

The Ryde School

Special Educational Needs and Disabilities Policy



Reviewed: March 2018
Next Review: March 2020

Introduction

This policy was arrived at through discussion with teaching and support staff, governors and the wider school community indicating our understanding of Special Needs and the ways in which we will identify and assess those needs of our pupils and seek to support each other. At present it provides a framework in approaching special educational needs and fulfils the requirements of the Special Educational Needs & Disability Act 2014, which stipulates that all schools should have a policy regarding Special Educational Needs. This policy takes into account the rights and duties of current SEND legislation, local and national guidance and its emphasis is on raising the achievement of all pupils and about the early identification and monitoring of children in our school who need help and support over and above that given to the children in his/her class. In forming the policy, we have intended to give guidance to staff and parents about the importance of early identification and monitoring of children with Special Educational Needs and Disabilities in our school. This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality, and assessment, recording and reporting.

Philosophy

All children have individual needs and an entitlement to fulfil their potential though access to a broad and balanced curriculum. Excellent teaching gives children the life chances they deserve and enjoyment is the birth right of every child. The combination of both excellence and enjoyment enables children to develop their full potential. The Ryde School is committed to ensuring that all the pupils learn and develop through a range of enjoyable and irresistible experiences that enrich them spiritually, morally, socially and culturally. It is hoped that all our children become confident, motivated pupils who hold high expectations and that we all celebrate, value and accept our differences within our community where there is equal opportunity for all. Children with special educational needs are children who require provision over and above that which is normally provided within the school in order that they are able to achieve their potential.

We believe that all children, including those identified as having 'special educational needs', 'disabilities' or are defined as 'vulnerable pupils' have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. SEN requirements may be of a physical, social, emotional, behavioural and learning nature.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may become vulnerable and experience difficulties which affect their learning, and we recognise that these may be long or short term. We recognise that children with special needs include children who are more able.

At The Ryde School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. The Ryde School sees the inclusion of children identified as having special educational needs as an equal opportunities issue,

and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

Basic Information

Staffing:

The school has a Special Needs Co-Ordinator and a Governor who is responsible for SEN. Learning Support Assistants work with the SENCO and class teachers to provide appropriate programmes of work for children according to the needs identified.

Special Facilities:

The school building has been remodelled to provide disabled access including ramped access, handrails and a disabled toilet.

Admission Arrangements:

The Hertfordshire LEA admission arrangements are followed.

Aims

The Ryde School believes that every child has individual and unique needs and that they are entitled to equality of opportunity and access to a broad, balanced, relevant and differentiated curriculum. Provision for children with special educational needs is a matter for the school as a whole. It is the teacher's responsibility to provide for pupils in their class and to be aware that these needs may be present in different learning situations. A Special Educational Need (SEN) or Disability refers to that small number of children who are experiencing a difficulty for whatever reason and calls for special educational provision to be made for them. This may be throughout their school career or for a short period of time.

At The Ryde School, we aim to:

- Ensure maximum access to the curriculum for all pupils, recognising the variety of social backgrounds from which the children come, ensuring pupils achieve success by removing barriers to learning.
- Provide an inclusive education, whereby all pupils' needs are identified and assessed as early as possible through assessment procedures as well as discussion with parents, colleagues and the Special Educational Needs Co-ordinator (SENCO).
- Encourage all staff to have responsibility for meeting the learning needs of all pupils in their care through the range of activities they provide, their own teaching styles, individual targets for the children and the resources available in school.
- Work in partnership with parents and pupils, keeping parents fully involved and informed of progress.
- Discuss with pupils, where appropriate, and agree with them, next steps for their learning.
- Develop the skills of staff in SEND issues and initiatives.

- Enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence.
- Recognise, value and celebrate achievements, however small.

Collaboration with other Agencies, Transfer arrangements and Links with other schools

There is close liaison with local Pre Schools and Secondary Schools where children on the Inclusion List are discussed at length prior to transfer, usually in the summer term. A representative, normally the SENCO, may attend review meetings and additional visits may be organised in order to spend quality time with the pupils they will be working with to ensure a smooth transfer. A transition programme also takes place in the summer term to provide some children time to get to know the new school.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENCO may telephone to further discuss the child's needs. Pupils' files with details of support given will be sent to schools receiving children from The Ryde School as soon as possible to inform the new school. The SENCO will discuss these children with other schools on request.

