

Robertswood School
Special Educational Needs Policy

Please note different arrangements may apply during the COVID-19 Pandemic

Legislative Framework:

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 years, the Equality Act 2010 and the Children and Families Act 2014.

Guiding Principles:

At Robertswood School, we aim to support all children to enable them to achieve their personal potential. Quality First teaching is at the heart of delivering a broad and balanced curriculum and we welcome children with Special Educational Needs as part of our inclusive approach. We have high expectations of our children and want them all to feel a valued part of our school community. We operate a 'whole pupil, whole school' approach to the management and support of pupils with Special Educational Needs. Our aim is to raise the aspirations and expectations of all children, including those with SEND.

Definition of Special Educational Needs and Disability:

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 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 him or her. A child of compulsory school age 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is "... 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 includes children and young people with long term medical conditions. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. Statutory guidance on Supporting Pupils at School with Medical Conditions is contained within the Department for Education policy April 2014, updated August 2017.

Objectives

- To give every child access to a broad and balanced curriculum at a level appropriate to them
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To identify at the earliest possible opportunity barriers to learning and additional provision required
- To value and encourage the contribution of all pupils to the life of the school
- To work in partnership with parents
- To seek and include the views of children with SEND
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to SEND

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational needs. As such, Robertswood School adopts a 'whole school approach' to special educational needs which involves all the staff following a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. We welcome parents of children with SEND to visit our school and discuss their needs with the Headteacher and SENDCo.

Identification, Assessment and Review

We recognise that children may have special education needs either throughout or at any time during their school career. We work within the guidance provided in the SEN Code of Practice, 2014. The Code recommends a 'Graduated Approach' to SEND involving a 4 stage cycle – Assess, Plan, Do, Review.

Assess

A pupil is identified as having SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. At Robertswood School we aim to work in close partnership with parents and identify additional needs at the earliest point in order to improve the long-term outcomes for the child. Additional needs are identified through a variety of ways including:

- Liaison with Early Years settings and previous schools, where appropriate
- Teacher concern that a child is performing below age related expectations and/or not making expected progress relative to their starting point
- Concern over progress in areas of social or emotional need
- Parent/carer concern
- Medical diagnosis or identified disability under the Equality Act 2010
- Specialised assessments from external agencies and professionals

- Pupil view

Plan

The purpose of identification is to work out what action the school needs to take to address these difficulties using well evidenced, targeted interventions.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. Where progress continues to be less than expected, the teacher and the SENDCo, working together, identify the interventions required to secure better progress.

These interventions are recorded on the child's SEN Support Provision Map and discussed with parents. Specialist services such as Speech & Language, Specialist Teaching and Occupational Therapy are consulted as appropriate.

Do

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils with Special Educational Needs. We regularly invest in training our staff to improve the understanding and delivery of SEN Support. Interventions are normally delivered in small groups or one to one if more specialised support is needed. Outcomes may be curriculum related or may relate to wider issues such as developing positive social relationships or making a successful transition to a different phase of education. The SENDCo monitors the quality and effectiveness of SEN support and this is reviewed termly by the school's Senior Leadership Team.

Review

SEN Support Provision Maps are formally reviewed twice a year and discussed with parents at consultations in October and March. However, monitoring provision is an active process and Provision Maps are reviewed at other times to reflect, for example, advice from specialists or the changing needs of the child. Provision for children in Early Years may be reviewed more frequently. Multi-agency Provision Plan meetings (MAPP) are held for children who receive significant external support. Children who have an Education & Health Care Plan also have an Annual Review.

The Special Educational Needs register is maintained by the SENDCo and is kept under regular review. The SENDCo provides monitoring information to the school's Senior Leadership Team and Governors on a termly basis.

Facilities

Robertswood School is fully accessible to disabled children and adults. There is a designated disabled parking space at the front of the school with flat access to the school entrance. The school has facilities for personal care, including toilets in both the main school and the nursery, for pupils with physical disabilities. Ancillary aids and adaptations are made to accommodate the needs of individual children following guidance from specialists.

Classes are well resourced for children with additional needs. For example, visual timetables, writing slopes and sensory cushions are all regularly used. We have a wide range of Occupational Therapy resources to support both fine and gross motor skills.

Robertswood School actively supports children's emotional well-being. We have a specialist 'Nurture' room furnished to resemble part school, part home where children can enjoy a wide range of resources and share food with their peers and adults. We also have a designated room and resources to provide emotional and social skills support to children.

