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**Roding Primary School**

**Special Educational Needs and Disabilities (SEND) Policy May 2019**

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs or disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

A pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

**Aims of SEND Policy**

- We value all children equally and we aim to ensure that all children have an equal opportunity to engage in the curriculum.
- We recognise that we will need to consider children's difficulties when planning our curriculum. We aim to provide a curriculum, which is accessible to the needs of all our children.
- We will develop practices and procedures which will ensure that:
  - i. Children's special educational needs are identified in a timely manner
  - ii. The delivery of the curriculum is planned to meet their needs
- We recognise the vital role of parents in supporting their children's SEND. We will work in partnership with parents/carers keeping them fully involved in their child's education.
- We will actively support the establishment and maintenance of close links with all agencies working with the child.

The Assistant Head for Inclusion is responsible for overseeing the management and provision for SEND pupils across both sites. The Assistant Head for Inclusion is: Mrs R Jiménez

The SENDCO is responsible for coordinating day-to-day provision of education for children with SEND. The SENDCOs are:

Miss L Green for the Cannington Road Site

Mrs R Jiménez for the Hewett Road Site.

The SEND Governor for the school is Mrs S. Small

### **Arrangements for coordinating the provision of education for children with SEND**

- Panel is a weekly meeting of Site Heads, SENDCOs, Every Child Matters coordinators and the Designated Safeguarding Lead.
  - This group meets and agrees the next steps for referred children and identifies groups and individuals who may require an internal intervention, additional support or referral to an outside agency.
  - They also monitor attendance and behaviour as a way of identifying and tracking children that may need support.
  - Any decisions made at panel about provision for children is then fed back to the appropriate people.
  - The SENDCO for the relevant site will liaise with Class teachers and Classroom assistants to advise where necessary.
  - The class teacher will be responsible for organising and delivering in class support including regular 'catch up' initiatives. He/she will ensure that all staff involved are clear about the nature and content of the support they are delivering to children.
  - A child may be supported through a teacher led intervention group. This is accessed through pupil progress meetings in school.
  - Advice can always be sought from the SENDCOs.
  - Parental enquiries/concerns may be discussed with the class teacher or SENDCOs by appointment.
- 1) SENDCOs will liaise with outside agencies in the first instance.

### **Special Provision**

- Roding Primary School is not a Specialist provider

### **Facilities for children with SEND**

- The school has two sites. The Hewett Road building is on one level and has step free access on a side door but not on the front entrance. The Early Years area does have a shower and changing facilities.
- A disabled toilet is available.
- The recently built Cannington Road Site meets all Government regulations with regards to disabled facilities. The site also has a paediatric changing table and hoist for disabled pupils.
- There is a sensory room on the Cannington Site which is available to children from both sites.

**How resources are allocated to and amongst children with SEND.  
How children with SEND are identified and their needs determined and reviewed.**

Parents are welcome to raise their concerns about their child with the class teacher at any point during the school year. Children will make better progress if the parents

and school work together. We welcome parents' views and any assistance they can give at home.

For further information for Parents on SEND:

<https://www.lbbd.gov.uk/local-offer>

In school the class teacher is best placed to initially identify children with special needs or difficulties.

Assessment is a continuing process carried out by the class teacher. It is used to determine whether a child has SEND. It includes the following:

- Performance of a child through ongoing observations and assessments (see assessment policy).
- Progress matched against Maths and English schemes.
- Level descriptors in the National Curriculum.
- Standardised screening or assessments.
- Concern from parent/child.
- Termly pupil progress meetings.

A child's strengths should also be taken into consideration.

**In order to address the majority of children's needs and ensure access to a broad and balanced curriculum class teachers do not need to do anything additional to good practice. (High quality first teaching)**

**From observations the teacher plans actions to address any difficulties a child is having. For example:**

- The school has a planned curriculum throughout which has a clear intent and implemented throughout all year groups. The curriculum is modified on a short term planning basis to meet any individual needs that might arise and through evaluation of its impact
- Use of classroom assistants to work with small group, 1:1 etc. or to support work in class at the direction of the class teacher.
- Regular school/borough initiatives and/or additional provision – if a classroom assistant or another teacher is involved the class teacher is responsible for ensuring the plan is understood by all and followed. The SENDCOs are available for advice.
- Discussion with parents – activities for home.
- Differentiation (matching the task to the child's ability) is used to ensure all children are involved in their learning. They might have practical equipment to support them.
- When planning lessons, class teachers take into account the particular needs of children to ensure that they make progress.
- Specific resources and strategies may be used to support a child so they can participate in all activities within the school.
- Specialist equipment may be used e.g. sloping table top.

