



Special Educational Needs and Disability Policy

Committee with oversight for this policy – Achievement for All	
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Ravenor Primary School

Special Educational Needs and Disability Policy

Introduction

This policy complies with the statutory requirement laid out in the **Special Educational Needs and Disabilities (SEND) Code of Practice 0-25** (January 2015) and should be read in conjunction with the following policies:

- Accessibility
- Behaviour
- Child Protection
- Safeguarding

Contact details

The SEND team of the school from autumn 2017 is:

SEND Co-ordinator (SENCO) and Inclusion manager:

Ms. Elaine Berkeley -National Award for Special Educational Needs Co-ordination (NASENCO) status received in October 2016

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1.0 Aims

Ravenor Primary School values the ability and achievements of all its pupils, and is committed to providing for each pupil, the best possible environment for learning.

At Ravenor Primary School we seek to:

- Place the pupil at the centre of our provision
- Provide opportunities for parents to be fully involved with and active in the decision making process about their child
- Allow pupils with SEND needs to fully participate in every aspect of the school experience
- Raise the aspirations of and expectations for all
- Focus on outcomes for pupils rather than simply detailing hours of support given
- Ensure that pupils with SEND are prepared for the next stage of their schooling
- Ensure pupils with SEND have the necessary skills that enable them to be as independent as possible both at school and in the wider world.

Objectives:

- To identify and provide for pupils who have special educational needs and disabilities.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To operate a "whole pupil, whole school," approach to the management and provision of support for Special Educational Needs and Disabilities.
- To provide a Special Educational Needs Coordinator (SENCo) who will work within the Senior Leadership Team (SLT) of the school to ensure that the SEND Policy is implemented across the school.
- To provide support and advice for all staff working with Special Educational Needs and Disabilities pupils.
- To form a supportive partnership with parents of pupils who have SEND.

2.0 DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (as detailed in the SEND Code of Practice)

Section 6.15 of the SEND Code of Practice defines Special Educational Needs as follows:

A pupil has SEN where their learning difficulty or disability calls for special educational provision that is different from or additional to that normally available to pupils of the same age.

Pupils must not be regarded as having learning difficulties solely because their language or form of their home language is different from that in which they are taught.

Ravenor Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs and disabilities, and ensures that parents are involved in any decisions around a pupils' SEND needs, including identification and classification of those needs. The purpose of identification is to work out what action the school needs to take to ensure a pupil can make progress, not to fit a pupil into a category.

The SEND Code of Practice 0-25, 2015 describes the following four broad areas of need:

1. Communication and Interaction:

Including speech and language needs, social and interactions difficulties and Autistic Spectrum Disorders (ASD)

2. **Cognition and Learning:**
Difficulties linked to cognitive abilities, Specific Learning Difficulties such as Dyslexia
3. **Social, Emotional and Mental health:**
Including Attention Deficit and Hyperactivity Disorder (ADHD), behavioural issues and anxiety and depression
4. **Physical and Sensory:**
Difficulties with mobility, sight, hearing and sensory difficulties

3.0 IDENTIFICATION OF SEND PUPILS

All pupils identified as having special educational needs are recorded on the special needs register which is updated when the pupil is discussed and identified with parents, teacher and SENCo.

All pupils at Ravenor Primary School will receive quality first teaching.

Quality first teaching is characterised by high quality teaching, usually delivered by the class teacher, and differentiated for individual pupils and is the first step in responding to pupils who have or may have SEN. This is monitored by the Senior Leadership Team and the SENCo.

All pupils' progress is monitored on an ongoing basis, and pupils' progress and achievement is discussed at least termly in a Pupil Progress Meeting regarding each child within the school. Pupils who are at risk of not making adequate progress will receive some additional support targeted at their identified areas of needs.

This additional support may be, but is not limited to:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning material/special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Local Authority (LA) support services for advice on strategies, equipment, or staff training.

This targeted support is recorded on the school's provision map and is monitored closely by the SENCo. Parents will be notified by the class teacher that their child is receiving additional support in a particular area of learning.

