



Rowley Park Primary Academy

SEND Policy

School Values

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). Our FIDES values underpin our work with all of the pupils in our school:

- Loyalty - Focus on family,
- Tenacity - Insist on excellence,
- Kindness - Do good as we go,
- Courage - Embrace innovation,
- Brilliance - Seize success

Aims of our provision in regards to pupils with Special Educational Needs and/or disability

The aims of our policy and practise in relation to special educational need and/or disability:

- To make reasonable adjustments for those for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce the barriers to progress by embedding the principles in the National Curriculum Inclusion statement <http://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensor/physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs (SEN or a disability)?

At Rowley Park Academy we use the definition for SEN and for disability from the SEND Code of Practice (2014):

Special Education Needs: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special Educational provision means educational or training provision that is additional to, or different from, that made generally for other of the same age in a mainstream setting in England.

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010- that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.**’*

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The person in school who has responsibility special educational needs is the Special Education Needs Co-ordinator (or SENCo).

At Rowley Park Academy this is **Mrs M Homer** who can be contacted via the school office (01785 334 144).

The kind of special educational need (SEN) for which provision is made at the school.

- Children and young people with SEN have different needs, but the general assumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with our school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

-It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 -The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

- Before making the decision to name our school in a child’s EHCP, the local authority must seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget.)
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child’s needs can be better met in a specialist provision.

How does our school know if a child needs extra help?

We know when a pupil needs help if;

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to their level of progress.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/ or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.

What should a parent do if they think that their child may have special educational needs?

If parents have concerns relating to their child's learning or inclusion, then please initially discuss these with your child's teacher. This may result in a referral to the school SENCo. Parents may also speak to the SENCo directly by contacting the school office.

All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support my child?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that could include:

- Classroom observation by senior leadership team, SENCo, external verifiers,
- On-going assessment of progress made by pupils with SEND,
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
- Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
- Feedback from pupils and parents,
- Attendance and behaviour records
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All pupils have individual targets based on the National Curriculum and it's outcomes to ensure ambition. Parents are informed of these via their child's individual pupil profile and also events such as Parents' Evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in half termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team and if appropriate the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers

their child may require SEN support and their partnership sought in order to improve attainments.

- Action relating to SEN support will follow an assess, plan, do and review model:
 1. **Assess:** Data on the pupil held by the school will be collated by the class teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will be consulted at this stage to support the identification of actions to improve outcomes.
 2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by teaching staff with advice from the SENCo.
 3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and attainment reviewed regularly.
 4. **Review:** Progress towards these outcomes will be tracked and reviewed at least termly with the parents and pupil.
- If progress rates are judged to be significantly slower despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. Local Authority Support Services
 2. Specialists in other schools e.g teaching schools, special schools
 3. Health partners such as School Nurse Hub
- N.B For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in Education, Health and Care (EHC) plan being provided.

How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, differentiating challenge to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum. These adaptations may include strategies suggested by the SENCo and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources and/or additional adult help. This will be shared with parents and interventions recorded.
- Teaching staff regularly undertake CPD to enable them with strategies to support individual needs such as Speech and Language Therapy and Autism training.

How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents at least termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Consultation meetings.

- Parents are encouraged to arrange an appointment to discuss their child's progress with their teacher, the SENCo, a member of senior leadership team at any time when they feel concerned or have information, they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01785 334144.

How will parents be helped to support their child's learning?

- Please look at the school website www.rowleyparkacadmey.org.uk it includes links to resources to aid parents to support learning at home.
- The class teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have any ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and parent voice mechanisms are in place.
- Small group evidence-led interventions to support pupils' well-being are delivered to target pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being.
- A FSW supports children's well-being and attendance includes small group work and individual for identified pupils.

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed individual Care Plan, compiled in partnership with healthcare professionals and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medication, will complete where necessary formal training and be verified by the healthcare professional being competent.
- All medicine administration procedures adhere to LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

What specialist services are available?

The school has access to a range of specialist support that includes:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support
- Autism Outreach Team
- School Nurse Hub

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school takes measures to ensure that no child with SEND is excluded from any school activity.
- Advance planning is undertaken with specialist services such as medical professionals as appropriate.

How accessible is the school environment?

- Most of our school site is on one level and all classrooms are accessible.
- There are 3 steps leading into KS2 classrooms where there is a lift in place to ensure accessibility.
- Disable parking is in place.
- Disabled toilets are available.
- Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website. www.rowleyparkacademy.org.uk

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

When beginning school in Nursery/Reception:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parents/carers are invited to a meeting with the relevant staff and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents who are known to have SEND to allow concerns to be raised and solution to any perceived challenges to be located prior to entry.

When transitioning within the school year:

- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- Pupils are invited to visit the school before entry.
- Parents and pupils are invited to meet with the Headteacher/ Deputy Head.

Transition to the next school, preparation for adulthood and independent living:

- RPA works closely with local high schools to ensure there are a number of opportunities for parents and pupils to meet with their new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school will be transferred at the first available opportunity.

How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
 1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
 2. The Notional SEN budget is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 1. Targeted differentiation to increase access to text (for example: desk copies of information, accessible text, IT e.g read aloud software, different recording strategies, additional time.)
 2. In class, adult or peer support aimed at increasing skills in specific area of weakness (for example: organization)
 3. Out of class support (relationship building, social, emotional skill development)
 4. Small group interventions to enable catch up (subject or targeted at additional need)
 5. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs, etc)
 6. Provision for specialist resources or equipment where needed (use of sloping board, electronic versions of text)
 7. Partnership working with other settings and services.
 8. Access to before/after school clubs.
 9. Access to the school nurse hub and wider healthcare professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs.)
 10. Access to support from in school sources e.g Family Support Worker (peer or adult) or from charities (e.g NSPCC)
 11. Implementation of strategies from support agencies e.g Behaviour Support/Educational Welfare Support.

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
- If parents wish to discuss options available for their child, they are welcome to make an appointment to see the class teacher, SENCo or a member of the Senior Leadership Team.

How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher, a member of SLT, and this will be shared with parents.
- For pupils with an EHCP, this decision will be reached with parents when the EHCP is being produced or at an annual review, alongside the pupil's SEND Keyworker from the Local Authority.

How will I be involved in discussions about and planning for my child's education?

This will be through:

- Discussions with the class teacher, SENCo or a member of the senior leadership team.
- During Parents Consultation meetings
- Meetings with support and external agencies.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENCo,
- The Head teacher
- For complaints, please see the policy on the school website.

Support services for parents of pupils with SEN include:

Staffordshire SEND Family Partnership

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/pps/Staffordshire-SEND-Family-Partnership.aspx>

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

Information on where the Local Authority's Local Offer can be found

Staffordshire Local Offer

<http://www.staffordshiremarketplace.co.uk/>

The Staffordshire Marketplace is the directory of wellbeing and support services, activities and events for all ages across Staffordshire and Stoke-on-Trent.

References

The SEND code of practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations

<http://preview.tinyurl.com/nenth62>

Supporting pupils at school with medical conditions

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277100/Supporting_pupils_at_school_with_medical_conditions_consultation_document.pdf

Useful Resources for Parents and Carers

Special Educational Needs and Disability Code of Practice (January 2015) -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Staffordshire SEND Family Partnership – Information, advice and support for families

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>