

# Ringway Primary School

## SEN

### Policy

The Future

The Future  
starts here

Our aim is to provide the foundations for a positive future for our pupils.

A future where pupils learn to stay safe, to understand the importance of a healthy lifestyle, and to enjoy all they do.

A future where they are money smart & make a positive & respectful contribution to their culturally diverse community - at a local, national & global level.

A future where they aspire to be the best they can be & achieve their full potential.

Created .....November 2016.....

Reviewed - November 2019.....

Head teacher.....

## **Ringway Primary School** **Special Needs Policy**

### **The Objectives of the Governing Body**

This policy is in keeping with the school's aims, Teaching and Learning Policy and its policy for educational inclusion. The governing body and staff in the school will ensure that all pupils enjoy an inclusive education which is broad, balanced and meets individual needs embedding the code of practice and making sure every child has the opportunity to reach their true potential.

### **The School's Key Aims and Objectives for SEN**

- 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 with the support they need.
- 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.
- To enable all children to have full access to all elements of the school curriculum.
- To ensure that parents are able to play their part in supporting their child's education.
- To ensure that our children have their say in this process.
- To meet the requirements of the Disability Discrimination Act
- To make sure the needs of every child is met to the best of our ability including children who may have English as an additional language.
- To set high expectations for every student whatever their prior attainment.
- To designate a teacher who is a member of the senior leadership team to coordinate the special educational needs provision, i.e.SENCo

### **The School's Aims and Objectives for Gifted and Talented Children**

See Policy.

### **The School's Aims and Objectives for Children in Care**

See Policy.

### **The School's Aims and Objectives for Inclusion**

All pupils at Ringway Primary School are equally valued, regardless of whether they have special educational needs. They are included into every aspect of school life, sharing meal

times, recreation times, school clubs and visits. Ringway Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos;
- Broad and balanced curriculum for all children;
- Systems for early identification of barriers to learning and participation;
- High expectations and suitable targets for all.

### **Special Educational Needs**

Children with special educational needs have learning difficulties that call for provision to be made that may be additional to or different from the other pupils. Children have a learning difficulty if;

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- They are under school age and fall within the definitions above.

The code of practice (2014) provides an overview of the range of needs which is divided into 4 categories, these are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties.
- Physical and or sensory

In our school the SENCo;

- Manages the day-to-day operation of the policy;
- Co-ordinates and maps out the provision for and manages the responses to children's special needs;
- Identifies the interventions that provide the additional support for children within school and liaises with teaching staff as to which children access the interventions;
- Ensures that pupils who may have English as an additional language can access the curriculum at a level which is appropriate for them;
- Supports and advises colleagues;
- Oversees the records of all children with special educational needs;
- Monitors the movement of all children with special educational needs;
- Acts as a link with parents;
- Acts as a link with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision and reports to the governing body;

- Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Contributes to the professional Development of all staff.

In our school the Governing Body;

- Regards the Code of Practice when carrying out its duties to all pupils with special educational needs;
- Does its best to secure the necessary provision for any pupil identified as having special educational needs;
- Consults the LA, when appropriate, and reports annually to parents regarding the provision of SEN;
- Has identified a governor to have specific oversight of the school's provision for pupils with special educational needs
- The SEN governor ensures that all governors are aware of the school's provision, including the deployment of funding, equipment and personnel.

In our school the Headteacher;

- Is the 'Responsible Person' as defined within the Code of Practice;
- Ensures that adequate training is provided to all staff;
- Ensures that as far as is reasonably practical all resources required are made available.

In our school the Classteacher will;

- Identify each child's needs and ability levels;
- Advise the parents of any concerns;
- Provide information for external agencies;
- Monitor and assess progress, maintaining necessary records;
- Ensure that delivery of the curriculum allows each child to experience success, providing opportunities for ability appropriate learning;
- Liaise with SENCo and Teaching Assistants with regards to children in their class.
- The class teacher will speak in a positive , encouraging manner to SEN pupils & never berate their lack of ability , never use demeaning or insulting language, and never become openly frustrated with their inability to understand

### **Admission Arrangements**

Pupils with SEN are admitted within the normal admissions procedures of the school. The school provides for children with a wide range of abilities and difficulties. Places for children with or without a special educational need are allocated according to the whole school admissions policy.

### **Identification and Assessment of SEN**

It is the intention of this policy that all those children who have a special educational need are identified and have their needs met as early as possible.

