

## **Ravenfield Primary Academy**

### **SEND Information Report – Updated July 2017 – Review Date July 2018**

#### **School Aims**

This academy is committed to providing equal opportunities for all pupils and an entitlement to a broad, balanced and differentiated curriculum of the National Curriculum. We aim to provide a stimulating, supportive environment where children are motivated to learn. Whenever possible work is based on first hand experience, using a multisensory approach. Work is differentiated according to the needs of the child, or groups of children. We aim to promote confidence, self-esteem and independence.

The approach to SEND in this school is to adopt the requirements of the new Code of Practice (2015). This will be a whole school approach, ensuring progression and continuity as the child moves through school. The development of learning support is seen as a service for the whole school, so that helping children with learning difficulties becomes an integral part of teaching and learning. The needs of most pupils will be met in mainstream without a statutory assessment or statement.

We consider parents to be our partners in the education of their child and recognise that their help and support is of vital importance if the child is to make progress. Parents will be kept informed at the start of any SEND provision and kept fully informed of all changes and amendments. Their opinions will be valued.

We recognise the importance of liaison with other agencies (Learning Support Service, Educational Psychologist, Social services, etc) as they can offer us much help and advice in securing the best possible provision for children with SEND

#### **Objectives**

- To identify SEND as early as possible, to prevent the development of more significant needs, and remove/minimise barriers to learning
- To ensure that the child's needs are assessed and information is gathered, so that appropriate learning plans (IEP's/PEP's) can be developed, ensuring that targets are achievable and measurable
- To ensure that progress is monitored, records are kept and that reviews take place, with recommendations as to future provision
- To identify the roles and responsibilities of the SENCO/head teacher, class teacher, parents, learning support service, other agencies, school and the Governing Body in order to ensure effective liaison and give the best possible provision for the child
- To fully include children with SEND into classes, providing appropriate resources and support

#### **Identification of SEND**

Children have special educational needs if they have a difficulty that calls for special educational provision to be made for them.

Children have learning difficulties if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or

- Have a disability that prevents or hinders them from making use of educational facilities provided for children of the same age in schools within the area of the local education authority.

The New Code of Practice identifies four areas of SEND

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical.

### **The Role of the SENCO**

Key responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with special educational needs
- Liasing with and advising fellow teachers and teaching assistants
- Overseeing the records of all children with special educational needs
- Contributing to the in-service training of staff
- Liasing with external agencies including the LA's support and psychology services, health and social services and voluntary bodies
- Liasing with parents of children with special educational needs

These key areas are the responsibility of the SENCO, Mrs J Wildin, in consultation with the Principal. There will inevitably and necessarily be some overlap of roles.

The SENCO will also maintain the adequate provision of resources and attend courses and cluster meetings to keep informed of current and future developments.

### **The Role of the Learning Mentor**

The Learning Mentor's key aim is helping pupils of all abilities achieve their potential. This involves working in one to one and group settings, in identifying barriers to learning and ways in which they can be dealt with well.

Tasks typically involve:

- liaising with school staff to identify pupils who would benefit from mentoring;
- helping pupils who are underperforming in their subjects on a one-to-one basis outside the classroom;
- implementing strategies and supporting pupils in self-esteem and confidence-building activities;
- listening to and helping pupils resolve a range of issues that are creating barriers to learning;
- drawing up agreed action plans with pupils, outlining the aims of the mentoring;
- liaising with parents to discuss issues and problems
- advising parents on behaviour strategies;

- networking with other learning mentors and teachers and referring pupils to other appropriate professionals, e.g. social workers, educational psychologists and personal advisers;
- helping with transition activities for pupils moving to secondary schools.

## **The Role of the Class Teacher**

The class teacher has the overall responsibility for the education of ALL children in his or her class, including those with barriers to learning. It is the class teacher's responsibility to identify needs and to inform the SENCO. The class teacher carries out assessments, consults with parents and seeks advice from the co-ordinator and LSS when appropriate. It is the responsibility of the class teacher to write the IEP, where necessary, with help from the co-ordinator and/or LSS. The class teacher will work closely with the child in the classroom, organising teaching assistants and resources to provide support for the child. The class teacher will monitor progress and review future provision, in consultation with the co-ordinator, the LSS and parents.