We run an in-house Transition Support Programme each year for SEND children in Year 6 prior to moving to Secondary school.

Support for Speech & Language is an important part of our SEND provision. We use the online Speech Link & Language Link programmes to screen and support children and to identify where further referral is needed. We are also experienced at using Shape Coding, a visual resource to develop children's oral and written communication skills.

In our ICT suite we are able to support children through a range of on line, motivational activities such as Reading Eggs, RM EasiMaths, Phonics Shark and Clicker 6 Writing support.

Resources

Funding for pupils with an Education & Health Care Plan (EHCP) is largely used to pay the salaries of staff that support these pupils.

Other devolved funding is used to support the needs of pupils on the SEN register which may involve additional classroom support, engaging specialist services, training staff or purchasing resources.

External Support

We work in partnership with other agencies to meet the needs of SEND pupils and their families. Support Services include:

- Speech & Language Therapy
- Specialist Teaching Service (Communication Team, Autism Team)
- Cognition & Learning Support
- Nurture and emotional literacy provision
- Occupational Therapy
- Physiotherapy
- School Nursing Team
- Child and Adolescent Mental Health Services
- Behaviour Support Services
- Paediatric Services

Liaison with Parents/Carers

The school works in partnership with parents/carers of pupils with SEND in accordance with guidance in the 2014 SEN Code of practice, 0-25 years.

Teachers and the SENDCo work closely with parents/carers in the support of children with Special Educational Needs through:

- Ongoing dialogue and active partnership
- Parent consultation meetings
- Provision Maps outlining targets and reviewing progress
- Reports from outside agencies
- SEND Notice board

Where appropriate, children are involved in their target setting and reviewing their learning with the teacher and/or SENDCo. Children who have an Education & Health Care Plan are encouraged to give their views via the 'All About Me' document.

Transition Arrangements

Meetings for teachers, children and parents are arranged between educational settings as appropriate to ensure smooth transition. Educational establishments may include:

- Early Years settings
- Local schools
- The Oaks Pupil Referral Unit
- Special schools
- Secondary schools

A Transition programme is arranged for children transferring from our Nursery or other Nursery settings into our Reception year.

At the end of each year a transition morning is held to prepare children for 'moving up' to the next year. A 6-week programme is run in house to help Year 6 children with Special Educational Needs address transition issues to Secondary school. The receiving Secondary school is invited to attend the Year 6 Annual Review for children with an Education & Health Care Plan.

The SENDCo provides additional transition support at the start of each school year to help children re-adjust to school after the summer holiday.

The Local Offer

The purpose of the Local Offer is to enable parents/carers and pupils to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. The school's Local offer is available on our website and the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

Other Related Policies

The following policies can be found on our school website:

- Equality Policy
- Supporting pupils at school with medical conditions
- Data Protection Policy

- Confidentiality Policy for parents and volunteers
- Code of Conduct for staff
- Behaviour Policy
- Child Protection Policy

Storing Information

School records are kept electronically using SIMS.

Paper copies of reports, letters, advice from outside agencies and other SEND documentation are kept in a locked filing cabinet.

The school has implemented policies and procedures to meet the GDPR Compliance regulations introduced in May 2018.

Complaints

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting a pupil's needs. All complaints are taken seriously and will be heard according to the school's Complaints and Resolutions Procedures which is available on our website.

Responsibilities

Special Educational Needs and Disabilities Coordinator (SENDCo) – The SENDCo provides professional guidance to teaching colleagues and works closely with staff, parents and other agencies to ensure that pupils with Special Educational Needs receive appropriate support and high-quality teaching. The SENDCo has day to day responsibility for the operation of SEND policy and, with the Headteacher and Governing body, determines the strategic development of SEND policy and provision.

Headteacher – The Headteacher has responsibility for all aspects of the school's work, including provision for children with Special Educational Needs. The Headteacher works closely with the SENDCo and keeps the Governing Body fully informed of any SEND issues.

The Governing Body – the duties of the Governing Body are set out in the SEN Code of Practice 0-25 years which came into force on 1st September 2014.

Review Framework

This policy should be reviewed annually, or earlier in the event of revised legislation or guidance.

Signed: Eddie Richings Headteacher Date..... 01/08/21

Signed: Sally Parkin Chair of Governors Date... 01/08/21

Reviewed August 2021 Next Review Date: August 2022