

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for:

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We 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 or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving special educational provision.

A Graduated Approach to SEN Support

The school is committed to early identification in order to meet the needs of children with SEN. 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. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. Teachers will then consult the SENCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires

help that is additional to or different from that which is normally available. This would constitute special educational provision and the child would be registered as receiving SEN Support. We 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
- does not match or better the child's previous rate of progress
- does not to close the attainment gap between the child and their peers
- widens the attainment gap
- does not make progress with wider development or social and emotional needs
- does not make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process, and may carry out some additional assessment.

ASSESS

The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCO or external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first.

PLAN

Once a child's needs have been identified these are discussed with parents and appropriate SEN support is planned. In addition to this, most children in school with SEN support needs will also have an Individual Education Plan (IEP) and these will also be shared and agreed with pupils and parents. IEPs set out expected outcomes in the form of specific targets for a child based on their identified needs and outline the support they will receive and the interventions that will be used in order to help them achieve these.

DO

The strategies and interventions identified on the provision map and agreed in the IEP will be implemented and progress monitored using the school's usual assessment systems. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW

The progress of the pupil and the SEN support they receive is reviewed half termly at pupil progress meetings by the SENCO and class teacher and this review forms the basis of further assessment and planning. IEPs are reviewed in October, February and June. At these times teachers evaluate each child's progress against their IEP targets and produce new IEPs. Parents are

given copies of their child's reviewed IEP and new IEP and are given the opportunity to meet with their child's class teacher and /or the SENCo to discuss the progress their child is making, their child's IEP and the SEN provision they are receiving.

The school's SEN Information Report can be found on the school website

<http://rackhouseschool.org.uk/cms2015/wp-content/uploads/Rack-House-SEN-Information-Report-2016-17.pdf>

This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes.

Statutory Assessment of SEN

If the school is unable to meet all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual education plans (IEPs)
- records of reviews with pupils and parents, and their outcomes
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the Local Authority website

<https://hsm.manchester.gov.uk/kb5/manchester/directory/directory.page?directorychannel=1-7->

Annual Review of the EHC Plan

All Statements/ EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited. The review will be person-centred, looking at:

- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- progress made towards meeting agreed outcomes
- setting new outcomes, as needed

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

Criteria for exiting Special Educational Provision

A child may no longer require Special Educational Provision, where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Supporting pupils and families

Manchester's Local Offer can be found at

<https://hsm.manchester.gov.uk/kb5/manchester/directory/directory.page?directorychannel=1-7>

The school is committed to working closely with parents and value the contribution that they have to make. Parents have the opportunity to meet regularly with school staff (both formally at reviews and Parents' Evenings, but also informally on a day-to-day basis) and concerns and successes are shared.

When their child has been identified as having special educational needs:-

- Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO.
- Details of the SEN support planned for a child will be shared with parents and they will be encouraged to engage with the planning and reviewing process by offering their views on IEP targets and the progress their child has made in respect of these.
- Advice on additional work parents might do at home to support their child's learning may

- be given.
- Parents will have the opportunity to meet with their child's class teacher and /or the SENCO once a term at review times (although additional meetings can be held at other times as needed).
 - Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves.
 - Parents will be made aware of the Information, Advice and Support services formerly Parent Partnership Service, and supported to engage with external agencies.

Medical issues are first discussed with the parents/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

If a teacher is concerned about the welfare of a child they should consult the SENCO and/or Headteacher as Child Protection Co-ordinator.

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, educational psychologist, CAMHS.

Admissions

Pupils with special educational needs will be admitted to Rack House Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, Rack House Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENCO will meet with the SENCO of the receiving school to discuss SEN records and the needs of the individual pupils. Where transition review meetings are held for pupils an invitation will be issued for a representative of the receiving school to attend.

Medical Needs

The school recognises that pupils at school 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 and Care (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.

Monitoring and evaluation of the Policy

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the action plan.

Training and resources

Governors will ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teaching Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress.

Training for teachers and teaching assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their EHC Plans and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENCO.

The SENCO will keep abreast of current research and thinking on SEN matters.

The SENCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEN training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of:

- SENCo hours
- SEN Teaching Assistant hours
- EP assessments, advice and support
- Interventions
- Any additional SEN resources

Funding received for a statement/ Education Health Care Plan is allocated to ensure appropriate provision.

Roles and Responsibilities

The Governing Body

The Governing Body, in co-operation with the Head teacher, is responsible for determining the school's general policy and approach to provision for children with special educational needs, establishing the appropriate staffing and funding arrangements and maintaining a general oversight of the school's work.

The school's SEN Governor is Mr Ken Ashberry.

The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Co-ordinator (SENCO)

Miss Katie Hanson (National Award for SEN Co-ordination)

The SENCO is responsible for:

- co-ordinating SEN provision for children.
- liaising with and advising teachers
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that IEPs/IBPs are written and that reviews take place.

Role of Class Teacher and Support Staff

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. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENCO to formulate and review IEPs/IBPs and to maintain a class SEN file that is kept in the classroom for reference by staff including supply staff and students as appropriate.

Storing and managing information

The confidential nature of SEND information is fully recognised at Rack House Primary School. Hard copy files are stored in the SENCO's office, whilst electronic files are stored securely on the school's server.

Reviewing the policy

The policy will be reviewed as part of the school's evaluation cycle. The policy is due for review in June 2018.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Rack House Primary School's Accessibility Plan be found on the website at

<http://rackhouseschool.org.uk/cms2015/wp-content/uploads/SEND-accessibility-plan-2016-17.pdf>

Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCO
- discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the Chair of the Governors

Parents are informed about Information Advice and Support Manchester (formerly Parent Partnership)

Bullying

Bullying is taken very seriously at Rack House Primary School. To view the school's policy on anti-bullying, see the school's website at <http://rackhouseschool.org.uk/cms2015/wp-content/uploads/anti-bullying-policy-July-2015.pdf>

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at Rack House Primary School endeavour to generate a culture of support and care among pupils.