



Ridgeway Primary School.

Special Educational Needs and Disabilities Policy

This policy relates to Ridgeway Primary School, Sunbeams Nursery, Ridgeway Rainbow Tots and Sunny Days.

Definition.

Children have special educational needs if they have learning or behavioural difficulties that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Aim.

To ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all those who work with them.

Objectives.

- The school will endeavour to ensure that staff in the school are able to identify and provide for those pupils who have special educational needs.
- To allow pupils with special educational needs to join in the activities of the school together with pupils who do not have special educational needs.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- To work in partnership with parents. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.
- Encourage pupil participation in decision- making processes, assessment of their needs, the review and transition processes.
- Ensure the children understand their targets and how to meet them.

School Admission and Inclusion.

The school will admit pupils with already identified special educational needs as well as identifying and providing for pupils not previously identified as having special educational needs.

Identification.

The identification of children with possible special educational needs is a whole school responsibility. Through a continuous cycle of planning, teaching and assessment children's progress will be monitored. Those children whose overall attainments or attainment in specific subjects falls significantly outside the range may have special educational needs.

Appropriate provision will be given to those children with ability in areas that take them beyond the norm.

Provision.

The school will assess each child's level of attainment on entry to school. Information from Early Years settings identifying a child's special educational needs will be transferred through Early Years Monitoring and Early Years SEND support. This information will ensure a smooth transition and continuity of intervention and support.

The school will adopt a graduated response that recognises there is a continuum of special educational needs and utilise specialist expertise to help meet the needs of individual children.

Responsibilities.

All members of the school community should be aware of the procedures for identifying, assessing and making provision for children with special educational needs. Regular training is given to all staff to ensure they are aware and able to carry out their responsibilities.

The Governors.

Members of the governing body will:

- Meet with the SENDCo each term
- Be involved in developing and monitoring the school's SEND policy.
- Have knowledge of the school's SEND provision, including how funding equipment and personnel resources are deployed.
- Monitor SEND provision.
- One member of the governing body to oversee the school's arrangements and provision for SEND.

The Head Teacher.

Responsibilities will include:

- The day to day management of all aspects of the school's work including provision for pupils with SEND.
- Informing the governing body.
- Working closely with the SENDCO.

The SENDCO.

The named SENDCo is Miss Laura Gray

The Assistant SENDCo is Miss Emily Banks

Responsibilities may include.

- Overseeing the day -to -day operation of the school's SEND policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising other teachers
- Managing teaching assistants and 1:1 support assistants
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in service training of staff
- Liaising with external agencies.

The Class Teacher.

- Pupils with SEND are the responsibility of the class teacher.
- In conjunction with the SENDCO write targets.
- Implement and resource Assess, Plan, do, review cycle.
- Discuss with TA's strategies and resources to implement targets and interventions
- Monitor and evaluate pupil progress with TA's and instigate further action/strategies.

The Teaching Assistant.

Teaching assistants working with children identified as having special educational needs will.

- Support the class teacher by working with SEND pupils either individually or in groups.
- Have a clear understanding of the child's /group targets and the resources to be used.
- Monitor progress on a weekly basis in an agreed format.
- Receive feedback from the class teacher on a weekly basis and receive new guidance on the basis of the feedback.

Resources.

Provide a resource bank of specialised learning materials and equipment to support all staff working with children with special educational needs.

Staff Development.

The school is committed to developing the expertise of all staff in SEND to enable them to meet the needs of the pupil.

Monitoring progress.

The schools on going system for observing and assessing the progress of individual children will provide information about areas of unsatisfactory progress in learning or behaviour.

As a result the class teacher and SENDCO will implement alternative strategies in the classroom to resolve the problem. After a review of these strategies it may be

decided that something over and above that which is normally available will be need to be provided for the child. The need for action becomes evident when the rates of progress are inadequate.

