

ROMAN ROAD PRIMARY SPECIAL EDUCATIONAL NEEDS POLICY

The SEN policy reflects the principles of the 2014 Code of Practice.



VISION STATEMENT

At Roman Road we encourage the pursuit of excellence academically, socially and spiritually. We strive to develop an inclusive fun filled environment, which is conducive to learning. A place in which all individuals are respected and feel safe and secure, a setting in which diversity is celebrated, creativity is encouraged and where all members can grow and achieve so that they can go on to make positive contributions to their own lives, to the local community and the wider world beyond.

We will endeavour to achieve our vision by:

- **Constantly striving to find and create better ways of pursuing our goals**
- **Providing a happy, supportive and safe environment in which everyone can achieve their full potential**
- **Being truly inclusive and giving every child the opportunity to develop talents**
- **Encouraging everyone to become creative, motivated and life-long learners prepared for an ever-changing, global community**
- **Valuing and respecting every member of the school community by Recognising and celebrating success**

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This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014.
- SEN Code of Practice September 2014.
- The Equality Act 2010 including the Disability Equality---
- The Special Educational Needs and Disability Regulations 2014
- The SEN Information report regulations 2014.

In conjunction with the following school policies and documents:-

Anti-Bullying Policy, Accessibility Plan, Safeguarding policy, Local Offer for SEN, Disability/ Equality Scheme, Health and Safety Policy

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY CODE OF PRACTICE (SEND)

Children have special educational needs if they have learning needs, which calls for special educational provision to be made for them. We recognise that pupils learn at different rates and there are many factors affecting achievement including ability, emotional state, age and maturity. We believe that many pupils at some point in their school careers may experience difficulties which affect their learning and we recognise that some may be long term as well as short term.

As defined by the SEN Code of Practice 2014 Children have a special educational need if they;

a) have a significantly greater difficulty in learning than the majority of children of the same age or;

b) have a disability that prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA).

FUNDAMENTAL PRINCIPLES

Roman Road Primary School adopts the following fundamental principles, regarding successful inclusive education, taken from the revised SEND code of Practice 2014 and fully endorsed by the London Borough of Newham:

- All teachers are teachers of children with special educational needs.
- Teaching children with SEND is therefore a whole school policy.
- The Special Educational Needs of children will normally be met in mainstream schools or settings.
- The views of children and parents should be sought and taken into account.
- Parents and carers have a vital role to play in supporting their child's education.
- Children with SEND should be offered full access to a broad, balanced and relevant education including the Foundation Stage Curriculum, the National Curriculum and the QCA/DFES guidelines for children who are attaining significantly below age-related expectations.
- Access to the curriculum, physical environment and general life of the school is an entitlement of all children.
- The Equality Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision.

However, not all children defined as disabled will require this provision. For example, a child with asthma or diabetes, may not have special educational needs, but may still have rights under the Equality Act. We will assess each child as required on an individual basis, and make the appropriate provision, based on their identified needs.

GUIDING PRINCIPLES

- The successful inclusion of all pupils at Roman Road Primary School is to be actively sought by all members of the school community.
- All people that are involved in the education of the child (parents/carers, teaching and non-teaching staff and outside agencies) should share their knowledge and understanding of the child and work in partnership for the good of the child.
- The school's allocation of SEND resources should reflect the various levels of need experienced by pupils.
- All pupils should be given opportunity to reach their full potential educationally, emotionally and physically.

All teaching and non-teaching staff are involved in the formulation, review and maintenance of this Special Needs Policy.

Aims:

All children are individuals. They have a wide range of academic, behavioural, physical, social and emotional needs.

We aim to meet these needs, as far as possible, through good classroom practice that includes:

- differentiating tasks to allow children success at their own levels (Grouping year 3 up to allow wave 1 teaching)
- planning group work for children of a similar ability
- using mixed ability groups
- planning activities that can cater for the particular needs of a child
- adult TA support

This approach means that the majority of children, including those with learning difficulties or exceptional ability, are able to work and succeed within the class at a level appropriate to their needs.

