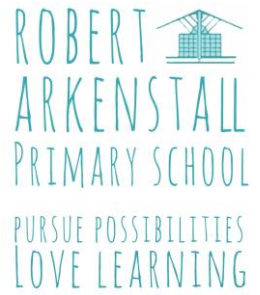


Robert Arkenstall Primary School

Special Educational Needs Policy

Pursue Possibilities; Love Learning



The Head Teacher at Robert Arkenstall Primary School is Mrs Kate Bonney.

The Special Needs Coordinator (SENDCo) at Robert Arkenstall Primary School is Mrs Karen Gale.

The Special Needs Governor is Mrs Jo Collins.

If you have an SEND issue you are invited to phone Karen Gale SEN coordinator on 01353 740253 or by email office@robertarkenstall.co.uk

Introduction

Robert Arkenstall Primary School is committed to the provision of a rich and varied education which meets the needs of all pupils enabling them to realise their full academic, personal and social potential. The school recognises that all children have both individual talents and learning needs. For some pupils they may permanently, temporarily or intermittently have Special Educational Needs. A Special Educational Need may refer to learning difficulties, emotional or behavioural difficulties or a physical disability. Special needs are something children may have from time to time, not something they are. Pupils with Special Educational Needs participate fully in lessons ensuring inclusion and equality of access to all subjects. Teachers and Teaching Assistants are suitably informed and trained to support the children. As a result of the adults working together closely, the children make progress, have a positive attitude towards work and are proud of their achievements.

MISSION STATEMENT FOR ROBERT ARKENSTALL PRIMARY SCHOOL

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every child in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. All staff work to ensure inclusion of all pupils.

The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

INCLUSION STATEMENT

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our school ethos that all pupils are entitled to a balanced, broadly based curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

AIMS AND OBJECTIVES FOR THIS POLICY

To reach high levels of achievement for all

To be an inclusive school

To ensure the identification of all pupils requiring SEND provision as early as possible in their school career

To meet individual needs through a wide range of provision

To attain high levels of satisfaction and participation from pupils, parents and carers

To share a common vision and understanding with all stakeholders

To give transparent resourcing to SEND

To provide curriculum access for all

To work towards inclusion in partnership with other agencies and schools

To achieve a level of staff expertise to meet pupil need

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties

ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

MANAGEMENT OF SEND WITHIN SCHOOL

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENDCo who has Qualified Teacher Status. The management of SEND is supported by the administration staff. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TA's is pupil centred.

The SENDCo is responsible for:

Overseeing the day-day operation of this policy
Co-ordinating provision for children with special educational needs
Liaising with and advising teachers
Managing Teaching Assistants
Overseeing the records on all children with SEN
Liaising with parents of children with SEND (in conjunction with class teachers)
Contributing to the in-service training of staff
Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
The SENDCo is responsible for reporting to the governor with responsibility for SEN on the day-day management of SEN policy.

IDENTIFICATION AND ASSESSMENT

Quality First Teaching

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.

SEND Code of Practice, p.99

In order to meet the learning needs of all pupils, teachers plan and deliver lessons of a high quality. At Robert Arkenstall Primary School the child's class teacher is responsible and accountable for the progress and development of all the pupils in their class (including where pupils access support from a teaching assistant or specialist staff). The teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The range of provision may include:

- Focused lesson planning with clear objectives, identified according to the needs of all pupils
- High levels of pupil involvement and engagement in their learning
- High levels of challenge and expectations
- Appropriate use of questioning, modelling and explaining
- Learning through talk and discussion
- Pace of lesson adjusted to reflect how pupils are learning
- Effective feedback on learning
- Differentiated learning activity

- Differentiated and use of specific resources
- Bespoke and/or purchased Interventions e.g. First Class @ Number
- Effective deployment of additional adult support towards improving learning and increasing independence
- In class adult support
- Small group or individual support from an adult
- Peer/Group support

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

SEND Code of Practice, p.99

One Page Profiles and Pupil Progress

The progress of all children is regularly reviewed, including for those children at risk of underachievement. This includes giving teachers access to a range of strategies to identify and support children who may not be making good or better progress. Where a period of quality first teaching and differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, further provision may need to be made. The SENDCo, Deputy Head Teacher or Key Stage Team Leader will be consulted for support and advice and may wish to observe the pupil in class. The Class Teacher will consider all the information gathered about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessments. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. The child may at this point be placed on a One Page Profile but this does not place the child on the SEND register. It is recorded by the school as an aid to further progression and for future reference. Regular reviews will be carried out to monitor and assess the progress being made by the child.

