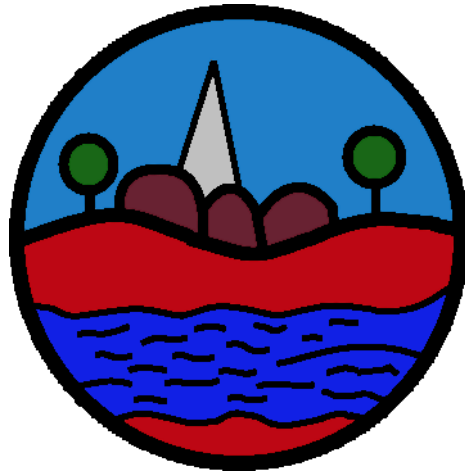


Rockcliffe CE School



Special Educational Needs Policy

1. Introduction

Rockcliffe CE School provides a broad and balanced curriculum for all children which is differentiated to meet individual needs and abilities and uses the National Curriculum as a starting point. This policy ensures that teaching arrangements are fully inclusive. At any time during their school career, a child may have special educational needs that present a barrier to learning. This policy ensures that necessary measures with regards to curriculum planning and assessment are put in place to enable all pupils to progress and achieve.

When planning learning activities, teachers at Rockcliffe CE School take into account special educational needs and make provision to ensure that all pupils can participate in every aspect of school life.

2. Aims and objectives

2.1 The aims and objectives of this policy are:

- to ensure that the special educational needs of children are identified, assessed and provided for as early as possible;
- to create a school environment that meets the special educational needs of each child;
- to ensure all children have equal access to a broad, balanced and differentiated curriculum;
- to encourage children to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
- to encourage children to be fully involved in their learning
- to make clear the expectations of all partners in the process and provision of special needs;
- to ensure parents are kept fully informed and are engaged in effective communication about their child's SEN.

3. Roles and Responsibilities

3.1 The provision for pupils with special educational needs is the responsibility of all members of staff.

3.2 The Headteacher, David Hodgkiss, has overall responsibility and ensures that all teachers are fully aware of their responsibilities towards children with special educational needs and acts as the Special Educational Needs Co-ordinator (SENCO). The key responsibilities of the SENCO are to:

- Manage the day-to-day operation of the policy;
- Co-ordinate the provision for and manage the responses to children's special educational needs;
- Support and advise colleagues (including class teachers, support staff, subject coordinators, midday supervisors);
- Oversee the records of all children with special educational needs;
- Make referrals to external agencies and support services where appropriate;
- Liaise with parents and external agencies and other support services;
- Monitor and evaluate the special educational needs provision and report to the governing body;
- Manage a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Contribute to the professional development of staff;
- Oversee the arrangement of timetables for pupils and support staff;
- Organise and manage annual reviews of children with Statements or Education, Health and Care plans (EHCPs);
- Liaise with other schools to ensure smooth transition processes for children with SEN.

3.4 The class teacher has the primary responsibility for the provision of support for children with special educational needs within the classroom, and for the drawing up and reviewing of Individual Education Plans (IEPs), with the support of the SENCO and/or any specialist teachers involved as necessary. The initial identification of any child who is experiencing difficulty is the responsibility of the class teacher also.

3.5 The Governing Body has identified a governor, Deborah Royston, to have a specific overview of the school's provision for pupils with special educational needs. The SEN governor ensures that all governors are aware of the school's provision for pupils with special educational needs. The SENCO and SEN governor meet regularly to discuss the provision for SEN pupils and carry out monitoring activities.

The Governing Body has agreed with the LEA admissions criteria which do not discriminate against pupils with special educational needs. The admissions policy has due regard for the guidance in the 2014 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'.

4. Educational Inclusion & Access to the Curriculum

4.1 All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to: -

- understand the relevance and purpose of learning activities,
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

4.2 The SENCO will liaise with subject co-ordinators to ensure that programmes of study are accessible to all children and additional support is available where necessary.

4.3 At Rockcliffe CE School we respect the fact that pupils: -

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- learn at different rates
- require a range of different teaching strategies and experiences

4.4 Teachers respond to pupils needs by:

- providing support in all curriculum areas
- planning to develop pupils' understanding through the use of all senses and experiences
- planning for pupils' full participation in learning, and in physical and practical activities
- planning for pupils to manage their behaviour, enabling them to participate effectively and safely in learning
- using a range of strategies to meet the needs of all pupils. Lessons have clear learning objectives; we differentiate work and use assessment to inform the next stage of learning.

4.5 Wherever possible we do not withdraw students from the classroom; this reflects the school's ethos that all students have an entitlement to share the same learning experiences as their peers. There are times however, when, to maximise learning, we ask the students to work in small groups or in a one-to-one situation outside the classroom.

5. Identification, Assessment and Support for pupils with SEN

5.1 The school follows the 2014 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'.

5.2 The progress made by all pupils at this school is regularly monitored and reviewed. Pupils are regarded as having special educational needs if they require support that is additional to or different from that which goes on in the classroom as part of our differentiated approach.

