



THE FEDERATION OF RAWCLIFFE BRIDGE AND RAWCLIFFE PRIMARY SCHOOLS

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Date created	September 2017	
Reviewed	Governors Policy and Improvement/Safeguarding Committee	
Changes	Name of SENDCo; removed 'the school has an active PTFA' from point 3.; removal of reference to 'school action' and 'school action plus'; replace references of 'statement' to 'EHCP'	
Created by	Mrs H. McNeill from school original	
Review date	September 2019	

1. Introduction

The purpose of this policy is to implement a workable, explicit whole school Special Educational Needs practice and policy. By doing this we are moving further towards our goal of ensuring all our children make continual good progress.

2. Rationale

Rawcliffe Bridge Primary School and Rawcliffe Primary School value the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

3. Description of School

Rawcliffe Bridge Primary School and Rawcliffe Primary School are small village schools for girls and boys aged 4-11 years. Children come from both single and dual parent families. There is a wide social mix and varied family backgrounds.

4. Vision and Aims of the Schools

Rawcliffe Bridge Primary School Aims:

Friendly and focussed on community
Aspirational, challenging achievers
Motivated, resilient risk takers
Innovative, tolerant and inspired
Listening, learning and laughing
Youngsters at the heart of everything

If you can dream it, you can achieve it!

Rawcliffe Primary School:

- Has a creative environment which supports uniqueness and individuality
- Is proud to be part of the community, creating positivity and inspiring strong leaders
- Motivates through play, challenge and inspirational teaching
- Sparks curiosity, allowing children to achieve with no limits

Dream without fear, live without limits!

5. The SEND Aims of the School

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that SEND pupils take as full a part as possible in all school activities
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision

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.

All members of school staff have been involved in developing this policy. The school governors have been consulted and have agreed to the implementation of this policy. This

policy is linked to the school's Behaviour Policy, Child Protection Policy, Assessment Policy and Gifted and Talented Policy. The school's staff are committed to following the aims of this SEND policy and agree with the statement that 'all staff are teachers of SEND'.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

6. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so special educational provision was not made for the child

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- For a child under two, educational provision of any kind
(1996 Education Act, section 312)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Rawcliffe Bridge Primary School and Rawcliffe Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

7. Roles and Responsibilities

The SEND team of the school is:

SENDCO – Miss Rachel Knight

SEND Governor – Mrs Shelley Messenger

THE ROLE OF THE SENDCO

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records

- Creating and updating the School SEND provision map
- To maintain the schools SEND register, pupil records and IBP's.
- Liaising with the parents
- Making a contribution to INSET
- Supporting and monitoring the teaching of pupils with SEND.
- Overseeing the progress of SEND pupils through half termly pupil progress meetings.
- Liaising with external agencies, LA support services, Health and Social Services, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND pupils
- The commitment required by staff to keep the SENCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEND pupils
- What exactly constitutes a 'level of concern' and at which point School Action is initiated
- Mechanisms that exist to alert the SENCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved with teaching and supporting Statemented pupils
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting annually to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget

THE ROLE OF THE CLASS TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop IBP's or agree on appropriate provisions for SEND pupils.
- Working with SEND pupils on a daily basis to deliver the agreed provisions within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

THE ROLE OF THE HEADTEACHER

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENCO/SEND team
- Informing parents of the fact that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

8. Co-ordinating and managing provision

The new Code strengthens the role of the SENCO, recognising the SENCO

'Key role in determining the strategic development of the SEND policy and

provision in the school in order to raise the achievement of children with SEND'

The role of the School Development Plan/Special Educational Needs Development Plan in the co-ordination and management of SEND provision should also be mentioned; refer to the requirement that:

'SEND provision is an integral part of the School Development Plan.'

