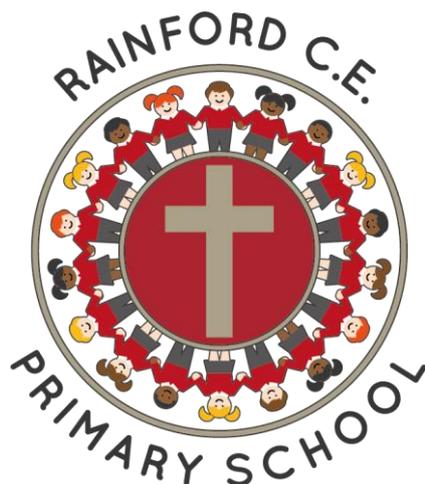


RAINFORD CHURCH OF ENGLAND PRIMARY SCHOOL and RAINDROPS PRESCHOOL



'Learning and growing together to achieve our best in the love of God'

Special Educational Needs and Disabilities Policy

For approval by Full Governors: 15th December 2020

To be reviewed on or before: Autumn 2021

Signed..... Chair of Governors

Signed..... Headteacher

To be approved: December 2020
Review period: annually

Reviewed by: ES

Status: Active

Rainford CE Primary School Special Educational Needs and Disabilities Policy

Our Mission Statement

'Learning and growing together to achieve our best in the Love of God'

School Aims

In order to prepare today's children for tomorrow's challenges, Rainford CE Primary School aims to achieve the following:

- Every child will be encouraged to understand the meaning and significance of faith, experience God's love and develop the spirituality to enable them to live out our Christian values of love, joy, peace, friendship, forgiveness, perseverance and justice
- Every child will achieve their full potential through being a highly motivated, resilient and independent learner who embraces new experiences, has confidence to tackle challenges and go onto develop a lifelong love of learning.
- Every child will value themselves as a unique individual with special qualities and strengths developing self-discipline and honesty; taking responsibility for their own actions and appreciating their ability to make a positive difference in the world.
- Every child will appreciate and respect others, celebrate differences between individuals and groups and respect and care for God's creation and the environment.
- Every child will be encouraged to make healthy choices and appreciate the benefits of a healthy lifestyle.

In order to do this, we will constantly reflect the Christian ethos of our school in our relationships with our children, their families, our staff, the church and the wider community.

Policy Rationale

The most recent Special Educational Needs and Disabilities (SEND) Code of Practice came into effect on the 1st September 2014. This and the Children and Families Act 2014, have a focus on greater co-operation between education, health and social care and a greater focus on the outcomes which will make a real difference to how young people live their lives. This policy complies with this guidance which was updated in May 2015.

The 2015 SEND Code of Practice states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he/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/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”***

Though there is a lot of overlap between the groups, children who have special educational needs do not necessarily have a disability; disabled children do not necessarily have special educational needs. The use of the terms SEN and SEND in this report reflect this inter-relationship; each are utilised according to their relevance.

Early identification of needs and the timely provision of appropriate support, together with high aspirations, can help ensure that the vast majority of children who have SEND can achieve their full potential and make a successful transition into adulthood.

At Rainford CE Primary School we aim to provide a coordinated structure and framework for the provision for SEND throughout the school. This will not only support the class teachers in providing the appropriate provision, but will also make them aware of the various agencies, provided by the Local Authority, which can be called upon for advice and assistance.

Our aims are:-

- To provide access for all children to a broad, balanced and relevant curriculum.
- To provide a stimulating learning environment for all children, including those with special needs.
- To be prepared to adapt and draw upon a range of teaching methods to ensure that children with SEND obtain the fullest possible benefit from the National Curriculum.
- To focus on the child and his/her abilities, not on his/her disabilities.

To meet these aims, we will

- Raise staff awareness of children with special educational needs.
- Help children with SEND to acquire the necessary basic skills needed to enable progress.
- Develop children's talents and interests and to use them to promote learning.
- Encourage positive attitudes, consideration and sensitivity towards children with SEN and/or Disabilities.
- Promote the active participation of parents in decisions relating to their children's SEN.
- Closely monitor children's progress and to make adequate provision for specific needs/difficulties, including early intervention when identified.

Responsibility for Co-ordination of Inclusion and SEND Provision

The name of the special needs co-coordinator (SENCO) who is responsible for the day-to-day operation of this policy is **Mrs. Emma Shawcross** (SLT) who has a duty to: -

- Liaise with and advise fellow teachers.
- Communicate with the parents of children with SEN and Disabilities.
- Liaise with other professionals such as Educational Psychologists, Medical experts and Social Services to provide the best learning opportunities for all children.
- To ensure that the St Helens Graduated Approach is followed in relation to the identification and provision for special educational needs.
- maintain a current record of number of pupils with SEND
- monitor progress of SEND pupils and ensure provisions specified in Statements/EHC plans are in place
- must organise a termly Planning and Consultation meeting. They are responsible for chairing, minuting and inviting appropriate professionals and gaining permission from parents to discuss their child.
- Organise/ deliver relevant SEND training

All staff will be kept up to date on SEND policies and changes to the framework.