SEND Identification

The school adopts the levels of intervention as described in the SEND Code of Practice, 2014. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, 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 school SEND Register. The class teacher will remain responsible for planning and delivering Quality First Teaching and individualised programmes. Parents will be closely informed of the action and results. Placement of a pupil on the SEND Register will be made by the SENDCO after full consultation with parents. External support services may advise on targets for a new Support Plan and provide specialist inputs to the support process. Parental consent is sought before any external agencies are involved. Individual Support Plan 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 social and emotional difficulties 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

A pupil has SEND 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. Children are continuously assessed and closely monitored in a variety of contexts and information can be obtained from a variety of sources:

- Parents/Carers concerns
- Previous educational setting
- Class teacher concerns, observations and records
- Formal and Informal Assessments
- Tracking data
- Observations
- Analysis of data
- Pupil Progress Meetings
- Book scrutiny
- Educational and Medical Specialists
- Use of Checklists and Descriptors
- Attendance and behaviour data

The SENDCo maintains a list of pupils identified through the procedures listed; this is called the SEND Register. This Register is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014.

Communication and Interaction (C and I)

Children and young people with speech, language and communication needs (SLCN) may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have a difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD (Autism Spectrum Disorder), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning (Cog)

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social Emotional and Mental Health difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical. (S/P)

Some children may require special educational provision because they have a physical or sensory disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with a MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress.

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man.

Individual Support Plans – Assess, Plan, Do, Review

Assess

All pupils on our SEND Register may have an Individual Support Plan, Multi Element Plan, Reintegration Plan or Pastoral Support Plan which will set out targets and describe the provision made that is additional to and different from usual classroom provision. For pupils with an EHCP, provision will meet the recommendations on the plan. Class based assessments will be carried out by the Class Teacher, Teaching Assistant or SENDCo to identify the specific area of need for the child. The identification of need will then be used to create a specific target on the Individual Support Plan. All Support Plans will include –

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review
- Pupil voice

Plan and Do

The Individual Support Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The Individual Support Plan will be created through discussion with both the pupil and the parent or carer. Individual Support Plans will be reviewed at least termly with the inclusion of parents, carers and pupils' views. The SENDCo will oversee the Individual Support Plans and ensure they have been reviewed and updated. The following information may also be included in the Individual Support Plan:

- * Information on progress and behaviour
- * Correspondence with outside agencies e.g. reports and advice
- * Information from health/social services
- * Information from other agencies

Review

The effectiveness of the provision for pupils with Special Educational Needs regularly reviewed through continual monitoring by the Class Teacher and SENDCo. Progress is the crucial factor in the need for determining additional support and is tracked through -

- Ongoing dialogue between SENDCo, Class Teachers, Teaching Assistants, Parents/Carers and Pupils as appropriate
- Analysis of targets met
- Pre and post intervention data
- Formal and Informal Assessments
- Observations
- Analysis of data
- Book and planning scrutiny
- Assessments and reports provided by Educational and Medical Specialists
- Use of Checklists and Descriptors
- Attendance and behaviour data
- Pupils with an EHC plan are formally reviewed through the Annual Review process.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

At Robert Arkenstall we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Through discussions with parents and medical professionals it may be appropriate for a child with medical conditions to have an Individual Health Care Plan (IHCP) in place. 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 an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed.

REQUEST FOR AN EDUCATION, HEALTH CARE PLAN

The school will request an Education, Health Care Plan from the Local Authority when, despite an individualised programme of sustained intervention within SEN Support the pupil's progress remains a significant cause for concern. An Education, Health Care Plan might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past Individual Support Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum attainment
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports, where applicable
- Any other involvement by professionals

EDUCATION, HEALTH CARE PLANS (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the Local Authority considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of long term objectives for the child. These are used to develop targets that are:

- * Matched to the longer-term objectives set in the EHCP
- * Short term
- * Established through parental/pupil consultation
- * Set out in an Individual Support Plan
- * Implemented within the classroom as far as possible
- * Delivered by the class teacher with appropriate additional support where specified

REVIEWS OF AN EHCP

EHCPs must be reviewed annually. The Local Authority will inform the Head Teacher at the beginning of each school year of the pupils requiring reviews. The SENDCo will organise these reviews and invite:

- * The pupil's parent/carer
- * The pupil if appropriate
- * The relevant Class Teacher and Teaching Assistant
- * A representative of the SEN Student Assessment Team (SAT)
- * 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

When a child is in Year 5 their Annual Review will be held in the Autumn Term and the SENDCo of the Parents Secondary School preference will be invited in order to plan appropriately for their move to Secondary school. 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 will complete the annual review forms and send it, with any supporting documentation to the Local Authority. The school recognises the responsibility of the Local Authority in deciding whether to maintain, amend, or cease an EHCP of SEN.