9. Admission arrangements

***The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.'* (CoP 1:33)**

Rawcliffe Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a statement educated in the mainstream the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

10. IDENTIFICATION, ASSESSMENT AND PROVISION

Allocation of Resources

All schools in the East Riding receive funding for pupils with SEND in these main ways:

1. The base budget covers teaching and curriculum expenses for *all* pupils

2. The delegated SEND budget (based on the LA formula, and generated in part by numbers on the SEND Register) covers the additional support required
3. SEND Standards Fund, allocated annually to LA's by the DfES subject to matched funding. The East Riding of Yorkshire LA delegates the maximum amount to schools as per the DfES guidelines for Standards Fund. Schools are able to access over and above this amount by linking into SEND projects and training.
4. Specific funds allocated to pupils with statements.

The Code recommends that 'it is good practice for the costs of the SENCO (or those parts of the post holder's work devoted to SENCO duties) to be set against the core or base budget of the school rather than against additional funds delegated to the school for the purpose of meeting the particular needs of children with SEND.'(5.35) The DfES state that 'core or base budget' refers to sources 1 **and** 2 above.

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

Rawcliffe Bridge Primary School and Rawcliffe Primary School follow LA guidance to ensure that all pupils' needs are appropriately met. Details of how resources are allocated to and amongst pupils with SEND are included in the Governors' Annual Report to Parents.

11. Identification, Assessment and Review

(a) CATEGORIES OF SPECIAL EDUCATIONAL NEED

The new Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Behaviour, emotional and social development
- Sensory and/or physical

***The SEND Code of Practice 2002 makes it clear that
'all teachers are teachers of pupils with special educational needs.'***

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision.

(b) EARLY IDENTIFICATION

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C. judged against level descriptions.
- Standardised screening or assessment tools.

Assessment Tools Used by Rawcliffe Brdige Primary School and Rawcliffe Primary

- **Screening /diagnostic tests**
- **Reports or observations**
- **Records from feeder schools, etc.**
- **Information from parents**
- **National Curriculum results**
- **External exam results**

(c) SEND PROVISION

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning as each pupil moves up the school. Half termly Pupil progress meetings between the head teacher, Class teacher and SENDCO, are then used to monitor all pupils progress (See assessment policy for details of yearly assessment procedures of all children). Any concerns about progress raised using any of assessment tools described in section b, are discussed in this meeting. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENDCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

THE RANGE OF PROVISION

The main methods of provision made by the school are:

- *Full-time education in classes, with additional help and support by class teacher through a differentiated curriculum*
- *Full-time education in classes, with additional support from resources specific to need*
- *Periods of withdrawal to work with class teacher*
- *Periods of withdrawal to work with a support teacher*
- *In-class support with adult assistance*
- *Support from specialists within class or as part of a withdrawal programme*
- *Period of withdrawal to work on specific and targeted ICT programs of intervention*

(d) **ENGLISH AS AN ADDITIONAL LANGUAGE**

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

(e) **MONITORING PUPIL PROGRESS**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher should seek the help of the SENDCO. The SENDCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through Early Years/School Action. If, after further consideration, a more sustained level of support is needed, it would be provided through Early Years/School Action Plus. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request a Statutory Assessment.

(f) **RECORD-KEEPING**

The school will record the steps taken to meet pupils' individual needs. The SENDCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- **Information from parents**
- **Information on progress and behaviour**
- **Pupil's own perceptions of difficulties**
- **Information from health/social services**
- **Information from other agencies**

Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. The Code of Practice advocates a graduated

response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through a range of interventions, dependent on need:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

(g) Provision Mapping

Strategies for pupils' progress will be recorded on the schools provision map and in Pupil Progress Meeting Records. These records contain information on:

- **Teaching strategies**
- **Provision made**
- **Date for review**
- **The outcomes recorded at review**

The school's provision map will record only what is different from or additional to the normal differentiated curriculum. The provisions will be discussed with the pupil and the parent.