Performance management opportunities should ensure staff members have access to and are encouraged to attend relevant courses to keep up to date with current initiatives and procedures, to ensure the highest level of teaching of children with SEND.

Role of Class teacher/Senior Practitioner

- To be initially responsible for the identification of children experiencing specific difficulties and to bring this to the attention of the Head teacher and SENCO.
- To use his/her skills, knowledge and insight to provide a programme of work appropriate to the child's needs.
- To be responsible for keeping records, assessing and monitoring the child's progress.
- To enter tracking data for pupils accessing intervention programmes for the attention of the SENCO.

In addition to the above, the Governors have also undertaken the following responsibilities to ensure that:

- The school has a clearly defined policy document relating to the provision for pupils with special educational needs.
- The school has an identified teacher to report to the governors on the implementation of this policy.
- There is an identified governor (currently Mrs Emma King) with a special interest and responsibility for SEND.
- Relevant updates are discussed each term in the Head teacher's report.

Admission arrangements

The admission policy at Rainford CE Primary School follows the guidelines recommended by the LA and the school is open to all children regardless of their abilities/disabilities. No pupil will be refused admission to school based on 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.

Facilities for Vulnerable Pupils

We publish our “local offer” on our school website, and any changes to provision of specialist facilities will be amended under this offer. Current facilities include two disabled WC rooms, many wheelchair friendly ramps for access, and a “Busy Bee” room (which can be used for intervention group teaching.)

Resources

The resources at Rainford CE Primary School are allocated to and amongst children with SEND according to their individual needs. Additional support may take the form of equipment, either purchased for sole use or borrowed on long term loan, the use of support teachers to enable the class teacher to give individual or small group tuition, or the provision of an extra teacher or TA to give daily support in specific year groups where it is thought this will be particularly beneficial. Curriculum Team Leaders may also liaise with the SENCO when determining SEND support materials.

ICT (See also ICT policy)

Further provision is made through the use of ICT within classrooms. Laptops and iPads are available for daily use in class and class teachers make provision through their planning to support children inclusively (in line with e-safety regulations.)

Identification of Pupils' Needs

We recognise the benefits of identifying need at the earliest point so that we can make effective provision to improve long-term outcomes. Needs may be identified by a number of indicators:

- Whole school tracking data.
- Teacher assessments and tests.
- Concerns raised by class teaching staff.
- Concerns raised by parents.
- Concerns raised by child.
- Information received from pre-school settings and from previous schools
- Information received from other services (eg health care).

At any stage of the process, from the early identification stage through to the move to an EHCP, the school adheres to the same cycle of effective provision. All children receive inclusive quality first teaching in our school and most will make expected progress. For those who do not, the class teacher will identify a child's need and decide for any adjustments or interventions. This is a four-part process which is described in the **graduated approach** for St Helens.

- Assess
- Plan
- Do
- Review

Assess

A clear picture of the child's needs is drawn up. Performance data, parental comments, the pupil's views, class teacher notes and observations from professionals may all be used to analyse what support and intervention will be needed. Barriers to learning will be highlighted and discussed.

Plan

At all stages, intervention and support will be planned to maximise the impact on the child's learning. Adjustments may be made to plans and parents will be consulted about what they can do at home to support progress. Plans will be shared with all those adults working with the child.

Do

The class teacher will work closely with teaching assistants and parents to ensure that plans are followed and that appropriate learning opportunities are presented. The SENCO will support the class teacher where needed in finding ways to address targets in the classroom. The class teacher will build evidence of the child's strengths and weaknesses and will, with the support of the SENCO, continue to track progress to fully monitor the impact of any interventions.

Review

At all stages, planning for the child is subject to review. For children receiving additional funding, review dates will be set by the Local Authority in line with their review panel calendar. For children on IEPs, review dates will be printed onto the IEPs and communicated with parents. Additional parents' evening meetings and other meetings with parents and children may also be used to discuss children's progress towards identified targets. During reviews, the quality and impact of intervention and support will be discussed and any changes to future provision will be proposed.

Graduated Response

The school will follow the Graduated Response process. Details can be found at the following website: <https://www.sthelens.gov.uk/media/7517/graduated-approach-final.pdf>

See Appendix A for the Graduated Response Flowchart.

Inclusion of Vulnerable Pupils, those with SEND

Inclusion is the process of educating children, with or without special needs, together for part or all the time. The goal of inclusion is the full participation of all children, regardless of their ability, in the educational and social life of the school. If children with SEND are to take an active part in society when they grow up, then the right place to begin this integration is in school.

Needs may include:

Sensory and/or Physical	Communication and interaction	Social, emotional and mental health	Cognition and Learning
Hearing Sight Co-ordination Fine motor control Large motor control Medical conditions (E.g. asthma etc.)	Speech articulation Language delay Expressive Receptive Comprehension	Behaviour Aggression Withdrawal Emotional Social acceptance /none acceptance Lack of parental input Parental illness (long or short term)	Memory (retention) Concentration span Reading Writing Specific learning difficulty Gifted children

When a child is added to the SEND register, their class teacher may consult with parents to produce an SEN support plan. This will detail any provision which is additional to or different from usual classroom practice which is deemed necessary for the child to reach desired outcomes.

