



Rowley Park
Primary Academy

Special Educational Needs and Disabilities
Information Report and Local Offer

Updated: September 2017

1. The kinds of special educational needs for which provision is made at school:

Rowley Park Academy (RPA) has a positive and inclusive approach to meeting the needs of all of our pupils, including those with special educational needs and disabilities (SEND). At RPA every teacher is responsible for teaching all of the children in his/her class, including those with SEND. It is our vision that all children are provided with high quality learning experiences that prepare them for life beyond school, enabling them to make a positive contribution to the world in which we live. We believe children learn best when lessons are fun, practical and challenging.

At RPA we recognise that all children are unique and we aim to cater for, and celebrate, this diversity. We believe all children, including those with SEND, have the right to be part of our school community, to develop secure relationships here, to feel a sense of belonging and to enjoy and achieve here. We firmly believe that all children have the right to be educated within their local community. We intend to provide a school where the needs of individual learners are met promptly, and where staff feel well-equipped to meet this diverse range of needs.

2. Identification and assessment of pupils with special educational needs and disabilities:

A child or young person is considered to have a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

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

At RPA parent(s)/carer(s), teachers and teaching assistants are encouraged to discuss any concerns they have about a pupil with the Educational Psychologist/SENCo. The Educational Psychologist/SENCo will then gather information about the pupil's needs including details of their language and communication skills, their learning, attendance, health and welfare, and emotional well-being. The Educational Psychologist/SENCo can then support class teachers with identifying the specific needs of pupils and with planning provision to meet these needs.

The Special Educational Needs and Disabilities Code of Practice (January 2015) identifies four broad areas of need:

- communication and interaction,
- cognition and learning,
- social, emotional and mental health difficulties, and
- sensory and/or physical.

These four broad areas give an overview of the range of needs that should be planned for in school. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children

often have needs that cut across all these areas and their needs may change over time. At RPA a detailed assessment of need, conducted by the class teacher and Educational Psychologist/SENCo should ensure that the full range of an individual's needs are identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and should seek to address them all using well-evidenced interventions targeted at their areas of difficulty.

Pupils' needs are considered in line with the criteria set by Staffordshire County Council, a decision is then made about whether to place the pupil on the SEND Register. The Educational Psychologist/SENCo also supports staff to support pupils who have additional needs that do not meet the criteria for placement on the SEND Register; a range of language, learning, social, emotional and medical support is in place for pupils who do not meet the criteria to be identified as having a SEND.

3. Making provision for pupils with special educational needs and disabilities:

High quality teaching, adapted and differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. At RPA teaching standards are monitored by regular classroom observations, learning walks, book scrutinies and monitoring of planning. Teachers have detailed target sheets that are used continuously to plan lessons and to monitor the progress of all pupils, and Pupil Progress meetings are held every half term, this ensures that pupils who are not making progress with learning are quickly identified.

When teachers become concerned about a pupil's progress they discuss this with the pupil's parent(s)/carer(s) and with the Educational Psychologist/SENCo. The Educational Psychologist/SENCo is then able to observe and assess the individual's needs and work closely with staff in school to assist them in developing teaching strategies and interventions to support the pupil. Employing an Educational Psychologist to work directly in the school each week means that pupils do not have to wait long to receive specialist assessment and advice, the assessment and support is more thorough as it can be ongoing rather than based on an external professional making one visit to the school, and staff do not have to wait six months for the specialist professional to return to review the case.

Teachers are responsible and accountable for the progress and development of all of the pupils in their class. Some pupils may receive additional support from a teaching assistant, however the qualified teacher must still take responsibility for this pupil.

When pupils are placed on the SEND Register a Pupil Profile is created for them. Their Pupil Profile is created using information from the pupil, their parent(s)/carer(s), their teacher, teaching assistants, the Educational Psychologist/SENCo and any external agencies who are involved with them. The Pupil Profile summarises their strengths, their difficulties and the support in place for them. Support is reviewed every half term at the Pupil Progress meetings, thus following an assess – plan – do

– review process. The Educational Psychologist/SENCo updates Pupil Profiles termly, or more frequently when new information is received.

Teachers at RPA are committed to teaching pupils with SEN within their mainstream classes and will make adaptations to the curriculum and learning environment to facilitate this. Pupils can benefit from a differentiated curriculum, additional support in class and additional 1:1 or small group support outside of the classroom, for example, targeted 1:1 support, or a small group learning intervention. When planning lessons teachers will give thought to how to ensure that all pupils can participate in them. Where the possibility of a pupil experiencing difficulties is identified then additional support will be provided, this might be in the form of an additional adult being available to support the pupil in taking part in the activity (for example, working with a teaching assistant), or additional resources being available for the pupil (for example, practical numicon resources to support a maths lesson on addition), or additional preparation for the pupil (for example, pre-tutoring).

Support is available for improving the emotional and social development of pupils with SEND, indeed this is embedded in our NICER curriculum. In addition there is additional mentoring support available to pupils which is currently accessed by some pupils on a 1:1 basis, and some in small groups.

Provision for all children at RPA is monitored by regular classroom observations, learning walks, book scrutinies and monitoring of planning. The progress of all pupils individually is discussed in detail at half-termly Pupil Progress meetings. Children with SEN also have their provision monitored in this way. In addition to this continuous monitoring their provision will be reviewed in depth once per term with the Educational Psychologist/SENCo consulting with their teacher and teaching assistant, and inviting parent(s)/carer(s) to a meeting in order to update their Pupil Profile.

Evaluating provision for children with SEND is a continuous and active plan – do – review cycle. The Educational Psychologist/SENCo works with RPA's Senior Leadership Team to identify and prioritise areas for development.