In addition to the links we have with the above settings, the SENCO has opportunities to meet with the SENCOs of other schools at SENCO support and cluster groups each term.

The Educational Psychologist supports the school by visiting to assess children, give advice and support parents. The Educational Psychologist also attends annual review meetings and supports the school in line with the Hertfordshire Education Service Agreement.

The School Attendance and Improvement officer, Speech Therapist, Physiotherapist, Counsellor, Social Workers, Parent Support worker, the School Medical Service, the SPLD team and Learning Support Team are also consulted when appropriate. This is not an exhaustive list of professionals and school would, in conjunction with parents, seek to refer to the most relevant professional or service to ensure positive impact for the child.

Procedures for Identification, assessment and provision

As an Inclusive school we aim to include all pupils in all areas of learning by considering their preferred learning styles through a broad and balanced curriculum. Staff have high expectations of the pupils and seek to make learning meaningful and to develop positive attitudes to learning.

Learning Support Assistants and support staff will work alongside class teacher so that small group or 1:1 work can take place where appropriate.

The school follow the procedures set out in the **GRADUATED RESPONSE** to carefully monitor children through all subjects of the national curriculum as recommended by the SEN Code of Practice. Please refer to the Hertfordshire Local Offer and the School's SEND Information report (see website) for up to date information on available provision.

Quality First Teaching

The class teacher provides high quality education on a daily basis for all children, which includes adapting and differentiating the curriculum to meet the needs of all pupils. This may involve using practical equipment, writing frames and additional in-class support by the teacher or teaching assistants in class.

Monitoring stage (Wave 1)

(Not part of the Code of Practice or deemed to be on our Inclusion List).

The initial identification of pupils with special needs may be through the class teacher's assessment and monitoring procedures as well as through information or concern expressed by parents. Many pupils experience difficulties in learning that are met through specified differentiation that is not different and additional to normal practice. These pupils do not need individual targets and may not be identified on the Inclusion List. However, some of these pupils may need careful monitoring to ensure that progress is taking place, so class teachers should identify these pupils and place them on the Provision Map. If progress is too slow then the pupil should be transferred onto SEND Support.

Triggers indicating the need for intervention

The child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematical skills that result in poor attainment in some curriculum areas;
- Presents with persistent emotional and/or behavioural difficulties which are not modified by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;

- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

SEND Support (Wave 2)

When a child is experiencing difficulties and the teacher has cause for concern, the SENCO should be informed and the child placed on the SEN Inclusion List. The SENCO will be responsible for drawing up a plan, in conjunction with teacher, parents and, where appropriate, the child. SEND Support is where a class teacher/SENCO identifies a child as having a special educational need in discussion with parents and additional strategies are employed which are above and beyond the normal differentiated curriculum. Some children on SEND Support may need additional support from outside agencies through the single service request form or EHM (Early Help Module – previously the CAF). Any support offered by the school or requested from outside agencies will be through discussion with parents. Some children, usually those with more complex needs, may have personal targets which will evidence advice received; next steps to be addressed and show how we are implementing advice. Progress will be reviewed with parents and the class teacher.

Triggers indicating the need for outside agency advice (Wave 3)

Despite having had an individualised programme and/or concentrated support under School Support, the pupil:

- Continues to make little or no progress in specific areas over a long period of time.
- Continues working at below Age Related Expectations.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice/visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

School Request for Statutory Assessment.

If SEND Support has not enabled adequate progress, diminished the difference or there is significant cause for concern a request for Statutory Assessment will be made by the school or parents to the County. An Education Health and Care plan may then be awarded to a pupil, the SENCO will support throughout this 20 week process. There will be an Annual Review with parents and any relevant professionals, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the County whether any changes need to be made.

If the child needs a high level of support the school may decide to deploy an adult to this role which may be covered by the predictable funding budget. If it is deemed necessary for support to be offered then an application for 'Exceptional Needs' will need to be made to the school's local cluster group. The cluster group will then decide whether or not the application goes forward to a district panel for consideration.