Some children do have Special Educational Needs (SEND) that requires more support than can be given by the class teacher alone. Here we follow a staged approach to SEND provision as defined in the Code of Practice (CoP). All members of the school are encouraged to show respect for all people, Irrespective of ability or disability. Differences between children are viewed positively. Positive self-images are developed by the value we place on the contributions of all children.

We are fully committed to the LA's policy on Inclusion.

Objectives:

- To increase class teachers' role and expertise in meeting the needs of children with SEND in class.
- To continue to improve our partnership with parents.
- To increase the extent to which all children are included in class and in school as a whole.
- To continue to adapt the physical environment, to cater for the increasing variety of needs that we have to meet. (See Accessibility Plan)
- To monitor practices effectively to assess the pupils' progress and access to the curriculum

STAFF RESPONSIBLE FOR SEND PROVISION IN SCHOOL

At Roman Road Primary School the teaching of children with special educational needs is seen as a whole school responsibility.

The Special Needs Co-ordinator (SENCo) is **Beverley Mattis**. The Head Teacher is **Asif Mahmood**. SEND link Governors for the school is **Sharon Blackwood**. The SENCo is responsible for the day-to-day operation of the SEND policy. The Head Teacher and SEND Governors have responsibility for the implementation of the overall monitoring of the policy.

The role of the Head Teacher includes:

The responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. Ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities. Ensure that the policy and its related procedures and strategies are implemented.

The role of the Governors:

The governing body should, in co-operation with the Head Teacher, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. Ensure that Roman Road complies with disability and SEN related legislation, including the general and specific duties. Ensure that the admission policy of the school in relation to students with SEND is handled positively and sensitively, and that all parents/carers and children are made to feel welcome.

The SEND Inclusion Link Governors are responsible for the maintenance of links between the governing body and the school. The governors keep up to date with developments related to SEND within school through liaison with the SENCo.

The SEND link Governors/Head Teacher ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs

The **Special Educational Needs Coordinator**, Mrs B Mattis, is responsible for coordinating the day to day provision of education for children with special educational needs at our school. This responsibility includes:

- Co-ordinate the provision of children on the SEND register.
- Maintain the SEND register.
- Liaise with outside agencies and other support agencies.
- Chair annual reviews.
- Advice and support colleagues.
- line management of teaching assistants and learning support assistants and, with the Head teacher, co-ordination of their timetables
- overseeing the day to day provision of the Inclusion policy
- overseeing the records of children with special educational needs
- co-ordinating provision for children with special educational needs
- liaising with and advising colleagues
- supporting other colleagues
- liaising with parents of children with special educational needs
- Co-ordinating organising and leading all annual review procedures for pupils with High Needs Funding.
- ensuring that the outcomes of observations and assessments form the basis for planning the next steps of pupil learning
- attending cluster meetings and disseminating information to staff
- leading the INSET of staff
- co-ordinating the provision of training opportunities
- linking with feeder and host schools and liaising with local secondary and nursery SENCOs to exchange information before the transition
- Preparing and presenting pupils' SEN profile with evidence of need to the borough for High Needs Funding
- Liaising with outside agencies and support services
- Ensure additional risk assessment and care plans are in place for children with physical and medical needs
- Manage a range of resources both material and human to enable appropriate provision to be made for children with special educational needs.

- Act as one of the links with parents.
- Contribute to the professional development of all staff.
- Have responsibility for the day-to-day operation and updating of this policy

Ensuring that Parents are:

- Involved in supporting their child's learning
- Kept informed about the support their child is getting
- Involved in reviewing their child's progress
- Part of planning ahead for their child

The Special Educational Needs Coordinator also works in liaison with all appropriate support services, local agencies, LA Advisors, the LA Educational Psychologist and our Link Governor, Mrs S Blackwood, with a view to forming close partnerships which benefit children with special educational needs.