5.3 Where there are concerns surrounding a pupil's behaviour, assessments will be carried out to determine if there is an underlying special educational need (e.g. undiagnosed learning difficulty, communication difficulty, mental health issue). Persistent disruptive or withdrawn behaviour will not be assumed to be a special educational need.

The school has a separate policy for supporting those children who are very able or gifted and may need a special curriculum.

5.4 The SENCO will work with all staff to ensure that pupils with SEN are identified as early as possible.

5.5 Early in the autumn Term the Head Teacher and Assistant Head Teacher will meet to review information regarding the progress of all pupils. These include standardised scores for Maths, Reading, Writing and Spelling ages. All staff involved will then discuss which intervention may be appropriate, if at all, and provision mapping will identify where any additional support is targeted in each class / year group.

5.6 Termly Pupil Progress meetings between the Head Teacher and class teacher may also highlight children making limited progress or those who may have a special educational need.

5.7 Children who are working significantly below national expectations will be assessed using P Scales where appropriate.

5.8 If it is decided that a pupil requires additional support that can be provided by staff within school, they are placed on the SEND register at SEN Support level. An IEP or Group Plan may be drawn up to identify a small number of specific individual targets for that pupil and will identify the additional provision that is being made.

In addition, pupils will be identified on teacher's planning as appropriate to show how additional support is being put in place within lessons.

5.9 It is the class teacher's responsibility to draw up the IEP and for ensuring that all interested parties (pupil, parents, support staff) are involved in the process, being aware of the learning targets and the importance of their role in ensuring that progress can be made. The SENCO will be consulted as necessary during this process.

5.10 All Support Plans will be reviewed and outcomes recorded. Most pupils will have three IEPs per academic year. Additional IEPs may be written for pupils who have a Statement of Special Educational Needs or Education, Health and Care plan, or who have been referred to external specialists. The Support Plans will be used in class as a working document and targets may be adjusted to reflect their achievement and resetting of more challenging targets. All review outcomes will be recorded to inform the next cycle of Support Plan writing.

Parents/carers and pupils will be invited to take part in the review and target setting process which will usually coincide with October and February parents' evenings.

5.11 If we have evidence that a pupil is making insufficient progress despite support at SEN Support level, the SENCO may seek further advice from appropriate external specialists by completing an Early Help Assessment. The SENCO will keep parents/carers and pupils fully involved and informed about any proposed referrals or interventions.

5.12 If sufficient progress is made, support from external specialists may later be withdrawn. If the child continues to progress and no longer requires support that is in addition to or different from that which goes on in the classroom as part of our differentiated approach, they may be removed from the SEND register.

5.13 The special educational needs of most children will be met through the process highlighted above. Some children with very specific needs may qualify for non-statutory funding from the Local Authority (e.g. moderate hearing allowances, medical needs, toileting programmes.) This funding will be sought by the SENCO as appropriate.

5.14 For a very small number of children, a statutory assessment may be made by the local authority and following this, an Education, Health and Care plan (EHCP) may be drawn up.

5.15 Students with a Statement of Special Educational Needs or EHCP will, in addition to the on-going review of their progress and specific support through their IEP, be reviewed annually. A report containing recommendations will be provided for the LA, which will consider whether to maintain, amend or cease the Statement or EHCP, using the procedures described in Section 9 of the Code of Practice.

6. Allocation of Resources

6.1 The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

7. Staffing and Training

The school undertakes an annual audit of staff training needs related to special educational needs issues and meets these where possible, in conjunction with identified school priorities. Particular support is given to NQTs and new members of staff by the SENCO as part of their induction.

The Head Teacher/staff development officer will provide training through the INSET programme to ensure all staff are fully informed of relevant SEN issues and procedures within school.

8. Partnership with Parents

Parents will be informed as soon as possible of any concerns and invited to come into school to talk about the needs of their child. Class teachers work closely with parents throughout their child's education. Parents should in first instance contact the class teacher in case of any concern or difficulty.

The school provides information about the Parent Partnership service to parents of pupils with special educational needs on request.

At all stages of the SEN process, Rockcliffe CE School keeps parents fully informed and involved. New and reviewed IEPs are discussed with parents as part of the target setting process. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

9. Transition procedures and links with other schools

9.1 Transition programmes are put in place where necessary to support children with SEN when moving from class to class.

9.2 Transition programmes may be put in place to support children with transitions within Rockcliffe CE School, for example from one year group to the next, if it is felt to be necessary.

9.3 The SENCO liaises with the SENCO of all relevant secondary schools to ensure that effective arrangements are in place to support students at the time of transfer. This usually takes place in the summer term for Yr6 pupils or sooner if necessary in individual cases.

9.4 When pupils move to another school their records are transferred within 15 days of ceasing to be registered at Rockcliffe CE School.

10. Specialist Provision and links with other agencies

10.1 The school works closely with a range of external specialists when identifying, assessing and making provision for special needs pupils.

10.2 The named Assessment Officer for our school is Tess Brennen.

11. Complaints procedures

11.1 The school's complaint procedures are set out in the school prospectus.

12. Monitoring the Special Educational Needs Policy

The SENCO will meet with governors and staff regularly to discuss how the policy is working.

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