Roles and Responsibilities

Governors

A school governor has designated responsibility for SEND provision and will liaise with the SENCO and will report to the Board of Governors and to parents. The governing body will ensure integral part of the school improvement plan and they set up appropriate staffing and funding arrangements.

Head teacher

The head teacher is responsible for children with SEND, keeping the governing body fully informed and working closely with the SENCO to coordinate provision. The head teacher also deals with Child Protection matters and liaises with social services and other appropriate agencies.

SENCO

The Special Needs Co-ordinator (SENCO) is Jessica Hall. She has the responsibility to:

- To assist class teachers with the early identification, assessment and monitoring of children with Special Educational Needs.
- Liaise with class teachers to support provision for children on the Inclusion List.
- Research resources suitable for these pupils, and generally support staff in providing for these pupils
- Develop a resource base as funds allow.
- To co-ordinate the formulation and review of SEND Support and EHCP targets.
- To maintain effective contact with all relevant external agencies, considering best ways of working in partnership and ensuring that that any external advice guides interventions.
- To make a referral to the EP or relevant agencies when a formal assessment of a child is deemed necessary.
- To ensure that parents/carers are advised and informed about any actions needing to be taken to support their child's progress, including any assessments that take place, informing them of any meetings that they should attend. To encourage a spirit of partnership in plans and actions undertaken.
- To ensure that a pupil is enabled and encouraged to participate at a level appropriate to their understanding and maturity in decision-making processes affecting them, especially in setting and reviewing achievable targets.
- To arrange the Annual Review of a child who has an Education Health and Care Plan, inviting parents, child (where appropriate) and involved agencies to attend.
- To provide a report annually to inform Governors regarding SEND provision and allocation during the previous year in preparation for the Annual Report to Parents.
- To advise Governors of their statutory duty to report annually to parents on provision made in school to meet pupils SEN using the SEN Information Report.

- To ensure that all relevant reports and information regarding a child with SEN are transferred to the new school if the child moves.
- To maintain a record of Special Educational Need, in the form of an Inclusion List to enable accurate and effective monitoring and tracking of levels of need.
- To keep abreast of local and national initiatives promoting best practice and to use them to assist in informing professional development of SEN throughout the School.

Arrangements for coordinating SEN provision

- The SENCO will organise the class paper work at the beginning of the year and meet with the class teacher to discuss additional needs and concerns where necessary.
- The SENCO will be alerted to newly arising concerns through discussions with the class teacher
- The SENCO monitors the quality and effectiveness of provision for pupils with SEN through normal practices such as classroom observation.
- SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by TAs and LSAs throughout the school.
- Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning. Where appropriate an EHM (Early Help Module) assessment is used for this.

Teachers

Their responsibilities include:

- To keep effective records of pupil progress using school data systems.
- To inform parents and/or SENCO of any areas of concern that have been identified.
- To attend relevant training to extend areas of expertise.
- Promote a culture in which children believe they can succeed and aspire to achieve their full potential.
- Ensure that the teaching and learning needs of the child are reflected in planning and assessment tools.
- Ensure that the views of children are taken seriously and inform decisions about teaching and learning strategies and their personal next steps
- Promote good home-school-agency links.
- Include pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum.
- Ensuring that they access all available information and support to enable them to make appropriate educational provision for looked after children and children with SEND.
- Working closely with parents, carers and specialist agencies to ensure a coherent approach to the education of children and children with SEND.

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Other Staff – LSAs, TAs, voluntary staff

Their responsibilities include:

- Liaise effectively with school staff and read relevant paperwork from Professionals to become familiar with the needs of the pupils they are supporting.
- To aid in the review process and help class teacher/SENCO set next steps.
- To work in co-operation with and under the direction of the Class Teacher.
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- Promote good home-school-agency links.
- Include pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum.
- Ensuring that they access all available information and support to enable them to make appropriate educational provision for children.
- Working closely with parents, carers and specialist agencies to ensure a coherent approach to the education of looked after children and children with SEND.
- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.

Pupil Involvement

We recognise the importance of all pupils being involved in their learning. Pupils with Special Educational Needs are encouraged to be actively involved, at an appropriate level, in discussion about their achievements and setting next steps and reviewing arrangements. Pupils may take part in a 'Pupil Voice' discussion to give them the opportunity to share their own likes, dislikes and aims at a level appropriate to their age and cognitive abilities. Children are encouraged to evaluate their own progress and successes.