The role of the class teacher is:

- To take responsibility for the progress and initial identification for children with SEND
- Liaise with SENCo and other professionals
- To differentiate work accordingly
- To help in drawing up and setting appropriate targets
- To report on identified children's progress
- To maintain records in conjunction with the SENCo, TA e.g. P levels
- Providing a clearly-differentiated lesson accessible to pupils with a range of learning styles and needs
- identifying children who have special needs in one or more areas and liaising with the SENCO
- liaising with parents and taking account of pupil's and parents/carer's views
- Devising targets with parents and pupils on Support Plans or BSP
- Assessment and record-keeping to demonstrate progress and attainment on pupil's IEP targets
- providing a curriculum, through individual programmes of work where appropriate
- detailing provision for individual children
- liaising with learning support and teaching assistants to ensure the delivery of programmes of work
- liaising with teaching and learning support assistants to ensure observations and assessments inform future planning
- involving children in the target setting and self-assessment process, allowing them to take increased responsibility for learning
- identifying their own continuing professional development needs and planning to meet them

Their professional judgement, understanding and awareness of the individual child are central to the special educational needs provision offered at our school. All teachers are given a SEN folder at the beginning of the new academic year containing relevant information about the pupils in their class on the SEN Register. Any information disseminated by the SENCO must be inserted into the file with new (current) IEPs. These will be monitored by the SENCO.

Curriculum Coordinator

Curriculum Coordinators are responsible for:

- ensuring that policies include a statement relating to provision for children with special educational needs
- ensuring schemes of work and resources meet the needs of children with special educational needs

The role of the teaching assistant is:

- To help children access the curriculum
- To maintain records e.g. P levels
- To make resources to support children's learning
- Liaise with the Class Teacher
- liaising with the SENCO
- supporting Class Teachers in the delivery of group and individual programmes of work
- the preparation of resources to support teaching, where appropriate
- liaising with the SENCo and Class Teachers to provide feedback and results of assessments
- identifying their own continuing professional development needs and planning to meet them
- Record the daily activity log and observation in the TA'S folder
- Make resources and modify activities for pupils with High Needs Funding in liaison with teachers and curriculum co-ordinators to facilitate access to the curriculum
- Support class teacher and SENCO in arrangements for pupil progress and achievement

ADMISSIONS ARRANGEMENTS

As a school we follow the LA's admission procedures. No child will be discriminated against on account of a Special Education Need or disability.

Places permitting, we will accept any child:

- who lives in the catchment area
- whose parents have chosen the school
- whose Statements name the school

In some cases, with parents' consent, an admission may be delayed or staggered to enable an appropriate support package to be put in place. Similarly, nursery children might only attend part of the week while they are "settling in". Their parent may also stay with them if needed, during this time. (N.B. Nursery children usually only attend school in the mornings or afternoons).

SECONDARY TRANSFER

Transfer reviews are held in Year 5 and again in Year 6 for all children with statements or exceptional resourced provision. The authority's SEND Officer will be invited to attend the review in Year 5. Written and/or verbal liaison between SENCos, regarding all children on SEND Support, takes place in the Summer Term once details have been received of secondary placements.

Transitions

Early Years staff makes contact with other Early Year providers in the term before the child enters nursery or reception. Home visits are made for exchange of information. Additional visits are made for children with identified SEN

Close links exist with the secondary schools to which pupils transfer in September each year.

SPECIAL FACILITIES

We are a two storey school in the new build part of the school but all areas have wheelchair access and a lift.

THE IDENTIFICATION, ASSESSMENT AND PROVISION FOR CHILDREN WITH SEND

Assessment

- Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices. This is an on-going process
- The SENCo will discuss pupil progress at our PPM and any assessments including baseline tests and decide if adequate progress has been made.