4. Name and contact details for the Special Educational Needs Co-ordinator:

Dr Helen Chaplin is the Educational Psychologist and Special Educational Needs Co-ordinator (SENCo) at RPA. Deb Bridgeman is the Assistant SENCo. Helen and Deb can be contacted through the school office.

5. Expertise and training of staff who work with pupils with special educational needs and disabilities:

The SENCo at RPA is Dr Helen Chaplin, she holds the following qualifications: Doctorate in Applied Educational and Child Psychology, Post-Graduate Certificate in Education with Qualified Teacher Status, and BA(Hons) Psychology and Education.

The Educational Psychologist/SENCo regularly attends the Academy Trust and Council's SENCo network meetings in order to keep up-to-date with local and national developments in SEND. In addition, she completes regular continuing professional development work to maintain registration as a Practitioner Psychologist with the Health and Care Professions Council.

We aim to ensure that staff feel well equipped to meet the range of needs within their class. All new teachers and support staff undertake an induction programme and this includes a meeting with the Educational Psychologist/SENCo. The whole school staff are audited for training and development needs once per year, and have further opportunities to request support through the Performance Management cycle, and through working with the Educational Psychologist/SENCo in relation to specific pupils or groups of pupils.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek support, advice and training from external agencies (with parental consent). At RPA we currently work with Educational Psychology, Speech and Language Therapy, Occupational Therapy, School Nurse, Autism Outreach Team, Teachers for Hearing Impaired, Teachers for Visually Impaired, Learning Support Teachers, the Local Support Team and the Child and Adolescent Mental Health Service.

6. Equipment and facilities to support children with special educational needs and disabilities:

Additional equipment and facilities are sometimes required to support children. This equipment can sometimes be borrowed from specialist services (e.g. Occupational Therapy). Where equipment needs to be bought this will be provided through the school's own resources, including the money received through the Local Authority's local funding formula for SEND. When we consider an individual pupil to require a high level of 1:1 support, or an expensive piece of equipment we are able to apply for additional funding to support them through Staffordshire County Council's High Needs Block. When a pupil's needs are considered to be particularly complex and likely to require a high level of long-term support then an application will be made for an Education and Health Care Plan.

7. Consulting parents of children with special educational needs and disabilities:

All parent(s)/carer(s) are invited to meet their child's teacher formally three times a year, they can also request additional formal and informal meetings at any time during the year. The Educational Psychologist/SENCo invites all parent(s)/carer(s) of children with SEND to a meeting three times a year, and will request an additional meeting with parent(s)/carer(s) of children she is working with directly, and is also available for meetings throughout the year at the request of the parent/carer.

8. Arrangements for consulting young people with special educational needs and disabilities about their education:

At RPA we continuously consult pupils about their education. We aim to teach all pupils the skills they require to manage their own learning, for example through CoRT 1 Thinking Skills, Thinking Hats and Learning Power Tools. We teach all pupils how to evaluate their own work and to set targets for their learning.

In addition to this, all pupils with SEND will be consulted individually three times per year about their likes and dislikes in school, their strengths and difficulties, and the type of support they value. Their views will be included on their Pupil Profile.

9. Arrangements made by the governing body to the treatment of complaints from parents of pupils with special educational needs and disabilities about provision made at the school:

In the first instance, any concerns parent(s)/carer(s) have should be discussed with the Educational Psychologist/SENCo and the Head Teacher. If the concern is not resolved, then the parent(s)/carer(s) may raise the matter with the Governor for SEND, who is also the Chair of Governors. If parent(s)/carer(s) are still dissatisfied, a formal complaint can be made to Andrew Morrish CEO of Victoria Academies Trust.

10. How the governing body involves health, social services, VOs and others in meeting the needs of pupils with special educational needs and disabilities, and supporting their families:

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek support and advice from external agencies (with parental consent). At RPA we currently work with Educational Psychology, Speech and Language Therapy, Occupational Therapy, Autism Outreach Team, Teachers for Hearing Impaired, Teachers for Visually Impaired, Learning Support Teachers, and the Child and Adolescent Mental Health Service.

The School Nurse provides a link between our school and the health services. In addition, General Practitioners and Paediatricians will contact us directly (with parental consent) when they wish to share or obtain information.

We also have close working relationships with Social Services and the Local Support Team and find that joint meetings with parent(s)/carer(s) can prove very supportive.

11. Contact details of support services for the parents of pupils with special educational needs and disabilities:

Relevant support agencies, including Speech and Language Therapy, Learning Support Service, Autism Outreach Team, Teachers of the Visually Impaired,

Teachers of the Hearing Impaired and Educational Psychology can all be contacted through the Educational Psychologist/SENCo.

A family requiring impartial and confidential advice can contact the Staffordshire SEND Family Partnership:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

12. School's arrangements for supporting pupils with special educational needs and disabilities in transferring between phases of education:

At RPA we recognise that transitions can be a stressful time for pupils. When a pupil is due to transfer to a new class within school we ensure that the teacher is fully informed of their needs, and that there are opportunities for the teacher to work with their new class to help them become acquainted before the full transition is completed. If we feel a pupil is likely to find a transition particularly difficult, for example if they have significant SEND, we will arrange for the pupil's new teacher to spend time working with them in a 1:1 setting prior to the transition.

We have close links with the local secondary schools, we ensure that relevant information about each pupil's needs is passed on, and also undertake additional work and visits for any pupils who are finding, or are likely to find, the transition difficult or worrying.

13. The Local Offer:

Every Local Authority is required to publish information about the services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or disabilities, and also services outside of the area which they expect children and young people from their area will use. This will be known as the 'Local Offer'. Staffordshire's Local Offer can be found here: <http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/Local-offer/local-offer.aspx>