Parental Involvement

The Ryde emphasises the importance of developing a partnership with parents in evaluating the needs of each pupil and it actively encourages parental support and participation. We acknowledge that parents have a right to contribute to the decision making process when determining their child's special educational needs provision. There is an opportunity for parents to discuss and help formulate educational targets. Parents are welcome to have informal discussions, phone calls or to make an appointment with the Head teacher, SENCO or class teacher, to discuss their child's special needs. At review meetings with parents/carers we try to always make sure that the child's strengths as well as areas for improvement are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and ensure that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

Monitoring and Evaluation

The school ensures that each child with SEND has a starting point or 'baseline upon entry on which progress can be measured. This makes use of National Data and teacher's assessments as well as specialist testing or assessments. Pupils with SEND have agreed next steps to support them in making adequate progress which is tracked and monitored over time. Progress is monitored using a number of assessment tools and support mechanism (this list is not exhaustive and may change depending on current practice and the need of the child):

Teacher assessment	Evaluation and monitoring of plans	EHM and TAF meetings	Targets	Views of parents and pupils	IAELD (individual assessment of early learning and development)	National Curriculum
Reading and spelling assessments	Literacy and numeracy assessments	Hertfordshire behaviour questionnaire	P. Scales	Raise on Line Data	Ages and Stages	End of Key Stage Results
Early Years Developmental Journal	Early Learning Goals	Boxhall Profile	Year 1 Phonics Assessment	Professional Assessments such as SALT assessments	Observations	National Data

The SEND provision will be monitored by the class teacher and evaluated by the SENCO and Senior Management.

Staff Development and funding

We aim to provide opportunities for all staff to develop their ability to meet children's individual needs. The financial provision for SEND will be monitored by the Senior Management Team and Governors and will be reviewed in the School Development Plan and the School Annual Budget. All staff are encouraged to attend in-service courses with an SEN focus. The SENCO discusses individuals with teachers and the targets set for those pupils as well as reviews their progress.

Admissions

Pupils with SEND will be admitted following procedures adopted by Hertfordshire County Council and the school's Admissions Policy. Pupils with an EHCP will be admitted where this is in accordance with the parents' preference and where this is compatible with the efficient education of other children.

Complaints Procedure

We aim to prevent formal complaints arising by our policy of parental involvement at all stages of action of special need. Should there be a complaint about the school's SEND provision they are dealt with at three stages:

- Concerns are discussed first with the Head teacher
- Formal complaint is made in writing to the Governing Body of the School
- Formal complaint is made in writing to the Local Education Authority.

Should there be a complaint about SEN provision in the school; reference will be made to the school's Complaints and Conciliation procedure.

SEND Policy – Review

The governing body will regularly review the provision for children with SEN and consider the effectiveness of the work done by the school with regards to Inclusion. This policy will be reviewed annually.

Jessica Hall - SENCO

Common SEND Acronyms			
ADHD	Attention- deficit hyperactivity disorder	HV	Health Visitor
ASD	Autistic Spectrum Disorder	ISL	Integrated Services for Learning.
CAMHS	Child & Adolescent Mental Health Services	LP	Lead Professional
CC	Children Centre's	LSA	Learning Support Assistant
CDAC	Children's Diagnostic Autism Check	MLD	Moderate Learning Difficulty
CDC	Child Development Clinic	OT	Occupational Therapist
CDT	Communication Disorders Team	PCSO	Police Community Support Officer
DPR	Delivery Plan & Review Form	SALT	Speech and Language Therapy
EHM	Early Help Module – replacing the CAF and ECAF	SATS	Statutory Assessment Tests
EITS	Early Intervention & Targeted Support	SEND	Special Educational needs and Disabilities
EP	Educational Psychologist	SENCO	Special Educational Needs Co-ordinator
ESC	Education Support Centre	SLD	Severe Learning Difficulty
EYAG	Early Years Advisory Group	TAF	Team Around the Family
EYFS/P	Early Years Foundation Stage/Profile	TA	Teaching Assistant

HI	Hearing Impairment Team	VI	Visual Impairment
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