Provision can be on an individual or small group basis and can be in any curriculum area, according to the child's needs. All children have full access to the National Curriculum. This

may be delivered at a variety of levels, depending on a child's current levels of development.

Teachers organise their classroom environments using the principles of dyslexia friendly, communication friendly and autism friendly practice. To meet the learning needs of all pupils, teachers differentiate work and resources. They work to meet individual learning needs and to mark work and plan next steps in learning effectively. (Marking Policy)

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. The range of provision may include:

- In class support for small groups with a Teacher or Teaching Assistant.
- Small group withdrawal for the further differentiation of whole class learning
- Delivery of an intervention program
- Individual class support or individual withdrawal for the above.
- Further differentiation of resources.
- Peer group learning partners.
- Provision of alternative learning materials/ special equipment.
- Staff development/training to undertake more effective strategies.
- Access to Specialist Teaching and Educational Psychology Service, or other support services for advice on strategies, equipment, or staff training.

If, despite this individualised programme of sustained intervention, the pupil remains a significant cause for concern, the school, in consultation with parents, will request a Statutory Assessment from the Local Authority, in line with 'The Local Offer'. A Statutory Assessment might also be requested by a parent or outside agency. An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. A request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP may state that an alternative educational setting is more appropriate to the pupil's needs.

An EHCP will include details of learning objectives for the child. These are used to develop targets and establish provision

EHCPs must be reviewed annually and can be reviewed at any time should the child's circumstances change, or concerns raised about the nature of provision. The SENCO will organise these reviews and invite the relevant people.

Record Keeping

Records belonging to children on the SEND register, and those for whom monitoring arrangements are in place, are kept updated by the SENCO. These records are stored securely, in line with our Confidentiality Policy and Data Protection Policy, and with the General Data Protection Regulation (GDPR) 2018. Pertinent information is shared with teaching staff, and other professionals involved in the child's care and support and with

parents in an accessible format. The School uses CPOMS (Child Protection Online Monitoring System) to facilitate good communication between staff, ensuring that all issues relating to children with SEND are shared and actioned appropriately.

Professionals from outside the school

The school has always had a policy of drawing on a range of expertise from external agencies. It has always been our policy to work closely with services provided by the Area Health Authority, such as speech and occupational therapists.

The school hosts termly planning and consultation meetings, where professionals from a spectrum of areas of expertise can meet to discuss individual children, to share advice and monitor progress.

Our overall aim is to provide early identification of children with special educational needs and disabilities. In addition, we will provide extra support using the expertise of staff, the use of additional resources and enlisting the help of the child's parents.

We will also apply for the advice/assistance of outside agencies if the school feels that it cannot provide the necessary level of support or the required level of expertise.

Working in Partnership with Parents

Our school policy is to encourage parents to participate actively in their children's education. In addition to this the parents of children with SEND are encouraged to approach school at any time regarding concerns that they may have about their child's progress. They are also encouraged to give additional support and understanding at home, and are advised throughout on the special programmes provided for their child.

Parents are also involved in the registration of a concern and in the regular reviews of their child's progress, as outlined in the procedures in the Code of Practice.

Involvement of pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice as stated in the COP. Where appropriate all pupils are involved in monitoring and reviewing their progress. We invite them to participate in IEP reviews, setting of targets and annual review meetings for funding. We endeavor to fully involve all pupils by encouraging them to:

- state their views about their education and learning during the review process or during pupil voice conferences
- share in individual target setting across the curriculum
- self-review their progress and set new targets

- direct them to the schools and LA's Local Offer web page for extended support awareness

Evaluating the Success of Provision for Pupils with SEND

The success of the SEND policy can be evaluated by considering the following factors:

- Are the procedures and timescales outlined in the Code of Practice being adhered to?
- Are all children with special needs supported appropriately?
- Is the policy known, understood and applied by all staff?
- Is there a measurable improvement in the achievement of pupils with SEND?
- Do parents involved in the process understand the policy as it affects them and are they actively involved in the decision-making process?

This policy also applies to Breakfast Club and After School Club and Raindrops Preschool and should be read in conjunction with the following policies: Anti-bullying Policy; Child Protection and Safeguarding Policy; E-Safety and Acceptable Use Policy; Positive Handling Policy.

Glossary of terms	
SEND	Special Educational Needs and Disabilities
SEN	Special Educational Needs
SS	Special Needs Support
ESS	Enhanced Special Needs Support
COP	Code Of Practice
SENCO	Special Educational Needs Coordinator
EHCP	Education Health and Care Plan
IEP	Individual Education Plan
ASD	Autistic Spectrum Disorders
ICT	Information & Communications Technology
SLT	Senior Leadership Team
LA	Local Authority

APPENDIX A GRADUATED RESPONSE FLOWCHART

