

Netherleigh and Rossefield School

Special Educational Needs and Disability (SEND) Policy

April 2017

1 Introduction

- 1.1 This policy was originally based on the *Special Educational Needs (SEN) Code of Practice 2001* which gives practical guidance to schools on how to implement their statutory responsibilities in relation to children with SEN, in Part IV of the Education Act 1996, and, on changes following the government consultation on provision for children with SEN, *Support and Aspiration: a new approach to special educational needs and disability*, in 2011. The subsequent publication of *SEND Code of Practice 2014* has been issued since the original creation of this policy, and the recommendations within have been factored into subsequent policy reviews.
- 1.2 This school provides a broad and balanced curriculum for all children. The Primary Curriculum is our starting point for planned teaching which meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning, or are regarded as gifted, that mean they have special needs and require particular action by the school.
- 1.3 These educational requirements are likely to arise as a consequence of a child having special educational needs. Children have special educational needs if they are gifted in a particular subject, or have a learning difficulty, which calls for special provision to be made for them.

Children are regarded as gifted if they exceed age appropriate expectations in a given subject area. Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of their peers; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided to children.
- c) are under compulsory school age and fall within definition (a) or (b) above, or would do so if special provision were not made for them.

- 1.4 Special educational needs may relate to one or more of the following areas of need:
- communication and interaction;
 - cognition and learning;
 - behaviour, emotional and social development;
 - sensory and/or physical needs;
 - medical conditions.
- 1.5 Children may have special educational 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 type and extent of the difficulty experienced by the child.

- 1.6** Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

2 Aims and Objectives

2.1 In making provision for pupils with SEN, our aims and objectives are:

- To create a learning 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 from the earliest possible age;
- To ensure that all partners in this process of meeting a child's individual needs understand and fulfil their responsibilities;
- To ensure, in particular, that all school staff understand and fulfil their roles and responsibilities in providing for the children's special educational needs;
- To have the highest expectations of the progress in learning which can be achieved by all pupils, regardless of their individual needs;
- To enable all children, including those with SEN, to have full access to all elements of the school curriculum, and to maximise their learning and achievement;
- To ensure that parents or carers are able to play their part in supporting their child's education;
- To ensure that our children have a voice in deciding how their individual needs might best be met;
- To ensure that all necessary resources are made available to meet pupils' individual needs.

3 Educational Inclusion

3.1 In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and strive to put these into practice through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching opportunities.

3.2 Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to meet children's individual learning needs by recognising a range of learning styles, using a wide range of teaching and learning strategies;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour, and to take part in learning effectively and safely;
- Helping children to manage their emotions, particularly during trauma or stress, so that they are able to participate fully in the learning opportunities which the school offers.

4 Assessment of Need and the Graduated Response

- 4.1 The SEND Code of Practice (2014) describes a "graduated response", on the part of schools and Early Years settings, through which the provision made by the school intensifies over time if the child continues to struggle to make progress, despite increasing levels of support.
- 4.2 All children are assessed through our normal processes when they enter our school, so that we can build upon their prior learning and any special provision already made for them.
- 4.3 Early identification of special educational needs is vital. The school informs the parents or carers at the earliest opportunity to alert them to concerns about a child's progress or additional needs and seeks to enlist their active help and participation.
- 4.4 Wherever possible, we aim to meet children's learning needs through differentiated planning, teaching and support, as part of our normal classroom practice. Where a pupil or group of pupils need additional support to enable them to successfully make up lost ground in learning and catch up with age-related expectations, short-term tailored intervention programmes will be provided, often through the support of a teaching assistant. Pupils in receipt of such intervention will not necessarily be considered to have special educational needs.
- 4.5 Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.
- 4.6 If our assessments indicate or confirm that a child has significant longer term learning difficulty, we continue to use the above strategies to support them, but will plan more specialist individualised provision, designed to meet their specific needs. These children will usually be included on our register of SEN, and parents will be made fully aware of this designation and the outcomes of our assessments. This level of support is referred to as SEN Support. The child's class teacher will offer interventions that are different from or additional to those provided as part of the

school's usual working practices. The class teacher will keep parents or carers informed of the provision being made and draw upon them for additional information to help plan that provision. The SENCO will oversee the planning and provision for the pupil, and take the lead in further assessment of their needs.

