Red Row Community First School

Date Written: **May 2018**
By: **Amy Walton**
Responsible Governor: **Curriculum**
Adopted by Governors: **February 2020**
Date for Review: **February 2021**

Red Row First School SEND Policy

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 (2014)
- Schools SEN Information Report Regulations (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
- Accessibility Plan
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.
- Teachers Standards 2012

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Guiding Principles

'Every teacher is a teacher of every child including those with SEN'.
Red Row First School provides an inclusive, broad and balanced curriculum for all children, including those with special educational needs. The National Curriculum is our starting point for planning that meets with specific needs of individuals and groups of children. When planning, teachers set differentiated learning challenges and respond to children's diverse learning needs.
There may be a minority of children with particular learning and assessment requirements that could create barriers to learning and progress. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.
Children may have special education needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the learning needs of the child.

Aims and Objectives

The aims and objectives of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;

- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum and school life;
- To enable children in the school to work towards promoting a positive self image and self worth;
- To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the process.

To ensure this we will:

- identify and provide for pupils who have special educational needs and additional needs
- work within the guidance provide in the SEND Code of Practice, 2014
- operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEND Inclusion Policy
- provide support and advice for all staff working with special educational needs pupils

Inclusion

All pupils at Red Row First School are equally valued, regardless of whether they have special educational needs. They are included into every aspect of school like sharing meal times, recreation times, school clubs and visits. Red Row First School strives to be an inclusive school, engendering a sense of community and belonging through its:

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

Definition of Special Educational Needs

The Special Educational Needs Code of Practice states 'a child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.'
A child may be considered as having a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- is under compulsory school age and falls within the definition at (a) or (b) above or would so do if special educational provision was not made for the child.

This SEND policy details how Red Row First School will do its best to ensure that the necessary provision is made for any pupil who has special education needs and those needs are made known to all who are likely to teach them. The school will strive to ensure that teachers are able to identify and provide for pupils who have special educational needs to allow them to join in the activities of the school. The school will have regard to the Special Educational Needs Code of Practice when carrying out duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
Partnership with parents plays a key role in enabling children with special educational needs to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of

supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like are ascertained. They will be encouraged to participate in the decision making processes and contribute to the assessment of their needs, the review and the transition processes.
SEND also includes pupils considered to be gifted or talented and these pupils are also identified and given support to enable them to be challenged to make progress appropriate to their level of ability.

Broad Areas of Need

There are 4 broad areas of need:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Admissions

Red Row First School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. All teachers are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility.
At the heart of each class is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range may have special educational needs.
Early identification is vital and the school uses a graduated response to children's special educational needs as outlined in the Code of Practice. The class teacher makes an initial identification and informs the SENCO and parents at the earliest opportunity to share concerns and enlist their active support and participation.
The school works in partnership with professionals and other agencies and schools to identify pupils with SEND and provide advice as to how to support SEND pupils. We use them to help assess pupils and for continuing support, advice and resources when working with SEND pupils; e.g. LIST [Educational psychologists, behaviour support teachers, literacy support and speech therapists].

SEND Support

Where a child is identified as having SEND we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents or carers are central to these discussions.
An Intervention & Support Plan is written, which is reviewed termly. Parents or carers are invited to discuss this plan, their child's progress and the support and targets. Class teachers and the SENCo are available for further discussions by appointment through the school office.

We adopt a graduated approach with four stages of action: assess, plan, do and review.

- Assess - in identifying a child as needing SEND support the teacher, working with the SENCo, the child [if appropriate] and the child's parents or carers, carries out an analysis of the child's needs.
- Plan - where it is decided to provide additional support all those concerned agree on the desired outcomes and interventions and support are planned and recorded.
- Do - the teacher remains responsible for working with the child on a daily basis and oversees the implementation of the interventions or support agreed.
- Review - the effectiveness, impact and quality of the interventions or support is reviewed by the teacher and SENDCo. This should feedback into the analysis of the child's needs. They revise the support in the light of the child's progress and development and decide on any changes needed. Parents or carers should have clear information enabling them to be involved in planning the next steps.

Our School's Graduated Approach to SEND

Level 1

Quality First Teaching [QFT]

Children receive inclusive quality first teaching [QFT] which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

Level 2

Additional School Intervention

Continued or increased concern may lead to children receiving additional targeted interventions to accelerate their progress to age-related expectations. These may include group or 1:1 teaching. The SENCo will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching.

Level 3

High Need

Where a child continues to make less than expected progress, despite interventions, they will receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies support this and work with school staff to select effective teaching approaches, equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

The school will meet its duty to respond to any request for information relating to a statutory assessment to the local authority within 6 weeks of receipt.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

Education, Health and Care (EHC) plans

Red Row First School will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.

- The school will admit any child that names the school in an EHC plan.
- The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

Reviewing an EHC plan

Red Row First School will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.

Monitoring and Evaluation

The SENCo monitors the movement of children within the SEND system in school and the differentiation of work by class teachers for children with special educational needs.
The SENCo is involved in supporting teachers involved in drawing up Intervention Plans for children and reviews the work of the school in this area.
The SENCo liaises with support staff who work with children who have special educational needs, in order to monitor pupil progress.
The SENCo liaises with staff at the end of each academic year to ascertain which pupils are not making expected progress.

The Role of the Special Educational Needs Coordinator (SENCO)

The SENCo at Red Row First School is Mrs Walton and his responsibilities include:

- Managing the day to day operation of the SEND policy;
- Coordinating the provision for children with special educational needs;
- Liaising with and advising colleagues;
- Overseeing the records of all children with special educational needs;
- Liaising with parents of children with special educational needs;
- Contributing to the in-service training of staff;
- Managing the school-based assessment and completing the documentation required by outside agencies and the LEA;
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Liaising with middle school SEND Departments to ensure the effective transfer of pupils' SEND records.

Resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.
The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.
The Headteacher confers with other staff to determine the level of SEND budgetary resources, including funding directly related to statements.
The school provides for:

- Additional learning support

- Non-contact time for the SENCo
- Material resources
- Assessments by the specialist teaching service
- Courses for staff

Access to the Curriculum

All pupils have an equal access to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities, experience levels of understanding and rates of progress that bring feelings of success and achievement.
Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.
Intervention Plans, which employ a small-steps approach, feature in the provision that we make in the school. By breaking down existing levels of attainment into finely graded steps and targets we ensure that children experience success.
At Red Row we support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. In order to maximise the learning of pupils with special educational needs, we may ask children to work in small groups, or on a one-to-one basis, outside the classroom with LSAs.
Children identified as not making expected progress by their teachers will be given additional support using one or more of the programs outlined in Appendix 1.
SEND also includes pupils considered to be gifted or talented and these pupils are also identified and given support to enable them to be challenged to make progress appropriate to their level of ability.

The Role of the Governing Body

The named governor responsible for special educational needs is Mrs A Elliott. The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure, through Headteacher delegation, that all teachers are aware of the importance of providing for these children.
The monitoring criteria include:

- The maintenance of accurate, up to date records by the SENCo and other staff;
- Evidence from monitoring classroom practice by the SENCo
- Analysis of pupil tracking data and test results;
- Value added data for pupils on the school's SEND register;
- Evidence from OFSTED inspection reports;
- School Development Plan

Partnership with Parents

At all stages of the special needs process, the school keeps parents fully informed and involved. We have regular meetings to share the progress of the children with parents and take account of their wishes, feelings and knowledge at all stages. We encourage parents to make an active contribution to their child's education.
We work with SEND Support Services as appropriate and have clear procedures for involving support services. Such contacts are made through the Headteacher or SENCo and discussions involve parents whenever possible.
The school prospectus contains a special educational needs statement and parents may request to see this policy.
If a parent has a complaint they can refer to the Headteacher who will follow the school's complaint procedure.
We promote parental involvement in the annual review of the policy through opportunities to examine the policy and encouragement to provide feedback to the school about our implementation of the policy.

Partnership with Pupils

Children's views matter to us. Whenever appropriate, from an early age, children are encouraged to be actively involved in setting targets for their Intervention Plans and reviewing their performance. For their annual review children with EHCPs are asked more formally about their views, their learning, their targets and the support or interventions they are given.

Staff Development

The school is committed to providing INSET and staff development and SEND is a regular part of this.

Data and record keeping

Red Row First School will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Record details or additional or different SEND provision on a provision map.

Confidentiality

Red Row First School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings for the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.
- To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.

Related Policies

This policy should be read in conjunction with other school policies such as:

- Admissions Policy
- Behaviour for Learning Policy
- Health & Safety Policy
- Looked After Children Policy
- Safeguarding Policy
- Child Protection Policy
- Equality Policy
- Accessibility Policy
- Inclusion Policy

Appendix 1

Thrive Approach

Thrive is a dynamic, developmental approach to working with children and young people that helps teachers and adults to interpret their behaviour and address their emotional needs. The process is designed as a progressive spiral, starting with assessment. It is informed by our developmental model, and we use relational, play-and arts-based activities in one-to-one sessions, in small group sessions, or in class. Three members of staff have been trained in the Thrive Approach techniques and we have provided a dedicated area of the school for sessions to take place.

Precision Teaching

Precision Teaching is a teaching method used to accelerate progress particularly in word reading and spelling skills although it is also used to increase children's proficiency in number facts.
Precision Teaching is very effective for children struggling to acquire automatic skills in learning letter sounds, recognising whole words and spelling.

Reading Recovery

This is delivered by a trained 'Reading Recovery' teacher who delivers daily one-to-one Reading Recovery teaching for children with reading difficulties. Children work one-to-one for half an hour a day, every day, for twelve to twenty weeks. The programme is different for every child, assessing what the child knows and what he/she needs to learn next. The focus of each lesson is to comprehend messages in reading and construct messages in writing; learning how to attend to detail without losing focus on meaning.

Better Reading Partners (BRP)

This programme requires one to one support for reading. The ten week programme consists of three fifteen minute sessions per week which follow a common lesson structure. It is focused on development of independent reading strategies and developing understanding of text. TAs and school volunteers have been given training to follow this programme.

Every Child a Counter

Every Child a Counter, or Numbers Count programme, is delivered by a trained Numbers Count teacher who delivers daily 1:1 , 1:2 or 1:3 numeracy teaching for children with the most significant difficulties in KS 1 and 2. The aim of the intervention is to bring the pupils up to the expected National Curriculum level for their year group.

One-to-One tuition

One-to-one tuition is available to some children who have been unable to make the expected progress in whole class or small group settings. These children receive support working on a skill they have failed to secure or a previous misconception which is hampering their progress.

Behaviour support

Behaviour support is given to all children with a need as part of everyday classroom practice at Red Row School. Further support is sometimes requested and delivered by a specialised behaviour support teacher from Northumberland County Behaviour Support Team.

ELSA support

Emotional support and counselling is provided for anxious or vulnerable pupils or those with specific needs [e.g. bereavement] by specially trained LSAs. These pupils are able to spend time in our Rainbow Room at break times and also receive support once or twice a week in 30 or 60 minute sessions