## **Admissions**

Whenever appropriate, taking into account parental wishes, children with SEND should be educated in mainstream schools. This school will not seek separate special schooling on the grounds of disability or learning difficulties against the parents' wishes and we will endeavour to provide the best possible education and support within school.

## **Resources**

The school has developed a range of resources for SEND/Inclusion. Some of the resources are games, to promote enjoyment and motivation whilst children are learning, and these are used as reinforcements of areas taught and planned for in the child's IEP. Specialist equipment for individual needs would be purchased should the need arise.

## **Staff**

This school operates a whole school approach to Inclusion and every effort is made to ensure practice is consistent throughout the school. All staff, including teaching assistants and learning mentors are given opportunities for professional development training. Advice is readily available from Sarah Phillips the school's LSS teacher and Joanne Askew the school's Educational Psychologist. Inclusion is considered when new curriculum initiatives are introduced and all staff are aware of the importance of differentiation in their planning and integration of children with special needs in their classes.

## **Classroom Organisation and Management**

The class teacher plans work for each half term based on the Programmes of Study of the National Curriculum and the Cornerstones Curriculum. Planning is then done on a weekly basis, taking into account the needs of individuals and groups of children based upon prior assessment.

We aim to provide a supportive, stimulating environment in all our classrooms. All children are encouraged to develop confidence and independence through the development of learning skills that are used consistently within the Maltby Learning Community.

Teachers use a variety of teaching strategies appropriate to learning styles. They organise group/individual work to ensure that learning needs are appropriately met. They set targets, which are attainable yet challenging to enable all pupils to make the best possible progress.

### **Access to the Curriculum**

All children will be offered a broad balanced and differentiated curriculum. Access to the curriculum will be ensured by the following:

- Curriculum developments will be planned to include all children
- Learning objectives will be broken down into smaller steps and time will be given for children to “over learn”, promoting confidence and self-esteem
- Staff will use the child’s strengths and needs to work out adaptations to enable children to participate in all school activities
- “withdrawal” may be used for short periods of time so that children receive extra help, but staff ensure that the children still receive their entitlement to a broad, balanced curriculum
- there is close liaison with the LSS and other agencies for advice on teaching strategies, resources and technical equipment to allow SEND children to access the curriculum.

Disapplication would be used only in very exceptional circumstances.

### **Implementation of the Code of Practice**

Successful implementation is reliant upon:

- early identification through half termly pupil progress meetings
- best practice when devising interventions
- taking into account the views of the child, dependent upon the understanding
- effective partnership with parents
- regular evaluation of interventions to assess their impact
- close co-operation between all agencies concerned.

Once a potential special educational need is identified, the Academy will take action to put effective support in place.

These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupils’ needs and of what supports the pupil in making good progress and securing good outcomes.

### **Assess → Plan → Do → Review**

#### **WAVE 1**

Before identifying a child as needing SEND support the class teacher, working with the SENDCO, should establish a clear analysis of the pupil’s needs. This should draw on the teacher’s assessment and experience of the pupil, as well as information from the school’s

core approach to pupil progress, attainment, and behaviour. They would be on the monitoring register.

## **WAVE 2**

This approach should also draw on the individual's development in comparison to their peers, the views and experience of parents, the child's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how a child is developing. If the pupil is still failing to progress despite high quality first wave teaching further SEND intervention should be considered as Wave Two. The assessment should be regularly reviewed. This will help to ensure that support is matched to need, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need. This will be recorded on an IEP.

## **Individual Education Plans**

IEP's record that which is additional to or different from the differentiated curriculum plan for all children. The IEP focuses on targets to match the child's needs. They are shared with the child and the parents. The IEP will include things like:

- the short term targets set for the child
- the provision to be put in place
- when the plan is to be reviewed
- success criteria
- outcomes (when reviewed).