Initial Concern and Identification

The class teacher becomes concerned about a child's progress, or attainment, or aspects of their behaviour, through classroom observations, as the result of termly assessments, or through the admissions procedure. The parents are invited in to discuss the concerns with the class teacher. This discussion may lead to the conclusion that the pupil requires help over and above that which is normally available within the class.

A Record of Concern Sheet is filled out by the class teacher outlining concerns The SENCO suggests what strategies to try and teacher try's these and records the outcome. A copy of this is given to the SENCo. The SENCo then discusses any recommendations with the teacher. If the problem still persists the SENCo makes referral to outside agencies for additional help/support. In consultation with parents and child, Any Targets and Recommendations are written to support the child on a support plan (IEP).

This includes information about:

- Long term targets that the child will work towards

- Type of interventions provided
- Termly reviewing of targets
- Outside agencies involved
- Date of review
- Parents and child views

Copies of the Support Plan (IEP) are distributed as follows:

One copy goes to the SENCo, One copy goes to the parents. One copy is filed in the class teachers planning/SEN file to be consulted so work can be differentiated accordingly. One copy goes to each of the support staff that works with that child.

All adults working with the child should have access to the SP to ensure consistency of approach. The Support plan also forms the basis for termly reviews of progress.

A child usually receives support from the school's resources, through a Teaching Assistant(s) and/or the Intervention Teacher. This support may be in class or in withdrawal groups. If a child has behaviour need, they may not receive any help from a teaching assistant on a 1 to 1 basis. A behaviour support plan will be put in place which will be closely monitored by the SENCO and the Class Teacher.

Formal Assessment

Formal Assessment (FA) this is a multidisciplinary assessment designed to produce a detailed picture of the child's needs. The LA requests advice from parents, school, health, educational psychologist, Social Services (if involved) and any other professionals involved. When all the advice is received the LA will make a decision on whether or not to issue a Statement of Special Educational Needs.

The time taken between initiation of the FA and the issue of the Final Statement should be no longer than 6 months. During this time children will continue to receive support.

A Statement of Specialised Educational Needs (Educational Health Care Plan)

A statement of SEND is a legal document that describes the needs of a child, the type of provision a child should receive to meet these needs and the procedures to review this provision. It also names the school and describes any non-educational provision required.

The LA is legally responsible to ensure that what is detailed in the statement is provided. The SENCO is responsible for the day to day running of this provision and the management of the staff to do it.

An annual review of the statement will always be carried out.

As all the funding for SEND is delegated to schools and involvement from outside agencies does not depend on a child having a statement; very few children need statements. Statements of Special Educational Needs will eventually be replaced by Educational Health Care Plans (EHCP).

Pastoral Support Programmes

- To assist the SENCO with supporting individual parents in engagement with services and school activities
- To aid in the identification and assessment of need and provide time limited focused support to individual families.
- To engage pupil in 1:1 and small work to overcome behavioural issues and other barriers to learning.

PSP are drawn up if a pupil has been excluded or is in danger of exclusion. The Head Teacher and SENCO will call the parents to a meeting at the school to discuss what can be put in place to improve behaviour and prevent further exclusion.

NURSERY

Guidelines for early identification of SEND and using Code of Practice (CoP) levels of response in the Nursery

All children entering the nursery have a baseline social, emotional, physical and language record completed after they have attended for 15 full sessions. Children may show difficulties in one or more areas of their development such as early learning skills; language development; behaviour, physical development etc. If it is felt a child's levels of functioning and/or their progress in a particular area is significantly below that of his/her peers, then there should be a meeting with parents/carers. This should not be considered until a child has been attending for half a term or more.

An Initial Concern Sheet should be completed, parents consulted and reassured as necessary and photocopies of paperwork given to the SENCo. Teachers may choose to either monitor the child or liaise with the SENCo to get outside agencies involved. Once outside agencies are involved children will be placed on the SEND register. Children who are receiving support for a medical\physical\speech difficulty, which does not significantly affect their learning, should be identified on the class medical list, not the SEND register.