Adequate progress is defined as progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to a full curriculum
- Demonstrates an improvement in self- help, social or personal skills
- Demonstrates improvements in the child's behaviour.

The parents of the child will be consulted. If parents and teachers agree that further interventions are necessary this triggers Wave 2.

Wave 2 (Monitoring)

The SENDCO will support the further assessment of the child, assisting in planning future support for them in discussion with teaching staff and monitoring the action taken.

The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

Parents will be consulted and kept informed of action taken to help the child and of the outcomes.

Wave 2 might include

- Different learning materials
- Special equipment
- Individual or group support
- Staff development or training in alternative strategies
- Advice from the LEA support team.

Assess, Plan, Do & Review Cycle:

In order to decide what support, if any, a child needs, the Assess, plan, do & review cycle is used:

Assess – assess the children using a range of tests specifically designed for SEND children (for academic concerns). Other assessment might be used for non-academic concerns.

Plan – plan what will be done to support the areas of difficulty – this might be setting targets or agreeing interventions or outside support.

Do – complete work towards achieving these targets.

Review – review the progress made and/or the assessment methods originally tested.

Individual Education Plans.

Ridgeway Primary School uses IEP's to identify pupils needs and strategies required to address these. Strategies to enable the child to progress will be recorded in an IEP. An IEP will be used as part of the Assess, Plan, Do, Review cycle.

The IEP will identify a pupil's immediate learning needs and the special arrangements that need to be made to suit the individual pupil. The IEP also describes the arrangements made to monitor and review progress and ensure that pupil entitlement is met.

The IEP should include:

- Short term targets for the child. (3 or 4)
- Teaching strategies to be used.
- Provision to be put in place.
- Review date.
- Success Criteria for meeting the targets
- Outcomes of action taken.

The IEP will be reviewed termly and parents' views on the child's progress will be sought. Wherever possible the child will take part in the review and help to set targets.

Wave 3 (SEN Support).

If the child continues to make little or no progress in learning or behaviour, with parental agreement the school will seek help from outside agencies. This becomes Wave 3.

In some cases information needs to be collected from professionals working with the child in health or social services with the parents consent.

At Wave 3 external support services will assess the child and advise on a new IEP with fresh targets and new strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials.

It is the responsibility of the class teacher to carry out the interventions set down in the IEP. They should for the most part be carried out by the school in the classroom.

The aim is that once the actions have been put in place, the child will make progress and will then return to Wave 2. If this does not happen, in time, staff may consider a request for Statutory Assessment.

School request for Education, Health and Care plan.

If the strategies employed in Wave 3 do not result in an improvement in the child's learning or behaviour then a request for EHCP assessment is made by the school to the LA. At this stage the child will have demonstrated significant cause for concern.

The school will present documented evidence to show the strategies and interventions carried out at Wave 2 and Wave 3.

This information will include:

- 2 cycles of Assess Plan, do, review.
- Records of regular reviews and outcomes
- Medical history
- Achievement and Progress
- Educational and other assessments
- Views of parents and child
- Involvement of other professionals.

During this assessment period the child will be supported as for Wave 3.

Assessment of Special Educational Needs at EHCP level.

The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an EHCPP / Earmarked Pupil Funding.

All children with statements of SEND will have short term targets set for them after consultation with parents and the child. These will also include targets identified in the statement of special educational need.

The targets will be set out in an IEP and will usually be implemented in the classroom setting. It is the responsibility of the class teacher to carry out the interventions set down in the IEP.

Annual review of an EHCP of special educational needs.

All EHCP's will be reviewed at least once a year with parents, the pupil, the LEA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review will focus on what the child has achieved as well as unresolved difficulties.

Transfer.

At the review in year 5 the aim will be to give clear recommendations as to the type of provision the child will require at the secondary stage. Parents will be given opportunities to visit the secondary schools and consider their options. The child will also be given the opportunity to visit the school and meet the special needs team.