In order to achieve this the School will make a baseline assessment of each child upon entry to the Foundation Centre. Where a child has transferred from another school, the class teacher will read their records and develop a plan of work according to the needs and ability of the child.

The School will continue to monitor each child's achievements throughout the year in accordance to the school Assessment Policy so that any special educational need is identified at the earliest time. Parents will be informed throughout this process.

We encourage parental involvement and any concerns, regarding their child's needs, should be expressed to the class teacher. These are passed on to the SENCo and appropriate action is taken to address them.

As staff we have identified the following areas for concern, that should be noted and monitored; this list does not cover every possibility there may be other indicators too:

- Poor recall
- Difficulty in sequencing
- Difficulty in following one step instructions
- Continual Reversal of letters or numbers in key stage one
- Poor manual control
- Short concentration span
- Language/understanding problems associated to English as a second language
- Gaps in understanding associated to English as a second language
- Distress caused by cultural differences
- Speech difficulty
- Sight or hearing problems
- Children who are withdrawn
- Children with particular gifts who may be isolated or intolerant
- Isolated children
- Constant request for the toilet
- Aggression
- Erratic or change of behaviour
- Children with poor self-esteem
- Needing constant reassurance or attention
- Over anxious behaviour
- Lack of coordination
- Changes in attitude
- Poor social skills
- Refusal to speak
- Lethargy
- Obsessive behaviour
- Nervous habits
- Attendance problems including punctuality

- On-line safety and use of technology whilst unsupervised, including having social media accounts.

### **Nature of Provision for SEN**

All children in school are continually assessed by their class teacher in Maths, Writing, Spelling and reading. From these assessments targets are generated for all children to work towards. Targets for all children are kept in Target files in the classroom along with completed assessments. Targets are updated half termly for all children.

Each class have a timetable of interventions designed to help support children who require it. The interventions are planned for by the class teachers and delivered by teaching assistants during the afternoon and by both class teachers and teaching assistants after school.

As part of the provision for SEND and vulnerable children in school, staff are asked to write 'one-page profiles'. A one-page profile captures all of the information about a person on a single sheet of paper under three simple headings: What people like about me, what's makes me happy and how best to support me. Staff are asked to update one-page profiles regularly to reflect the child's changing circumstances and aspirations. The one page profiles are then used to make the first page of the child's target file and are made available for any adult teaching that particular child.

A list which includes all of the special educational needs children is kept by the SENCo and updated regularly.

If a child is not making any progress towards the targets set out for them and they are continuing to fall behind their peers, then the SENCo will start the process of trying to identify why no progress is being made. This may involve other professionals such as the help of an educational psychologist to assess the child's intelligence and academic ability, or a speech and language therapist to work closely with the child for a term.

The SENCo will then follow recommendations set out by such professionals which might mean applying for statutory assessment where the child could receive an Education, Health and Care (EHC) plan. This would set out the provision needed to support the child's education and help to provide the resources required to meet those needs.

The EHC plan would then be reviewed annually and the provision would be amended to continue to meet the child's needs. The EHC would stay with the child for as long as it is needed up to the age of 25.

### **Allocation of Resources**

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.

Teachers use a range of strategies to meet each child's needs. Lessons have clear learning objectives, work is differentiated appropriately, additional adults support children where appropriate or possible, and assessment is used to inform the next stage of learning.

Intervention programs are in place where children can benefit from small group work to support their development, if appropriate.

Where appropriate and required children will receive extra support within school and outside agencies may be involved in giving advice on how best to support the child.

All classrooms have access to equipment useful for SEN. ICT, visual, auditory and kinaesthetic resources are regularly used as a tool to support SEN. Specially required equipment can be ordered if financially viable.

### **Staff Professional Development and Involvement**

Active participation of all staff is necessary for the school policy to be successful.

Staff meet regularly to discuss individual children, to share support in dealing with concerns or strategies for meeting additional needs. The SENCo attends relevant courses and disseminates information to staff during Inset meetings.

Meetings are arranged outside the classroom, for teaching and support staff to meet with outside agencies where necessary.

### **Review of Policy**

This policy will be reviewed regularly according to changing circumstances.

Success Criteria;

- To have identified a child with SEN at the earliest stage possible.
- To have followed the SEN Code of Practice.
- To have catered for the child and obtained appropriate provision as soon as possible.
- To have met the needs of a child with SEN.

### **Glossary of Acronyms**

ICT	Information Communication Technology
LA	Local Authority
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
EHC	Educational, Health and Care plan (0-25 years of age)