BEHAVIOUR

All teachers manage behaviour with regard to the school's Behaviour Policy. Staffs are encouraged to pay particular attention to positive behaviour management strategies. Teachers are encouraged to identify, assess and provide for children presenting behaviour management problems through the same graduated response described above. Hence, children may be on the SEND register for education needs, behaviour needs, or both. Particular emphasis is placed on seeing a child's behaviour in terms of the interaction between that child and his\her surroundings. Challenging behaviour is not seen as solely a "within child" problem.

MEDICAL NEEDS

Children with asthma, diabetes or other medical conditions that might require attention in school should be known by all relevant members of staff, except where this would breach confidentiality. If the condition is acute then a photograph of the child is displayed in the classroom, school office, and the first aid room with a description of the condition\what may need to be done in the event of an emergency as well as a care plan. Inhalers and snacks for diabetics should be kept in a safe place in the class and Medical first aid room and must be readily available; they should not be locked away. Children with medical conditions that do not affect their learning or access to the curriculum are not placed on the SEND register.

The school nurse visits school regularly, for routine health assessments and other follow-up\statutory medicals for children with SEND. The school nurse and SENCo meet regularly to discuss concerns arising from these medicals

Some children may require physiotherapy on a daily or weekly basis. The SENCo co-ordinates this provision and ensures that support staff receive the appropriate training.

ENGLISH AS A SECOND LANGUAGE

We recognise that there is often a difficulty in identifying and assessing whether some second language learners have SEND, particularly if they are at the early stages of acquiring English. An underlying learning difficulty may be masked by the child being at the early stages of acquiring English. Similarly, difficulties arising from a lack of English may be wrongly attributed to SEN. In the absence of clear indicators of learning difficulty, pupils at the early stages of English language acquisition should not be placed on the SEND register.

REVIEWS

Children's progress is monitored at each stage through various reviews. The type of review, and who attends will vary according to how they are coping in class. Reviews are usually held termly, and can coincide with parents' meetings. Reviews normally consist of a meeting between parents, class teachers and the SENCo. Parents are always invited to all reviews. Children's views are sought as well. The SENCo chairs reviews for children with Statements (Education Health Care Plan), or who receive High Needs funding. The SENCo will also chair reviews of children where appropriate e.g. at the start of support from outside agencies, or where a child receives support from many different agencies. For a child with a statement of High Needs Funding, the LA's SEND Officer, and outside agencies should be invited. The SENCo collates information from the annual review to send to the borough. It is expected that this is done within 10 working days of the review. The purpose of reviews is to evaluate the child's progress in relation to the Long Term Targets/ Statement and identify further provision.

RECORD KEEPING

- All SEND related matters are kept within the class teacher's folder.
- Current Targets' are kept in the Class Teacher's planning file
- The Targets is a working document therefore teaching Assistants (TAs), and Class Teachers should keep a running record of pupil progress on it.
- Children's SEND files are also kept in the SENCo's office containing copies of old and current LTTs, review notes and any reports from outside agencies.
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- The SIMs software is used to create the SEND register.
- Reports from outside agencies- it is the SENCo's responsibility to share this information with relevant staff. It is the teacher's responsibility to ensure they pass on the SEND file with all the Targets' to the next class teacher at the end of the school year.
- All children are assessed termly and a record kept of their progress. For some children with SEND this may be recorded as a P level if they are not in the reception or nursery. Progress is recorded on 'B-Squared' electronic programme used to track 'p' levels.

PARTNERSHIP WITH PARENTS

It is an integral part of the school's philosophy that parents are seen as partners in their child's learning. Close liaison with parents is welcomed and sought at each stage of the child's education either through parents' evening, formal meetings or more informal meetings, which can be requested at any time.