- 4.7** Where the provision required differs significantly from our normal range of differentiated, inclusive strategies in the classroom, or where a pupil has specific specialist needs, such as sensory, physical, communication or behavioural needs, we will record the special planning required in a School Support Plan (SSP). Some pupils receiving support through SEN Support will not need a SSP if normal classroom planning can easily encompass for their individual needs. A SSP will record the nature of the child's special needs, the planned objectives of the special provision being made, the agreed short-term targets set for the child, and the teaching strategies and additional support to be used. It will also indicate the date for the plan to be reviewed. In most cases, this review will take place termly. Where pupils have more complex needs, an Education, Health and Care (EHC) Plan will be created, to ensure that the appropriate level of support is in place.
- 4.8** Parents or carers will always be invited to attend and contribute to the SSP/EHC Plan review meeting. This will be chaired either by the SENCO or the Headmaster. The pupil's views on their progress and the nature of the provision being made to meet their needs will also be sought, through age-appropriate means. In some cases, particularly for older pupils, it may be appropriate for them to attend the SSP/EHC Plan review meeting.
- 4.9** If a SSP/EHC Plan review meeting, or other assessment of a pupil's progress, identifies, that, over a period of two terms, progress has been insufficient, despite all appropriate resources being used to support the pupil, it may be concluded that support is needed from external specialist agencies. In this case, we will request external specialist support. In most cases, children will be seen and assessed in school by external support services, including an educational psychologist. This may lead to additional strategies or strategies that are different from those that have been used up to that point. Any involvement of external support services will be with the knowledge and permission of parents/carers.

5 The Role of the SENCO

5.1 In our school, the SENCO:

- Manages the day-to-day operation of our SEN policy;
- Co-ordinates the provision for children's special educational needs;
- Supports and advises colleagues;
- Oversees all assessments of progress made by pupils with SEN;
- Arranges and attends all SSP review meetings, which they will be responsible for chairing if the Headmaster is not present;
- Maintains records of all children with SEN;

- Acts as a main point of contact with parents and carers, in addition to the class teacher;
- Acts as a link with external agencies and support services;
- Monitors and evaluates the SEN policy, and reports to the Headmaster;
- Manages a range of resources, both human and material, to enable appropriate provision to be made for children with SEN;
- Contributes to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEN.

The role of SENCO at Netherleigh and Rossefield is shared.

Abida Butt is SENCO for children in Key Stage 1 and Key Stage 2.

Claire Serrant is SENCO for the EYFS.

Abida Butt and Claire Serrant meet on a weekly basis to discuss their respective cases, discuss strategies and share information as appropriate.

6 The Role of the Headmaster

6.1 The Headmaster is the named 'responsible person' for ensuring that the needs of pupils with SEN are met. The Head oversees and line manages the work of the SENCO. In particular cases, the Headmaster may liaise with external agencies and may chair some review meetings.

7 Allocation of Resources

7.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for SEN provision within the school, including the provision for children with an EHC Plan.

7.2 The Headmaster and SENCO meet annually to agree on how the funding is allocated.

8 Partnership with Parents and Carers

8.1 The school works closely with parents and carers in the support of those children with SEN. We encourage an active partnership through an ongoing dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with SEN.

8.2 The School's SEND Policy is made available on the school website, and is available upon request to any parent who seeks a paper copy.

8.3 Through SSP/EHC Plan review meetings each term we share the progress of pupils with SEN with their parents or carers. In addition, the SENCO and class teacher meet to review the progress of these children on a half termly basis. We discuss with parents/carers any external specialist support, and seek to involve them in decision-making about the provision planned for their child.

