

## ROSEMARY WORKS SEND POLICY

<b>POLICY DOCUMENT</b>	<b>Policy 2016</b>
<b>STATUTORY</b>	<b>Statutory</b>
<b>Legislation: Education/Other</b>	Special Needs and Disabilities Policy
<b>Lead Member of Staff</b>	Rob Dell
<b>Lead Board Member</b>	Jacqueline Logue
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<b>Approved by</b>	Monthly Management Meeting
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<b>Review Frequency</b>	1 years
<b>Date of next review</b>	May 2017
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<b>Chair of Board signature</b>	
<b>Purpose</b>	To ensure that the Head teacher and The Board of Directors act in accordance with the law on Data protection
<b>Supporting documents</b>	Data Protection Act 1998 Fair Processing Notices (Appendix 2 and 3)

## **Introduction**

This document is a statement of the aims, principles and strategies for provision for children with Special Educational Needs at Rosemary Works School.

This document provides a framework for the identification and provision for children with special educational needs. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision and confidently committed to the agreed strategies.

## **Aims**

Our aims for SEN are to:

- Identify all children who need special consideration to support their physical, social, emotional or intellectual development
- Ensure that these children are given appropriate support to allow every child full access to our curriculum in a positive framework
- Ensure that these children are fully included in all activities of the school
- Involve parents developing a partnership of support, enabling them to have full confidence in the strategy adapted by the school.

## **Principles and objectives of learning support policy**

We seek:

- To provide a broad, balanced and suitably differentiated curriculum relevant to their individual needs
- To show an understanding that supporting difficulties in learning and / or behaviour as part of a high quality mainstream education service
- To be aware that any pupil at some time in their education may have special educational needs
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels
- To be aware that every child is entitled to a sense of achievement
- To identify pupils as soon as possible who will need extra resources and / or teaching help within their school career
- To work in partnership with the child's parents and other external professional agencies to provide for the child's individual needs

## **Named person**

The named person responsible for coordinating learning support at Rosemary Works School is Rob Dell.

### **Responsibilities**

Provision for pupils with special educational needs is a matter for the school as a whole. All members of the school community (teaching and non-teaching staff, parents, pupils and the directors) work towards the school aims by:

- Helping with the development of this policy
- Being fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs
- Commitment to a partnership approach to provision

The head teacher works towards the school's aims by:

- Taking responsibility for devising and implementing this SEN policy through widespread consultation
- Maintaining and evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Maintaining appropriate staff and funding arrangements

The head teacher works towards the school's aims by:

- Overseeing provision for children with special educational needs
- Keeping the board of directors fully informed

### **Admissions**

Children will be admitted to the school provided the appropriate level of facilities is available to meet their individual needs. The special needs policy document will be used in conjunction with other school policies. All children, including those with special needs, will be expected to follow the behaviour policy.

### **Facilities for pupils with disabilities at Rosemary Works School:**

The school has been adapted to meet the needs of currently one disabled pupil. There are designated wash rooms that have bars to support his ability to use the facilities independently and additional hand rails have been installed to meet his needs.

### **Identification**

Children are referred to the head teacher by the class teacher or the children's previous school. The class teacher will express concern to the parents. Once a referral has been made, the head teacher will collate information on the child's special educational need, with reference to the following descriptors:

- Cognition and learning
- Behavioural, emotional and social development
- Communication and interaction
- Sensory and physical development

On the basis of this profile, the inclusion leader may choose to identify the appropriate SEN level for the child and discuss with the class teacher and parents how best to help the child

### **“Additional to and different from” support**

The identified children are placed on the SEN register at School Action, School Action Plus or noted as having a Statement of Special Educational Needs. The head teacher, class teacher and teaching assistant identify attainment targets according to the needs of the child and decide how the child can be best supported to help him/her achieve those targets.

- Records are kept of the work undertaken by the child, and of the progress made towards achieving his/her targets
- Reviews are regularly undertaken by the inclusion leader, class teacher, teaching assistants, parents and children
- Additional Annual Reviews, with parents in attendance, are held for children with a Statement of Special Educational Needs

Parents are kept informed of all the discussions and decisions concerning their child. They are invited to attend regular meetings with the class teacher and inclusion leader and can make additional appointments at any time.

### **Levels of intervention – summary of descriptions**

The school adapts a gradual response to children who have special educational needs, recognising that there is a continuum of special educational need.

#### **School Action**

The pupil will require support that is additional to or different from the differentiated curriculum provided for all pupils. The support will be catered for within the resources of the mainstream school, enabling curriculum access and independent learning.

