

Special Educational Needs and Disability Policy

Amended: September 25

To be reviewed: September 26

The policy applies to all children in this school from EYFS to the end of Year 6 whose care and education comes within the remit of this school.

Aims

The school aims to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs in which all pupils can thrive. We value the abilities and achievements of all children and recognise that those with the 'protected characteristics' as stated in the Equality Act may be more vulnerable and may require additional monitoring and support to meet their potential. Protected characteristics as detailed in the Equality Act 2010 include:

- | | | |
|-------------------------------------|----------------------|----------------------------------|
| • Age | • Disability | • Gender reassignment |
| • Pregnancy and maternity/paternity | • Sexual orientation | • Race |
| • Religion or belief | • Gender | • Marriage and civil partnership |

We will:

- Identify, at an early age, individuals who need extra help and attention.
- Enable each pupil to reach his or her full potential, both curricular and extra-curricular.
- Enable each pupil to partake in and contribute fully to school life.
- Endeavour to meet the individual needs of each child.
- Develop a feeling of self-esteem within the individual.
- Foster an atmosphere which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children.
- Make provision for children's individual needs by supporting them in various ways: whole class, small groups and individual.
- Closely monitor those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements.
- Provide access to and progression within the curriculum.
- Work with parents and other agencies to provide support and opportunities for those children with SEND.
- Use a variety of teaching strategies which include different learning styles, to facilitate meaningful and effective learning for all children.
- Ensure access to a range of resources and training to support staff in their teaching of children with SEND.
- Include the voice of the child when monitoring and reviewing.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance of the Code of Practice 2014.
- To provide support and advice for all staff working with special educational needs pupils.

Types of SEND

SEND is divided into 4 types:

- Communication and interaction - this includes children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum
- Cognition and Learning – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia
- Social, mental and emotional health – this includes children who may be withdrawn or isolated, disruptive or hyperactive, or lack concentration.
 - *‘One in ten children and young people aged 5 to 16 has a clinically diagnosed mental health disorder and around one in seven has less severe problems.’* Mental health and behaviour in schools. DFE. March 2016
 - At Ruckleigh, we promote positive mental health and resilience through different ways, such as SMSC lessons and Assemblies. Continuous professional development makes it clear that promoting good mental health is the responsibility of all members of school staff and community. A clear process helps staff to identify children and young people with possible mental health problems, with the Mental Health First Aider (See Mental Health policy)
- Sensory and or Physical Needs – this includes children with sensory, multi-sensory and physical difficulties
 - Some children with sensory or physical needs may be described as having a disability. Under the Equality Act 2010 ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision they will also be covered by the SEND definition.
 - As a school we observe two key duties:
 - We will not directly or indirectly discriminate against, harass or victimise disabled children and young people
 - We will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at substantial disadvantages compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children might need to prevent that disadvantage.

A Graduated Approach to SEND Support

At Ruckleigh, there is a graduated approach with observations and assessments from the class teacher and SENDCo; a plan and action to provide support and regular reviews of the effectiveness of the provision.

At Ruckleigh we adopt a ‘high quality’ teaching approach. The characteristics of high quality teaching are:

- Highly focused lessons with clear objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explanation
- An expectation that pupils will accept some responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils
- Differentiated work to support pupils' learning

SEND Referral Process

A teacher will start the referral SEND process if a child may need further support because they are making significantly slower progress than their peers, failing to meet their previous rate of progress, failing to close the attainment gap or the gap is widening

They will make the SENDCo aware and begin the SEND referral process which is as follows.

1. Begin the referral form.
2. Share concerns with parents/carers.
3. Teacher begin 6 weeks of targeted support delivered by the class teacher.
4. At the end of the monitoring period, complete the referral form and discuss with SENDCo the appropriate course of action.

Wave 1 Support

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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

We regularly and carefully review the quality of teaching for all pupils, through lesson observations, book scrutinies and end of term assessments. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil's current skills on entry, building on information from previous settings and key stages where appropriate. Class teachers make regular assessments of progress for all pupils. This should identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The first response to this is quality first teaching targeted at their area of weakness.