9 Pupil Participation

9.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities.

9.2 Children are involved in an appropriate way in agreeing targets in their SSP/EHC Plan and in the termly review meetings. Children are encouraged to review their own progress against their targets and contribute towards decisions about support for their learning. We seek to celebrate their successes as well as planning and discussing their next steps.

10 Monitoring and Review

10.1 It is the responsibility of the Senior Management and/or staff as delegated to monitor the standards of SEN provision. This may also involve supporting colleagues in their knowledge and understanding, keeping up to date with developments, and providing a strategic lead in the school, as well as reviewing strengths and weaknesses, and indicating areas for development.

10.2 This policy will be reviewed every year, or as required by changes in SEN legislation.

Netherleigh and Rossefield School

Provision for pupils with SEND: Our 'local offer'

At Netherleigh and Rossefield School it is our aim:

- For all children to be included in and to have access to a broad, balanced and relevant curriculum.
- For children to achieve the very best that they are capable of.
- For children to experience a wide range of activities leading to greater independence and decision making.
- For children to be happy and to demonstrate personal development.
- For children's needs to be identified early and all learners to be well equipped to meet those needs

The following information briefly outlines SEND provision at Netherleigh and Rossefield School.

	The Bradford 'Offer':	Netherleigh and Rossefield School 'Offer'
Universal Provision	Quality First Teaching and high quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies. The school must have a named governor who holds the school to account for making good provision for pupils with SEND.	All staff at Netherleigh and Rossefield School are committed to providing quality first teaching so that all children can make at least 'expected' progress with their learning. Lessons are carefully differentiated to meet the needs of all children whatever their learning style. Staff use a variety of teaching styles and resources in lessons to support children's learning. The school places great importance on the fact that children learn in different ways.
Recording Provision	Where the school feels that something additional or different is needed to support your child they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as a School Support Plan. This should include:- details of any strategies being used to support your child in class; details of any extra support or interventions for your child; your child's learning targets; the date when your child's progress will be reviewed	Children who have been identified as needing some additional support will have their targets recorded on a School Support Plan (SSP) detailing their specific barriers to learning whilst also describing the child's individual strengths and needs and the type of support they will need to help them to make progress.
Inclusion Passports	Many schools use Inclusion Passports. This is a document that summarises the	At Netherleigh and Rossefield School, 'All About Me: One Page Profile' statements

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	<p>support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.</p>	<p>and SSPs are used for some children in order to summarise the support that has been provided over a period of time and also to give your child a chance to reflect on their own strengths and interests and how they feel we as a school can help them to progress and flourish. The documentation also highlights individual strengths and achievements and notes strategies which do not work as well as noting the difference particular support has made to the child's learning.</p> <p>Where necessary, the 'All About Me: One Page Profile' statements and/or SSP will follow the child as they move on to a new school.</p>
Interventions	<p>Schools use a range of interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes and strategies. Your school will be able to explain to you what interventions your child is receiving and what are the intended learning outcomes, when during the week any interventions will be delivered and for how many weeks, who will be delivering the interventions) and where (e.g. in class or outside the classroom), how the interventions will relate to and support learning in the classroom and how they will be monitored closely to make sure they are helping your child to make progress.</p>	<p>At Netherleigh and Rossefield School we are able to offer a wide variety of interventions to support the needs of all children including those with any barriers to learning and children who may only require temporary or short term interventions or support. Interventions are carefully monitored in order to ensure that they have an impact on children's learning.</p>
Extra Adult Support	<p>There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within or outside lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons.</p>	<p>All the teaching staff at Netherleigh and Rossefield School together with our SENCOs are skilled at supporting both individual and groups of children throughout school. Although, from time to time, children may need more support either individually or in small group sessions, our aim is always to help children to be more independent in lessons and to make positive progress.</p>
Expected Progress	<p>All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to</p>	<p>When children enter primary school there are natural expectations at the end of an academic year/key stage. Not all children will be able to achieve these</p>