#### **School Action Plus**

The pupil has significant levels of SEN which requires additional support to be targeted specifically at the pupil's needs. The school will engage with external services on behalf of the pupil, building on arrangements for School Action.

#### **Statutory Action**

The pupil will have long term needs arising from a major disability in one or more of the following four dimensions:

- Cognition and learning
- Behavioural, emotional and social development
- Communication and interaction
- Sensory and physical development

The pupil's SEN will be characterised by major factors outside the direct control of the District. There will be a need for prolonged inter-agency involvement.

### **Providing curriculum access and inclusion**

- Teaching SEN pupils in mainstream classes
- Ensuring that all pupils with SEN join all the activities of the school so far as this is reasonably practical
- Ensuring that a differentiated curriculum is offered to pupils in accordance with the teaching and learning policy of the school

Where appropriate this may involve:

- Liaison with other schools, outreach services and external agencies
- The provision of mechanical aids to support learning
- Adaptation of the material presented to a group within the class
- The provision of "additional to and different from" support directly linked to individual targets which break learning down into steps manageable by the particular child
- A personal support plan aimed at modifying behaviour
- Periodic withdrawal either individually or as part of a group
- Reallocation of a child to a year group in which his / her chronological age does not match that of the rest of the group. Such a move would be made exceptionally, where a child's social or emotional development makes relationships with peers difficult. It would always follow consultation with parents

### **Strategies**

Suitably differentiated work - in teacher delivery, support provided and expected pupil outcome - in order to facilitate full and equal access to the curriculum:

- Working in a variety of groups

- Providing opportunities for success
- Pupils should be involved planning their own learning through self-assessment and target setting

The effectiveness of the implementation of then policy is measured by:

- Movement down the stages of the register
- Improvements in reading / spelling ages
- Performance in SATs / opt. SATs
- Value added residual data

### **Complaints:**

In the case of complaint regarding special needs provision, then procedure outlined in the school complaints policy will be followed.

### **SEN INSET (in-service training and education)**

- The head teacher will attend appropriate courses and conferences as they arise
- Other teachers and teaching assistants will attend SEN courses which interest and have a particular bearing on children they are supporting
- Regular staff meetings will focus on whole school priorities and provide opportunities to learn how to support our learners more effectively
- In-house training during INSET days for specific training needs – this may involve a visiting external specialist

### **External agencies**

Liaison with external agencies occurs as and when it is required, using the appropriate referral channels.

We have access to Martin Smedley to assist with assessment of children with significant behavioural problems. He is an expert linguist and speech therapist who is part of a multi-disciplinary team assessing children at Guys and St Thomas hospital with behavioural issues.

### **Partnership with parents**

- Ensuring that all parents are aware of the school's arrangements for SEN, including the opportunities for meetings between parents and inclusion leader
- Informing parents when a child is placed on the Special Needs Register and offering an opportunity for discussion and exchange of information
- Regular consultation with all parents of children with SEN

- Valuing parents' wishes for their children
- Inviting parents input regarding their child's progress and areas for development

### **Partnership with pupils**

The school encourages pupils to share concerns, discuss strategies and review progression, thus seeing themselves as equal partners with the school. The way in which the children are encouraged to participate in the decision-making process reflects their growing maturity

### **Liaison with other schools**

- Making every effort to contact other nursery classes and playgroups for discussion of children with SEN before they enter Reception Class
- Contacting the previous school of any child with SEN entering the school at a point other than Reception Class to determine how the child will be inducted to enable us to benefit from previous knowledge of that child
- Planning meetings involving the head teacher and the prospective class teacher to ensure that the school has all the relevant information regarding the needs of any child entering the school. In addition, we are always willing to be consulted by receiving schools at any point after a child has transferred if we can give assistance to support the child's continuing development. This is particularly important at KS3.

At secondary transfer a meeting with the representative of the receiving school is usually arranged so that information concerning the educational needs of the child can be discussed.

If a child has a Statement, a provisional recommendation is made in the year previous to transfer so that parents can consider options at the same time as other parents. The child's Statement is then amended by 15<sup>th</sup> February of the year of transfer in the light of the recommendations of the Annual Review, the parents' views and preferences and the response to consultation by the LEA with the school concerned. All arrangements for a child's placement will be completed no later than the beginning of March before transfer.

Where possible, the SENCo of the receiving school will attend the final review of the pupils with Statements for whom a particular school has been named.

### **Mechanisms for Review and Evaluation of the School's Special Needs Policy**

- A review of the policy will take place regularly
- It is responsibility of the Board of Director to ensure that it is carried out
- Where necessary name and details will be updated