All relevant information including IEP's, assessment details, background information and the statement of special educational needs be Sent to the school to ensure that an effective and supportive transfer will occur.

The transfer of Statement of needs to EHCP has been started. These are being done by request of the LA. An annual review will take place with all agencies and parents (Child where appropriate). From this the review process will be started.

Partnership with parents.

The school actively seeks to work with parents and values the contribution they make.

The school will support parent partnership by:

- Ensuring positive attitudes towards parents.
- By effective communication.
- Inviting parents to termly review meetings.
- Recording parental views as part of the Review procedure.
- Account will be taken of their wishes, feelings and perspectives on their child's development.

Preventing and resolving disagreements.

If parents wish to make a complaint about the SEND provision for their child they are invited to discuss their concerns with:

- The SENDCO, if they are still dissatisfied they should contact
- The Head teacher and if the problem is still unresolved they should contact
- The Governors and if no resolution is found contact the
- The LA.

The school will inform parents of the SEND family partnership services to prevent difficulties developing into disagreements.

Dissemination of information.

The information collected about a SEND child's progress and behaviour from the school setting, from the child's early education setting or previous school, from parents and from health and social services should be made available to those who teach the child. This information will be treated with complete confidentiality.

Children with specific needs will have an 'engagement profile' which will include details and specific management for this child. All necessary staff will have a copy of this and it will also be displayed in the Staff room with a photo for other staff to see.

Risk assessments will be provided for all children who may need physical management of any kind.

Children with Specific Learning Difficulties. (Dyslexia)

(For further information see Dyslexia Friendly policy).

The school has Dyslexia Friendly full Status. This ensures that all classrooms are dyslexia friendly which will benefit all children. It takes into account the learning styles of children and how best to support all children within the class.

Children who demonstrate features of SpLD will be screened by the class teacher using the DfES Indicators for Dyslexia, parental participation will be encouraged at this stage.

As result of the screening the child may require the following:

- Flexible teaching arrangements
- Help with processing language, memory and reasoning skills
- Help and support in acquiring literacy skills
- Help in organising and coordinating spoken and written English to aid cognition
- Help with sequencing and organisational skills
- Programmes to aid improvement of fine and motor skills.

Marking Policy

(For further information please see the Marking Policy)

There will be a consistent approach to marking. Learning Objectives will be shared with all children for each lesson and these will be evaluated at the end of each lesson. A decision on the focus for marking will be made before a piece of work is started. For example the focus may be content, punctuation, Sentence structure or spelling etc.

Recording information

Pupils will be given alternative methods of recording, these will include mind maps, spider plans, diagrams, ICT, audio and video recording etc.

Medical conditions

(For further information please see the Supporting pupils with medical conditions policy)

Medical conditions may impact on a child's experiences and the way they function in school. Consultation and open discussion between:

- the child's parents,
- the school,
- the school doctor,
- the child's GP,
- community paediatrician,
- specialist services providing treatment for the child, will be essential to ensure that the child makes maximum progress.
- Information regarding these will be kept in IEP files so that any adult working with the child will have access to arrangements.

Miss Laura Gray
Deputy Headteacher
June 2019

Document History

June 2007	Presented for adoption Pupil wellbeing Autumn term 2007
May 2010	Presented for adoption Pupil wellbeing Autumn term 2007
November 2013	Presented for adoption Pupil wellbeing Autumn term 2007
November 2015	Presented for adoption Pupil wellbeing Autumn term 2007
June 2019	Presented to the Pastoral Committee 11th June 2019 for re-adoption with minor changes and addition of APDR cycle information. Added Assistant SENDCo

Appendix 1

Reference.

Special Educational Needs and Disabilities 0-25 years. September 2014.

Other relevant policies:

Supporting pupils with medical conditions

Administration of medicines

Mental Health and Wellbeing

DES/AP

LAC policy

Safeguarding Policy

Marking Policy

Dyslexia Friendly Policy