If progress continues to be a concern, parents will be invited to meet with the SENCo and class teacher to discuss their child's needs. From this discussion, a profile of the pupil is built outlining particular strengths and also areas of difficulty that the pupil may have. This will inform the SENCo the areas of need that may need to be considered when assessing the pupil. Together, a plan will be made to further support the pupil. This may include (but is not limited to) additional interventions (in class or small group/1:1 work) and referrals to external agencies.

External professionals that Ravenor Primary School may refer a pupil to may include but are not limited to:

- Educational Psychologist

- Speech and Language therapist
- Occupational Therapist
- Child and Adolescent Mental Health Services (CAMHS)
- School nurse/GP
- Child Development Team (CDT)

Pupils are placed on the SEND register when the provision they require to make progress is significantly different from or additional to what is normally available to pupils of the same age. This decision is made with the parents/carers of the child.

4.0 MONITORING OF SEND PUPILS PROGRESS

All pupils' progress is monitored on an ongoing basis, and pupils' progress and achievement is discussed at least termly in a Pupil Progress Meeting.

The Senior Leadership Team (SLT), together with governors, senior leaders of learning, middle leaders and external consultants implement a robust monitoring schedule to ensure the regular and thorough evaluation of the quality of provision for ALL pupils.

Monitoring at Ravenor Primary School may include, but is not limited to:

- Observation of learning and teaching
- Work scrutiny
- Pupil voice
- Reading with children
- Learning environment
- Audits of specific areas
- Staff views
- Parent views

Progress of pupils who are receiving additional support, whether or not they are on the SEND register is also monitored termly through the provision map.

To ensure that pupils with SEND make progress, a cycle of assess-plan-do-review is used.

Assess: The class teacher, with support of the SENCo will assess the needs of the child, drawing upon advice and recommendations from external specialists where applicable.

Plan: The barriers to learning are identified and targeted support and evidence based interventions are planned in response to these barriers.

Do: Support is provided as planned

Review: The impact of the support is assessed and if required, changes are made.

Pupils who are identified as having SEND needs are placed onto the SEND register.

Parents/Carers will be invited to a review at least twice per year.

In this meeting the pupil, parent and teacher will discuss the pupil's progress and have a chance to celebrate what they have achieved and plan next steps. Any support given to the pupil will be reviewed / evaluated and ongoing support will be planned and recorded.

It is also an opportunity to discuss ongoing external referrals, any changes to the pupils' circumstances and any concerns or worries that anyone may have.

Pupils should make good progress towards achieving the targets/outcomes set.

A copy of the suggested targets/outcomes set will be given to parents/carers before the meeting and are adapted, added to and agreed during this time.

4.1 Children with Statements or Education, Health and Care Plans (EHCP)

If the school and parents, in consultation with external agencies, feel the pupil requires more than the £6000 worth of SEN support, per pupil per annum which is built into the school's budget a request is made to the London Borough of Ealing SEN assessment service for a statutory assessment to be made.

The SENCo will complete an ERSA form (Ealing Request for Statutory Assessment) which will then be submitted to Ealing. Pupils undergoing assessment remain at SEN Support during this time.

If the London Borough of Ealing considers that the pupil needs additional support beyond that which can be provided by the school, they will issue an Education and Healthcare Plan (EHC plan-previously a Statement).

A pupil with an EHC plan receives additional funding from Ealing to allow the school to provide the pupil with additional support for the specific needs identified.

A pupil with an EHC plan will have:

- Yearly objectives identified from the areas of need outline in the EHC plan. These are set with the parent and child (if appropriate)
- Termly targets which are aligned to work towards the yearly objectives. These are discussed at the termly review meeting described above.
- An ongoing provision map recording the support the pupil is receiving /has received that is additional and different to the curriculum plan and outcomes for each area of support.

An EHC plan is reviewed annually at the Annual Review. All adults involved with the pupil (including health professional, members of the Local Authority, school staff and parents) are invited to discuss the termly and year's progress, amending the statement where necessary. When appropriate, the pupil will be present at the Annual Review.

4.2 Exiting the SEND register

If a pupil is found to be making rapid and sustained progress then support will be reduced whilst progress is carefully monitored. If the pupil is able to continue to make progress with no significant provision different from or additional to that of their peers, then a decision will be made to remove the pupil from the SEND register.

