

ROSEACRE PRIMARY ACADEMY



Ethos Statement

This policy reflects our Academy's ethos, which promotes, recognises, celebrates and welcomes diversity, tolerance, respect and honesty. This policy ensures fairness and equality, regardless of age, disability, religion, gender, sexual orientation, ethnicity, attainment or background.

Rationale

At Roseacre Primary Academy every child is equal, valued and unique. We aim to provide an environment where all children feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. Roseacre Primary Academy is committed to providing an education that enables all children to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Aims

- To ensure equality of provision for children with special educational needs and disability (SEND);
- To take into account legislation related to SEND, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting children at school with medical conditions 2014;
- To provide full access for all children to a broad and balanced curriculum.

Objectives

- To ensure that the needs of children with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes;
- To enable children with SEND to achieve their potential;
- To ensure parents / carers are fully engaged in decision-making;
- To take into account the views, wishes and feelings of children;
- To provide advice and support for all staff working with children with SEND;
- To provide detailed information about the arrangements for identifying, assessing and making provision for children with SEND;

What are Special Educational Needs?

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A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child or young person does not have a learning difficulty or disability solely because “the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.” **(Child and Families Act 2014 s20)**

What is a disability?

A person has a disability if -

- he/she has a physical or mental impairment, and
- the impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.’ **(Equality Act 2010 s6)**

Identification, Assessment, Planning and Review Arrangements

Roseacre Primary Academy follows the ‘graduated response’ of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all children; every teacher is responsible for ‘adapting teaching to respond to the strengths and needs of all children’. (Teachers’ Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify children who require additional and different provision.

There are 4 broad areas that give an overview of the difficulties a child may have. However it is important to note that a child’s needs may cross one or more of the following:

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

The following are **not** SEND but may impact on progress and attainment:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked after child

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- Being a child of service personnel

SEND support – four part cycle

The identification of SEND is built into the overall approach to monitoring the progress and development of all children in school. Termly, pupil progress meetings support the early identification of children who may have SEND. Where concerns are identified initial concerns are discussed with the Inclusion Manager.

Assess

The class teacher, working with the Inclusion Manager, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

Parents will be formally notified, through meetings with the class teacher and Inclusion Manager, of any planned interventions or support. Adjustments, interventions, support and a review date will be agreed with staff, parents and the child. This will be recorded on the school's Assess, Plan, Do, Review cycle.

Do

The class teacher will remain responsible for working with the child on a daily basis and retain responsibility for their progress and outcomes. The class teacher and Inclusion Manager, will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved.

Review

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed on the agreed date. Reviews will be held with parents three times per year. The class teacher, working with the Inclusion Manager, will revise the support in light of the child's progress. If a child does not make expected progress over a sustained period of time school will consider outside agency involvement.

The academy liaises with the following services - *Educational Psychology, Park Academy Outreach, School Health, Behaviour Advisory, Educational Diversity Outreach Worker, Hearing Impairment, Visual Impairment, Physical Difficulties, Speech and Language, Communication, Learning and Autism and when appropriate, Social Care and Looked After Children Team.*

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a child, the child has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.

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Transition Arrangements

Transition is carefully planned. In order to ensure successful transition to secondary school, the children and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school through the review process.

Partnership with Parents/Carers:

Roseacre has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEND register and the graduated response, outlined in the Code of Practice, is explained to them. They are fully involved in the review process. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

Pupil Participation:

The views of all children are valued. Children with SEND are supported to be involved in decision-making and to be able to express any concerns. Children in key stage 2 are invited to attend their termly review meeting.

The Complaints Procedure:

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that class teacher attempts to resolve matters, then if required the Inclusion Manager and /or head teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

Success Criteria

The evaluation of this policy is based on the following success criteria:

- The SEND register is monitored and updated termly.
- The register is up to date and easily accessible, levels of intervention are identified.
- There is movement on the register, both up and down the levels of intervention
- Parents are informed about all expressions of concern
- The Assess, Plan, Do, Review Cycle is reviewed at least termly or when targets are achieved (whichever happens first)
- All targets are SMART and written in accessible language
- Parents are informed of their child's targets
- All parents feel involved in their child's education

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- All teachers and support staff are aware of procedures
- All teachers' weekly plans show evidence of differentiation
- There is evidence of individual pupil progress over time
- Resources are effectively used
- SEND issues are included in staff development planning
- All teachers are aware of their responsibilities
- Children with SEND are thriving at school.

This policy will be kept electronically on the 'Shared Drive'. A paper master copy will be held by the Headteacher. Parents will be informed of the policy on occasional newsletters and the most up to date policy will be posted on the academy web site.

This policy will be reviewed in summer term 2019.

Signed: Anne Marie Walker Inclusion Manager

Date adopted: June 2017