IEP's will be reviewed at least three times per year. Parents' and pupils views on the child's progress may be sought as part of the review.

## **Plan**

Where it is decided to provide a pupil with SEND Support, the parents must be notified. The teacher and the SENDCO should agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system. The support and intervention provided should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

## **Do**

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support. The support and intervention provided should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

## **Review**

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date.

The impact of the support provided, along with the views of the pupil and their parents, should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, should revise the IEP accordingly.

## **WAVE 3**

In addition to Wave 1 and 2 in some cases, outside professionals from health, education or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where these professionals are not already working with school staff the SENDCO should contact them if the parents agree. It will need to be decided at this point if the pupil would qualify for an EHC (see Appendix 1) plan and needs to be referred to SEND assessment team.

## **WAVE 4**

All pupils who receive an EHC plan are Wave 4.

## **Working in Partnership with Parents**

All parents are partners in the education of the children. The school ensures that they are:

- encouraged to take an active and valued part of their children's education
- enabled to make their views known about how there are educated
- informed about how they can access information and support regarding SEN provision, and also information about the local Parent Partnership Service.

## **Pupil Participation**

Children will be involved according to age and understanding. They may be involved in talking about their progress, celebrating success and setting new targets. Children's views will be sought during the review process.

## **Links with other schools**

Half termly meetings within the Maltby Learning Community, provide a link with a local special school and other primary and secondary schools within the Maltby cluster. The SENCO also liaises with a provider for a child who is educated on dual sites. Transition meetings for SEN children are arranged with pre-school and secondary colleagues and transitional programmes are put into place for vulnerable children.

## **Assessment, Recording and Reporting**

The class teacher is responsible for gathering information about the child (e.g. National Curriculum attainments, standardised tests / profiles, records of achievement, observations, parental information or information from other agencies such as Health or Social Services etc). Records about the child, IEP's reviews at each stage, are stored centrally by the SENCO in line with the school's Data Protection Policy. The class teacher monitors the child's progress and uses observations and assessments as an aid to planning the next steps in learning. When appropriate P scales are reported and PIVATS are used to record assessments. Reviews are carried out termly to decide on future action in consultation with parents, the SENCO and LSS etc.

The child's progress is reported verbally to parents twice a year and in writing in the annual Record of Achievement. Appropriate records and information are passed on to the next teacher, school and Key Stage to ensure progression and continuity in the provision for the child.

SEND services and EPS provide an important link between the schools.

Liaison meetings between key members of staff, and appropriate external agencies at key stage transition are organised at a mutually agreeable time in order to maintain effective provision.

We follow the recommendations set out in the 'Assessment and reporting arrangements' for National Curriculum Assessments each year for pupils who may require additional arrangements to enable them to access standardised tests appropriately. This may include the need for additional time, a reader or an amanuensis.

### **The Duties of Governing Bodies**

The governing bodies must:

- decide with the Principal the school's general policy and approach to SEND for those children with and without statements
- set up appropriate staffing and funding arrangements and oversee the school's work
- appoint a governor with specific responsibility for SEND
- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, when the head teacher has been informed by the LA that a pupil has special educational needs, these needs are made known to all who are likely to teach him or her
- ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs
- consult with the LA and the governing bodies of other schools. When it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- report annually to parents on the school's policy for pupils with special educational needs
- ensure that the pupil joins in the activities of the school together with pupils who do not have special educational needs, so far that is reasonable and practical
- have regard to the Code of Practice when carrying out their duties towards all pupils with special educational needs.

### **Complaints Procedures**

Parents should register any complaints about their child's SEND provision initially with the class teacher, who will liaise with the head teacher / SENCO. It is hoped that any problems can be quickly solved at this stage. [info@ravenfieldprimaryacademy.com](mailto:info@ravenfieldprimaryacademy.com). If not, the procedure outlined in the LEA leaflet "Taking Matters Further" can be adopted. If the complaint is connected with the National Curriculum the procedure described in the LEA Circular 144 should be followed.