This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEND, school will take action appropriate to the setting to remove barriers to learning. This is called Wave 1 support.

Wave 2 and 3 SEND Support

Where it is determined that a pupil's needs haven't been met through a graduated approach in the classroom, the pupil is given Wave 2 or 3 support and a Support Plan will be put in place.

Alternatively, some children who need ongoing support but targets are inappropriate, have a Pupil Profile instead. The purpose of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of a pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of the previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to the need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support agencies are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take into account the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward. The class teacher and SENDCo meet with parents at the end of the Autumn term and beginning of the Summer term to discuss their child's progress and new Support Plan. Children who receive a Health Care Plan will also have an Annual Review in accordance with the SEND Code of Practice.

Managing Pupils on with Wave 1, 2 or 3 Support

All children receiving support will have their provision mapped, which details important information about the child, including their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Formal SEND review meetings take place twice a year, where parents and teachers are involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress, according to the outcomes described in the plan.

Class teachers are responsible for maintaining and updating Support Plans. These are then shared with everyone involved with the child. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality outcomes.

Specialist Support

At Ruckleigh we also involve specialists to advise on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school may consider involving specialists.

The pupil's parents will always be involved in any decision to involve specialists.

It is important at this stage to recognise that Ruckleigh is an independent school and some of the specialists we may recommend will also be independent and will therefore charge for their services. Fees for these services will be a private arrangement between parents and the external professional involved.

Education, Health and Care Needs Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

Criteria for Moving from Wave 2 and 3 Support to Wave 1 Support

If a child is making progress which is sustainable then they may be taken off Wave 2 and 3 support and put on to Wave 1 support. If this is the case, then the views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the

child. If it is agreed by all to move the pupil to Wave 1 support, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored until they no longer require work tailored to their needs.

Staff Training

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Roles and Responsibilities

The Headmaster is responsible for:

- The management of all aspects of the school's work, including provision for pupils with SEN.
- Working closely with the SENDCo.
- Ensuring all staff receive appropriate training to enable them to effectively teach pupils with SEND.

The Special Educational Needs Co-ordinator is responsible for:

- Overseeing the day to day operation of the school's SEND Policy.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other school staff.
- Carrying out assessments, observations of pupils with specific difficulties.
- Supporting class teachers in devising strategies, drawing up Support Plans, setting targets appropriate to the needs of pupils with special educational needs and on the effective use of materials.
- Liaising with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEND records.
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessments information e.g. class based assessments/records, end of term tests, etc.
- Contributing to the in-service training of staff.

Class teachers are responsible for:

- Providing high quality teaching for all children.
- Providing differentiated activities for those pupils identified as needing Wave 1 support.
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match outcomes identified for the pupil (in liaison with the SENCo, parents and pupil).
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis.
- Following the school's SEND Policy and procedures .
- Directly liaising with parents of children with SEND.

TAs should:



- Be fully aware of the school's SEND Policy and procedures.
- Give appropriate feedback to teachers about pupils' progress.

TAs work as part of the team with the SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important part in implementing Pupil Profiles and monitoring progress.

Links to Support Services

The school continues to develop relationships and links with external support services where possible, in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with external services creates more effective and successful SEND provision. The SENDCo is the designated person responsible for liaising with the following:

- Speech and Language Services
- Specialist Assessment Services
- Paediatric Occupational Therapy
- SISS – Specialist Inclusion Support Services
- Early Years support services
- Educational Psychologists
- Solar (CAMHS) – Children and Adult Mental Health Service

Working in Partnership with Parents

Ruckleigh School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

Responsibility for the Coordination of SEND Provision

- The person responsible for overseeing the provision for children with SEND is Dominic Smith (Headmaster)
- The person co-ordinating the day to day provision of education for pupils with SEND is Sam Harrison (SENCo)

Complaints Procedure

The school has a complaints procedure which applies to complaints about SEND provision. Further details can be obtained from the school office and school website.