5.0 SUPPORTING PUPILS AND FAMILIES

The school considers parents of SEND pupils as valued partners in the process of supporting the pupil. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision making processes affecting them. The school will make available, to all parents of pupils with SEND, details of the Ealing *ISAID service* available through the LA.

Parents of pupils with SEND will be directed to the Ealing Local Offer which sets out the services available to them in Ealing.

Ravenor Primary School provides a SEND information Report within the school's website.

Admission arrangements can be found within the Admission Policy. This is available on our website or from the Local Authority.

Pupils with SEND are supported to access assessments (statutory and school led) by the class teachers and year leaders, Assistant Head Teachers working in partnership with the SENCo.

Pupils with SEND are supported during periods of transition in many ways, including but not limited to:

- Meet the teacher sessions for pupils and parents
- Pupil passports
- Social stories
- Transition books
- Additional visits to a new classroom/teacher
- Transition plans
- Handover meetings between staff within school and at new schools
- Staff training
- Support from the SENCo and/or senior members of staff

This process would be discussed with parents at every stage and views of parents and the pupil would be considered throughout.

6.0 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Ravenor Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010 and the DfE guidance – supporting Children in School with Medical Conditions – December 2015. Please refer to the schools Accessibility Plan for more information.

7.0 EVALUATING THE SUCCESS OF OUR SEND POLICY

Progress of all SEND children is monitored termly through data analysis and monitoring of the targets set through the provision map. This information is used by teachers, senior leadership and governors, especially the Lead SEND Governor, to help determine the effectiveness of our SEND provision.

Inclusion and SEND are included in Ravenor Primary School Improvement Plan, which is reviewed regularly by the senior leadership team and school governors.

8.0 ALLOCATION OF SEND RESOURCES

Funding for SEN support and provision is provided through the school's delegated budget.

These resources are allocated through a focus on early intervention and provision for children identified in SEN review meetings, pupil progress meetings and through regular staff liaison with the SENCo. SEN support can be provided in the form of resources, training (staff and pupil), devices or aids in addition to staff costs for additional learning support provided to a pupil.

The school's SENCo regularly attends the LA's SENCo network meetings in order to keep up to date with local and national updates to SEND.

9.0 ROLES AND RESPONSIBILITIES

THE ROLE OF THE SENCo

The SENCo plays a crucial role in the school's SEND provision. This involves working with the Head Teacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for the pupils with SEND
- Liaising with and giving advice to fellow teachers
- Managing 1:1 Learning Support Assistants
- Overseeing pupil's records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND pupils
- The commitment required by staff to keep the SENCo well informed of pupils' progress
- Mechanisms that exist to allow teachers access to information about SEND pupils
- What exactly constitutes a 'level of concern'
- Mechanisms that exist to alert the SENCo to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of high standard is made for SEND pupils
- Ensuring that the 'responsible person' is identified to inform about the pupil provided with an EHC Plan to all of those involved with teaching and supporting that pupil.
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget
- The Governing Body exercises its responsibilities with the assistance of a Lead Governor which it appoints each academic year.

THE ROLE OF THE CLASS TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Providing high quality teaching for all pupils in their class
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for SEND pupils
- Collaborating with the SENCo to decide the action required to assist the pupil to progress
- Working with the SENCo to collect all available information on the pupil
- In collaboration with the SENCo, develop targets for SEND pupils.
- Working with SEND pupils on a daily basis to deliver the individual programmes required
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

THE ROLE OF THE HEAD TEACHER

The Head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with SENCo/SEND team
- Informing parents of the fact that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents and that these strategies encourage involvement in their child's education

LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND pupils. When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational Psychologists
- Medical officers
- Speech therapists
- Physiotherapists
- Occupational therapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

- The Local Authority (LA)
- Specialist Services
- Education Welfare Officer
- Social Services
- SAFE (Supportive Action for Families in Ealing)

10.0 COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the school prospectus and is on our school's website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements.

11.0 SEND POLICY REVIEW

The school considers the SEND Policy document to be important and in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

12.0 RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCo will maintain records and ensure access to them.

In addition to the usual school records, the pupil's profile will include:

- Individualised Education Plan
- Information from parents
- Information on progress and behaviour
- Information from health/social services
- Information from other agencies
- Notes from meetings regarding the SEND pupil