When we are concerned about a child we invite parental involvement from the earliest stage. This enables parents:

- to share their extensive knowledge of their child with the school and to be informed of what efforts the school is making to meet their child's needs
- to become more involved in helping/working with their child

If speaking/understanding English is difficult then parents are encouraged to bring an English-speaking friend or family member. Bi-lingual staff, or a borough interpreter, can also be arranged to translate if necessary.

We recognise the need to continue to develop and increase parental involvement.

ACCESS TO THE CURRICULUM

We aim to give all children access to a broad and balanced curriculum based on the National Curriculum. Long Term Targets will often address ways in which children can participate in the curriculum despite their difficulties rather than solely focusing on their difficulties.

Long Term Targets, and their reviews, also provide a record (more detailed than the school core subject records) of the "small-step" success a child may be making.

A great emphasis is also placed on ensuring that children with SEND are included socially wherever possible.

We will monitor and respond to any difficulties in differentiation and access to the curriculum as they arise. We remain aware of the need to provide a balanced curriculum for our exceptionally able children that both stretches their achievement within the curriculum and develops their social and emotional skills. Every effort is made to give all children equal access to the full life of the school.

This includes differentiated activities. Risk assessments are carried out so that all children can have the opportunity to attend Educational visits, sports activities e.g. swimming, extended school provision, assemblies, plays and productions in all settings. (See Accessibility Plan for further details).

PLANNING

All planning formats include a column to plan for children with SEND if they fall outside of the normal classroom differentiation. If a class teacher would like a teaching assistant to work on long term targets or other activities rather than what is planned for the rest of the class, this is recorded on the plan. Our next step is to incorporate support plans (IEP'S) on lesson plans.

The SENCo's time is divided between:

- SEND administration
- Attending core meetings/conferences relating to responsibilities for LAC pupils
- Consulting/liasing or information sharing with outside agencies: EP/therapists/school counsellor, social services/voluntary groups/charities/parent group reps/LCIS/BSDAT/ /EYDAT//CFCS/school nurse / doctors
 - Pupil Referrals to outside agencies
 - Consulting with teachers\Head Teacher
 - Reviews.
 - Meetings/information sharing with TAs and Observations.
 - Monitoring/recording/tracking SEND pupil progress - teaching interventions and quality of provision in classrooms
 - Writing PPM Reports on interventions
 - Meeting Parents

- Observing/advising staff/teachers regarding any concerns arising.
- Developing aspects of SEND provision.
- Preparation of paper work for cluster for HNF

HIGH NEEDS FUNDING (HNF)

If the school feels a child has exceptional needs, then the SENCo may present the child at a cluster meeting to ask for high needs funding for the child. A cluster usually comprises a secondary school and its feeder primary and nursery schools. The SENCo gathers the necessary information to make a case for funding for the child. It is presented to other SENCos in the cluster and through a process of moderation it is decided if that child's needs are exceptional or not.

MONITORING AND EVALUATING POLICY AND PROVISION

The implementation of SEND provision in the school is monitored on a day-to-day basis by the SENCo and ultimately by the Head Teacher. This may be done through:

- discussion\consultations with staff
- observation of staff
- recording the completion of Targets'
- evaluating the standard of planning and implementation of Targets'
- SENCo\Head Teacher consultations

Evidence of the progress of children is monitored:

- during reviews of their long term targets
- through observation
- through school records and teacher assessments
- analysis of provision mapping information and pupil progress

CONSIDERATION of COMPLAINTS about SEND PROVISION in SCHOOL

The school hopes that, through the close liaison with parents from the onset, all parties involved will be clear of the aims and objectives of the provision planned for a child, as well as the monitoring of that provision. Parents and others are encouraged to express any concerns they may have at each review. The SENCo, or Head Teacher if necessary, is happy to arrange meetings to discuss concerns with parents regarding SEND provision. We are also able to direct parents towards other organisations, which may be able to offer support and advice.

Access to this Policy

Parents can access this policy online by going to the school website.

Review date May 2018