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	<p>ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress with National Curriculum levels.</p>	<p>national expectations, and so some additional support may be needed to help a child to make progress. Progress of all children is reviewed regularly to make sure that they are making expected progress and there are opportunities to discuss progress at parent/teacher consultation evenings and at review meetings or upon request for an appointment.</p>
<p>Support from other agencies</p>	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions. Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.</p>	<p>Sometimes it will be helpful for school to request some additional support from an outside agency. Netherleigh and Rossefield School has established excellent working relationships with professionals from the following agencies:</p> <ul style="list-style-type: none"> o Educational Psychologist o School Nurse and Health Visitor o Educational Social Worker o Autism Outreach o Deafness and Hearing Impairment Team o Speech and Language Therapist o Occupational Therapists o Paediatricians <p>Professionals from all the above agencies have supported staff and children in school. Netherleigh and Rossefield School would only contact an outside agency after consultation with and consent from parents.</p>
<p>On-going communication with parents</p>	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.</p> <p>This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress. You should be informed about the National Curriculum levels at which your</p>	<p>Regular contact with parents is extremely important for all children and particularly for those with SEND. All parents have the opportunity to discuss their child's progress and next steps at Parent/Teacher Consultation evening and at termly review meetings. For some children, regular communication takes place on a daily basis through contact with the class teacher before or after school. All parents will be instrumental in the creating and reviewing of their child's SSP and will also receive copies of their child's "All About Me: One Page Profile" statement where appropriate. Any children having individual or group sessions with the SENCO will also receive a termly report of progress and</p>

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	<p>child is working. If you are not sure what these mean, don't be afraid to ask. On-going communication with school may include: regular contact through a home-school book or by email to keep you informed of things that are going well or particular successes; more regular meetings to update you on your child's progress and whether the support is working; clear information about the impact of any interventions; guidance for you to support your child's learning at home.</p>	<p>targets for the next term. Any request for appointments for further discussion would be very welcome at any time.</p>
<p>Parent Partnership</p>	<p>The Bradford Parent Partnership Service can be contacted on 01274 481183. Their address is Barnardos, Queens House, Queens Road, Bradford, BD8 7BS. The Parent Partnership Service can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.</p>	<p>The Bradford Parent Partnership Service is available to offer advice, listen to worries or concerns, offer home visits, attend review meetings or support transition to a new school. Their advice is impartial and can be provided in the home setting. They can be contacted on 01274 481183.</p>
<p>Statutory Assessment</p>	<p>For a very few children more help will be needed than is normally available through the school's own resources. Schools, parents and other agencies may decide that it is necessary to request a statutory assessment through the local authority. Your school, or the Parent Partnership Service, can talk to you about this in more detail</p>	<p>From time to time children may not make progress despite receiving additional support in school and from external agencies. In consultation with parents and other agencies, the school may decide to request a statutory assessment (RSA) in order to provide the long-term support a child may need. School is not the only organisation who can request a statutory assessment (RSA), parents and Health Professionals can also make a request to the Local Education Authority (L.A.). The L.A. will then decide if your child's needs are severe, complex and lifelong and whether or not they need more specific extra support in school to make good progress. If this is the case they will write an Education health Care Plan (EHCP).</p>

<p>Key Contacts</p>	<p>All mainstream schools have a SENCO. They, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that the school is providing</p>	<p>At Netherleigh and Rossefield School we operate an 'open door' policy. Parents and carers are encouraged to speak with class teachers about any concerns they may</p>
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	to meet their needs, and what expectations the school has for your child's progress.	have. They will be able to discuss any support your child is receiving. If parents wish to discuss their child's needs please contact the SENCOs (Mrs Butt or Mrs Serrant) who will be able to talk about how Netherleigh and Rossefield School can support children with SEND.
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Reviewed: April 2017

Next review: April 2018