

Ruislip Gardens Primary School



Special Educational Needs and Disabilities (SEND) Policy

Author	S Cox
Date of Last Review	October 2018
Date of Next Review	October 2019
Reviewed by	FGB

Our Vision

Ruislip Gardens Primary School is committed to the promotion of equality and diversity. Our children are considered to have Special Educational Needs and/or Disabilities if they have significantly greater difficulty than other children of the same age in one of the following four areas:

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

Children's learning difficulties can show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be more serious, requiring more long-term intervention and greater support. Our school website provides a link to The Hillingdon Local Offer, which serves to increase access to services for parents & carers of children with SEN, disability or disadvantage. In this policy we detail how we aim to make provision for all such children at Ruislip Gardens.

Aims and Objectives

- To work in partnership with children and their families at every stage of the SEND process;
- To create an environment that meets the needs of every child;
- To ensure that the Special Educational Needs and Disabilities 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 and Disabilities
- To enable all children to have full access to all elements of the school curriculum

Educational Inclusion

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 approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication and language
- planning to develop children's understanding through the use of all available senses and experiences
- 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 individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Support staff assist teachers in responding to children's needs by:

- sharing in the assessment of needs and planning of objectives
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher
- using suitably modified resources or activities to help meet specific objectives

Roles and Responsibilities

The Headteacher and Governing Body determine the school's general policy and resources allocation. The teaching staff are responsible for meeting SEND in their own class and liaise with the Inclusion Leader, who co-ordinates SEND within the school. At Ruislip Gardens Primary School the appointed Inclusion Leader is Mrs Cox.

The Inclusion Leader:

- manages the day-to-day operation of the policy; co-ordinates the provision for and manages the responses to children's special needs
- supports and advises teachers and support staff
- maintains the school's SEND register and provision map
- contributes to and manages the records of all children with Special Educational Needs and Disabilities
- manages the school-based assessment and completes the documentation required by outside agencies and the Local Authority
- acts as the link with external agencies and other support agencies;

- acts as the link with parents/carers
- maintains resources and a range of teaching materials to enable appropriate provision to be made
- monitors and evaluates the Special Educational Needs and Disabilities provision and reports to the Governing Body
- manages a range of resources, human and material, linked to children with Special Educational Needs and Disabilities.

The Role of the Governing Body

Working within available resources the Governing Body does its best to secure the necessary provision for any pupil identified as having Special Educational Needs and/or Disabilities. The governors ensure that all teachers are aware of the importance of providing for these children. The Governing Body will determine a representative to be the link SEND Governor with a responsibility for liaising regularly with the Inclusion Leader and being familiar with SEND policies and practices in the school.

Allocation of 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 Education, Health & Care plans. The Headteacher/Inclusion Leader agrees with staff how to use funds directly related to needs and this is linked to the school development plan.

Assessment

Early identification of Special Educational Needs and Disabilities is vital. The Class Teacher informs the parents/carers at the earliest opportunity to alert them to concerns and attempt to enlist their active help and participation. The Class Teacher and the Inclusion Leader assess and monitor the children's progress in line with existing school practices. If children are not able to access the curriculum at the age appropriate level for their year group, Class Teachers will provide differentiated learning opportunities using curriculum materials from outside of the usual year group. The Inclusion Leader works closely with parents/carers and staff to plan an appropriate programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The Class Teacher and the Inclusion Leader can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The SEND Process

The process:

- Encourages the participation of pupils and their families;
- Integrates the work of Education, Health and Care providers;
- Follows a cyclical, graduated approach. The school uses the following graduated approach to respond to children's special educational needs:

1. Identifying a pupil as a 'Raise the Concern'

Where a pupils' attainment or progress is cause for concern teachers will share their concern with the child's parents/carers and keep them regularly updated. The concern will be raised with the Inclusion Leader who will monitor the quality of teaching and learning these children receive and they may be offered some additional support. Their progress will be closely monitored and evidenced. Parents/carers will be invited to discuss these concerns with the Class Teacher.

2. Personalised Learning Plans (PLPs)

If concerns persist the Class Teacher will be supported by the Inclusion Leader to identify up to 3 targets for the child to focus on. Teachers will receive guidance about the strategies to use to support pupils towards meeting their targets. Parents/carers will be invited to discuss these targets with the Class Teacher. The targets will be monitored and evidenced over a number of weeks and then reviewed. Parents/carers will be invited to meet with the Class Teacher to review the progress made.

3. Placing children on the school's SEND Provision Map and SEND register.

If targets are not being met and there is concern that 'everyday' quality teaching is not enough to support the needs of the child then it may be decided that additional provision is required and specific learning programmes (in addition to those usually on offer in the classroom) are drawn up by the Class Teacher and Inclusion Leader. The

provision is recorded on the school Provision Map and the child's progress is carefully monitored. Parents/carers will be invited to discuss this provision with the Inclusion Leader and Class Teacher and to give permission for the child to be placed on our SEND register.

4. Specialist SEND support

If, despite receiving differentiated learning opportunities a child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;

then there is often the need for greater involvement of external agencies e.g Speech and Language(SALT), Educational Psychologists. Parents/carers will be invited to meet with the Inclusion Leader to discuss the involvement of these specialist professionals.

Where schools seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's Personalised Learning Plan and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example Educational Psychologists may be required for this. The Inclusion Leader will liaise with the Educational Psychologist making sure that the Child Psychology Service gives appropriate advice and support to both parents/carers and colleagues. The Inclusion Leader, Class Teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The delivery of the interventions recorded in the Personalised Learning Plan continues to be the responsibility of the Class Teacher.

5. Application for an Education, Health & Care (EHC) plan or Early Intervention Funding (EIF)

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies the decision may be taken to request EIF or an EHC Plan. This process will involve presenting to the Local Authority detailed records of our provision and its impact for their consideration. Parents/carers will be fully involved in the process and have the opportunity to contribute to the reports.

Partnership with parents/carers

Our School Information Report can be found on the school website. Our named governor, Kelly Flaherty, takes a special interest in SEND and is willing to talk to parents/carers. At all stages of the SEND process, the school keeps parents/carers fully informed and involves both parents/carers and pupils. We take account of the wishes, feelings and knowledge of pupils and parents/carers at all stages. We encourage parents/carers to make an active contribution to their child's education. We have regular meetings to share progress with children and their parents/carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs and/or Disabilities.

Monitoring and evaluation

The Inclusion Leader monitors the movement of children within the SEND system in school. They also provide staff and governors with summaries of the impact of the policy on the practice of the school. Teachers are supported by the Inclusion Leader to draw up the School Provision Map and Personalised Learning Plans for children, and complete the Assess, Plan, Do, Review cycle of these plans. The named governor with responsibility for SEND, Kelly Flaherty, is kept informed of developments and reviews the implementation of the policy regularly.