PARTNERSHIP WITH PARENTS/CARERS

Support for parents and carers is predominantly through effective communication with the school. Parents will also be 'signposted' to Cambridgeshire's Local Offer (www.cambridgeshire.gov.uk/send). The intention of the local offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The school aims to work in partnership with parents and carers. We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- providing parents with the School SEN Information Report
- directing parents to the Local Offer - The Local Authority Local Offer - www.cambridgeshire.gov.uk/send
- working effectively with all other agencies supporting children and their parents
- signposting parents and carers to half termly drop in sessions with a Family Worker
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome and comfortable to discuss their concerns
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- informing parents and carers of SENDIAS services and other relevant organisations
- involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice, 2014). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation)
- self-review their progress and suggest new targets

In addition pupils who are identified as having SEND are invited to participate in:

- Individual Support Plan reviews and setting of individual targets
- Regular meetings with named adults
- Attendance at Annual Reviews, if appropriate

INVOLVEMENT OF GOVERNORS

The SENDCo and SEN Governor meet regularly to discuss the provision for children with SEND. The SENDCO prepares a report on the progress of children with SEND and the effectiveness of the resources and provision. The SEND Governor then shares this report at the following Governing Body Meeting.

SPECIAL PROVISION

The school has the following special facilities:

Wheelchair access.

Disabled toilet with hand rails.

Enclosed space (The Den) with acoustic panelling

All mainstream classrooms are: carpeted (excluding cloakroom and practical areas) and have rubber soled tables and chairs.

Blinds and curtains in classrooms to reduce glare.

Slopes or ramps to outside doors to allow for wheelchair access.

Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

ADMISSIONS

The aim of the school is to meet the needs of the child of any parent who wishes to register at the school. No pupil will be refused admission solely on the grounds that s/he has special educational needs although if it can be clearly shown that the school's resources are inadequate to meet the particular requirements of the child strong representation will be made to the LA for additional support.

In the case of a pupil with an EHCP the school will work closely with the LA in coming to a decision about the most appropriate provision for the pupil. The Head Teacher, SENDCo and relevant class teachers will work with the appropriate person in feeder nursery schools, playgroups, other primary schools and secondary schools when a child transfers to or from Robert Arkenstall Primary School.

Links with Education Support Services

In the first instance your child's class teacher, the SENDCo and Teaching Assistants will be involved in supporting your child. The school also has strong links with a range of education, health and social care professionals who can support the process of assessment, target-setting and ensuring that the needs of children with SEN are appropriately met. This includes working with:

- Educational Psychologists
- Speech and language Therapists
- Specialist Support Teachers
- Family Workers
- Physiotherapists
- Occupational Therapists
- Emotional Health and Well-being team
- Play Therapist
- Medical practitioners including paediatricians and Child and Adolescent Mental Health Service (CAMH)
- Social Workers
- School Nurse

Staff Training

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Training may be delivered by the SENDCo through Staff Meetings or staff may attend specific training courses delivered by the Local Authority SEND Team. The SENDCo attends SENDCo Cluster Meetings with SENDCos from nearby Primary Schools. The meetings are regularly led by professionals who disseminate resources and training.

Resources

The school receives funding to respond to the needs of pupils with SEN from a number of sources. A proportion of the funds allocated per pupil to the school to provide for their education, the Notional SEN Budget, the Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated additional funding through their EHC plan.

Complaints

When an issue arises, parents should, in the first instance, make an appointment to speak to their child's class teacher and seek to resolve any concerns. Most issues or concerns can be resolved very quickly, please do speak to us. If the parent believes that their concern has not been resolved to their satisfaction or is a more serious or sensitive nature, an appointment should be made with the Head Teacher. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the school's complaints procedure is available on request from the school. Please see the school's Complaints Procedure available on the school's website.

Storing and managing Information

Each child on the SEN register has an Individual Support Plan folder and file. All documents relating to the pupil are stored in the file; the files are kept in a locked cupboard. Class teachers have Individual Support Plan Folders for each child with SEND in which they have the most recent relevant reports/plans for the children in their class. All documents move with the child when they move schools. Any documents that are not needed are shredded.

OTHER USEFUL POLICIES OR DOCUMENTS

The following policies are available on request:

- SEND Information Report
- Equality Statement
- Accessibility Plan
- Equality & Diversity Policy
- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Intimate Care Policy
- Complaints Procedure for Schools

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (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 (date 2014)
- 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 2013
- Safeguarding Policy
- Teachers Standards 2012
- This policy was created by the school's SENDCo with the SEND Governor in liaison with the SLT, staff and parents of pupils with SEND.

REVIEW OF THE SEND POLICY

This policy was developed through consultation with staff, parents, carers and pupils.

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

This Policy was ratified October 2021

Review – September 2022