- Children may be selected to have 1:1 or small group ‘feedback’ sessions with the class teacher.

If, despite the above being acted upon, *the child makes little or no progress* the pupil is referred to the school’s ‘panel’ via the assistant head for that key stage. The panel is made up of; the site heads, Assistant Head for Inclusion, SENDCOs and all those involved in supporting SEND and vulnerable children.

The class teacher and/or SENDCO then consult the parents and in some instances the pupil is placed on the school’s SEND register.

At this stage a cycle of Assess – Plan – Do – Review will be started.

### Assess

The SENDCO (or teacher) may make further assessments to those outlined above to gather more information.

### Plan

A discussion will follow about the plan for the child with the parents and child and the following will be decided upon.

- SMART targets which bring about positive outcomes for the child.
- Strategies /activities to meet these outcomes will be agreed. The provision will be additional to, or different from, the planned curriculum.
- The information will be recorded on an IEP.

### Do

Over the next term the strategies recorded on the IEP will be put in place. The class teacher is responsible for carrying out and overseeing the IEP and ensuring that additional staff are clear on the plans and their involvement in it.

Some children may also receive a time limited intervention delivered by one of the intervention teachers.

SENDCO support is available at any stage of the process on request

### Review

- Each term reviews will be held with school staff, parents and children.
- Prior to the review the class teacher should consult with the C.A. to share information about progress within the targets set and assess progress.
- The SENDCO will attend reviews when requested.
  - The review will determine the progress made within the targets/outcomes and plan new ones.
  - The meeting will consider the effectiveness of strategies used and change them if necessary.
  - Parents and children can share their views on progress made and on targets they would like to see implemented, as well as any other concerns they may have.
  - Parents will be given a copy of the completed review and the Assess – Plan – Do – Review cycle continues.
  - Children who no longer need the additional support will be removed from the SEND support in agreement with parents at the review meeting.
  - If from the review serious concerns about progress or level of need emerge the SENDCO will discuss the child at the next inclusion meeting with the E.P or school panel

### Documentation

- Review meetings, I.E.P.s etc. will be recorded on school forms, (On computer, Staff file, see guidance)
- For each intervention group records are maintained by the intervention teachers, including entry and exit criteria as well as progress made.
- For children with a statement of special educational needs/ Education, Health and Care Plan borough policy is followed.

### **How the school evaluates the success of the education which is provided to children with SEND**

- Self - review
- Monitoring by means of regular monitoring sessions throughout the year
- Regular informal and formal observations take place
- Termly pupil progress meetings
- Termly review of data with subsequent actions
- Work with outside agencies
- Sampling of parents and children's views is completed through regular consultations Panel reviews progress of groups and effectiveness of interventions
- Termly 'book looks'
- The SEND policy is reviewed annually

### **Arrangements to deal with concerns/and complaints from parents**

The SENDCO in the first instance or the Inclusion manager is available to meet with parents to discuss any problems.

- **If this does not resolve the situation the complaint passes to the 1<sup>st</sup> level of the general complaints procedure.**

### **Arrangements made relating to in-service training for staff in relation to special needs**

- All new members of staff will receive a period of induction training on all aspects of the school including special needs. This will be arranged by the head teacher and delivered by appropriate members of staff.
- Staff can elect to go on relevant borough run courses or will be directed to such courses where appropriate.
- The Assistant Head for Inclusion and SENDCO will deliver the necessary updates on the code of practice/school policy at school inset meetings.
- Whole school needs relating to SEND will be identified and added to the SDP where relevant.
- Weekly training on a range of topics including SEND is provided for classroom assistants

**The use made of teachers and facilities from outside agencies and support services**

- See Barking and Dagenham Local Offer.

**<https://www.lbbd.gov.uk/education-0-5-years>**

**Provision made for transition of children with SEND between schools.**

- Y6-borough procedures, as detailed each academic year, will be followed.
- Secondary schools will be invited to Y6 children's summer term review.
- Vulnerable children will have transition plans made or be put forward for the relevant summer school, if available
- Children transferring before Y6-SENDSCO checks relevant file which are sent with other records to the receiving school.
- On receiving new children SEND paperwork is passed to SENDSCO who will make the appropriate arrangements for that child and inform relevant staff.