(h) REVIEWING PROVISION

Agreed provisions will be reviewed at least twice yearly, both reviews coinciding with Parents' Evening. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

(i) REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to additional school support and intervention
- The pupil's past IBP's or Provision Records
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- School assessment information
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An 'Education Healthcare Plan (EHCP) will normally be provided where, after a Statutory Assessment, the LA considers the child 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 learning objectives for the child. These are used to develop targets that are:

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

(j) REVIEWS OF EHCP's

EHCP's must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The Headteacher will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENCO
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the Headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- 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
- Set new targets for the coming year

Year 5 reviews will indicate the provision required in Secondary school. At Year 5 and 6 reviews the SENDCO of the Secondary school will be invited to attend. The Chief Educational Psychologist recommends that transfer arrangements be discussed at the end of Y5, the beginning of Y6. This would enable the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues

With due regard for the time limits set out in the Code, the Headteacher will write a report of the annual review meeting 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 a Statement of SEND.

12. Curriculum Access and Inclusion

Rawcliffe Bridge Primary School and Rawcliffe Primary School strive to be inclusive schools, engendering a sense of community and belonging through their:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- **High expectations and suitable targets for all children**

At Rawcliffe Bridge Primary School and Rawcliffe Primary School we have adopted a whole- school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

13. Evaluating success

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO and subject co-ordinator
- Analysis of pupil tracking data and test results
 - for individual pupils
 - for cohorts
- Value-added data for pupils on the SEND Register
- Consideration of each pupil's success in making progress
- Termly monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- The LA SEND moderation process
- The School Development Plan/SEND Development Plan

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the school will consider the views of:

- **Teachers**
- **Parents**
- **Pupils**
- **External professionals**

14. Complaints procedures

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

15. Staff development and appraisal

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SENCO's role in

school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. LSAs' requirements in supporting pupils' needs will be considered frequently. NQTs and staff new to the school will be given training on the school's SEND policy as part of their induction. The School's INSET needs will be included in the School Development Plan

16. Links with other agencies, organisations and support services

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- *Educational psychologists*
- *Medical officers*
- *Speech and Language therapists*
- *Physiotherapists*
- *Hearing impairment services*
- *Visual impairment services*
- *Pupil Referral Service (PRS)*
- *Education Service for Physical Disability (ESPD)*
- *SEND Support Service (SENDSS)*
- *Traveller Education*

In addition, important links are in place with the following organisations:

- The local playgroup/mother and toddlers' group with the aim of providing continuity between home and school
- The LA
- Specialist Services
- Education Welfare Officer
- Social Services
- Sure Start
- Friends of the School/PTA
- Other groups or organisations

17. Partnership with parents

Rawcliffe Bridge Primary School and Rawcliffe Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and

***experience to contribute to the shared view of a child's needs and the best way of supporting them.'* (CoP 2.2)**

***The school will make available, to all parents of pupils with SEND, details of the parent partnership service available through the LA. The SEND Code of Practice outlines that 'LAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.'* (CoP 2.14)**

18. The voice of the child

The new Code includes a chapter on pupil participation.

Schools ...should show SENDsitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the school. This reflects the UN Convention on the Rights of the Child.

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter ... Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years. (CoP)

In Rawcliffe Bridge Primary School and Rawcliffe Primary School, we encourage pupils to participate in their learning by ...

- Discussing and agreeing individual targets for learning
- Discussing and agreeing views on their progress and agreeing actions they will take
- Taking an active part in classroom discussions
- Learning objectives clearly shared with children and referred to throughout lessons
- Effective marking which provides useful feedback referring to targets set
- Peer and self assessments during lessons against targets
- Regular opportunities to share their views in a range of settings e.g through circle time, class discussions, small group work, school council, PSHCE work.

19. Links with other schools and transfer arrangements

At Rawcliffe Bridge Primary School and Rawcliffe Primary School we follow the recommendations outlined below in the Code of Practice.

'For all children transferring between phases, except from early education settings, a provisional recommendation should be made in the year previous to transfer so that parents can consider options at the same time as other parents. The child's statement must then be amended by 15th February of the year of transfer in the light of the recommendations of the annual review, the parents' views and preferences and the response to consultation by the LEA with the schools concerned ... all the arrangements for a child's placement should therefore be completed no later than the beginning of March before transfer.' **CoP**

'It is good practice for the SENCO of the receiving school, where possible, to attend a final annual review in primary school of pupils with statements for whom the particular school has been named.' **CoP**