

# **Richmond Avenue Primary & Nursery School**



## **Policy for Learning Support and Special Educational Needs & Disabilities (SEND)**

Revised September 2020

This school is an inclusive community that aims to support and welcome pupils with Special Educational Needs or Disabilities (SEND)

- Richmond Avenue Primary School understands that it has a responsibility to make the school welcoming and supportive to pupils with special educational needs who currently attend and to those who may enrol in the future.
- Richmond Avenue Primary School aims to provide all children with all educational needs and medical conditions the same opportunities as others at school.
- Pupils feel confident in the support they receive from the school to help them.
- Richmond Avenue Primary School aims to include all pupils with SEND in all school activities.
- Richmond Avenue Primary School ensures all staff understand their duty of care to all children and young people

### **Introduction:**

This document is a statement of the aims, objectives and strategies for meeting the needs of those pupils with Special Educational Needs at Richmond Avenue Primary School where approximately 17% of children have Special Educational Needs.

We have a caring ethos and acknowledgement of the value of all of our children. Therefore we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

The implementation of this policy will contribute to the school fulfilling its aim of ensuring '*... the happiness, self-esteem and well-being of pupils in our care by promising that their strengths will be encouraged and their needs identified and met.*'

In addition to the policy, the school's Local Offer of available services and support can be found on the school website and the Local Authority SHIP website which was created in consultation with the other Shoebury primary schools and the MAT schools.

### **Aims:**

- To ensure all children in our care are valued equally and their achievements given equal weight.
- To provide the opportunity for all children to access mainstream education irrespective of ability, gender or ethnic origin.
- To ensure that special educational needs are identified, assessed and provided for.
- To acknowledge the role that parents play in supporting their child's education, value their views and seek to support them in their role.
- To acknowledge the voice and feelings of the individual child who requires support in whatever form.

### **Definition of Special Needs:**

1. A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for him or her.

*A child has a learning difficulty if he or she:*

- a) has a significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.
- c) is under compulsory school age and is, or would be if special educational provision were not made likely to fall within paragraph (a) or (b) when of that age.

*(The Education Act 1996.-Section 312.)*

Such children may have significant difficulty in learning social or emotional development or physical / sensory disability.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught i.e. English as an Additional Language (E.A.L).

*Early identification of those children in need of additional or different learning support and the implementation of an individual support plan is a fundamental objective of our policy. Identifying children and the appropriate response is largely undertaken within the classroom and in consultation with those working closely with the child.*

### **The school will ensure:**

1. Differentiation through the Primary national Curriculum meets the needs of all the children.
2. The commitment of staff and Academy Board Members / Trustees to learning support, including relevant training.
3. The provision of a Special Needs Co-ordinator (SENCo) and provision of all necessary support.
4. The operation of the SEN Code of Practice (COP) Stages of Assessment, working with parents and support agencies as required.
5. That within the available resources for special needs, the most serious problems are met and are prioritised.
6. That identification takes place as early as possible so that staff are aware of the needs of the children.
7. That Individual Support Programmes (ISP's) are initiated for children with identified educational needs and are regularly reviewed.
8. That annual reviews are carried out for those children with Educational Health Care Plans (EHCP's)

### **Class teachers will ensure;**

1. That procedures are carefully followed; informing the Special Needs Co-ordinator where particular needs exist.
2. That the direct responsibilities of the class teacher are undertaken within the C O P staged approach as outlined later in this policy.
3. That early screening takes place - when class assessment records and /or parental concerns are noted

### **Learning Support Assistants will:**

1. Work with specific children on specific programmes under the direct supervision of the Special Needs Co-ordinator when required.
2. Support all children with special needs as required and directed by the class teachers / phase leaders.

### **Staffing:**

The precise resources available for Learning Support will be reviewed by the school on an annual basis.

#### **Current provision consists of:-**

- Special Needs Co-ordinator
- Learning Mentors
- Class Teachers
- Learning Support Assistants

### **Assessment / Identification of need:**

The COP 2014 sets out a 4 stage cyclical process for supporting children with SEND

Assess – Plan – Do – Review

Initially children are identified as a cause for concern by the class teacher and the Special Needs Co-ordinator is consulted. At this stage information on the pupil's attainments within the EYFS stages or National Curriculum will be gathered to give an overall picture of his/her academic and social functions. If the concern continues despite classroom support and consultation with parents, then the child may be added to the school SEND register and an Individual Support Plan (ISP) written.

At all stages, the starting point for development must be based upon what the child can do and should be able to do, ensuring targets set follow a series of objectives each within the child's capability of achieving.

### **Areas of Need:**

There are four main areas of need under the 2014 COP

- i) Communication and Interaction
- ii) Cognition and Learning
- iii) Social, emotional and mental health difficulties
- iv) Sensory and/or physical needs

Provision / action that is additional to or different from that available to all will be recorded in an ISP. The Special Needs Co-ordinator and the class teacher hold copies of these (In class SEN confidential files, accessible by all who work with the pupil and electronically). The child's progress is reviewed termly. If a child's need is deemed greater than what the school can provide (SEN Support) external agency support can be sought through the completion of an Early Help and Family Support' Assessment form. If a child's needs are deemed appropriate, the Local Authority can then issue an Educational Health Care Plan (Formerly known as a Statement) that clearly lays out pupils' needs and identified targets for support in consultation with the child, parent and external agencies as appropriate.

### **Reviews**

These are usually carried out termly; the class teacher, Special Needs Co-ordinator, learning support assistant and parents / those with parental responsibility are involved where appropriate and the child will be included whenever possible according to their age and ability.

Some children, who are placed on C O P School SEN Support, but have more significant needs, are brought to the attention of the Educational Psychologist and the LA if necessary.

*Before applying for an EHCP the school will;*

1. Apply the staged approach of support set out above
2. Provide learning support by the class teacher, LSAs and the SENCo (where appropriate) working closely to support the child.
3. Consult, advise and support the parents.
4. Maintain detailed records of the child's progress
5. Involve the appropriate support agencies or specialist teacher.

### **Evaluation**

To monitor the implementation and success of our Learning Support and Special Needs Policy we have developed a whole school approach to identification and assessment of need.

1. Initial screening through EYFS, and other screening and diagnostic tests available to the Special Needs Co-ordinator and Inclusion Team.
2. Class records include Reading, Writing, Maths and National Curriculum records which are regularly updated and checked by the Assessment co-ordinator every half term. These are also always passed to the receiving teacher at the end of the school year.
3. Inclusion of SEN data within Pupil Premium, Pupil data reviews and Curriculum Monitoring as well as in data tracking, reviews and ongoing assessments.
4. Well defined, realistic Individual Support Plans. (ISPs) that take the whole child into account and link to any external agency support or engagement.
5. We value and recognise individual differences in learning ability, behaviour and circumstances of the child.
6. The School Development Plan reflects a continually reviewed and revised support plan, including CPD where needed for all staff including non-teaching staff.
7. The Special Needs Co-ordinator has opportunities to develop knowledge, skills and abilities through internal and external training and meetings.
8. Outside agencies are used effectively to support, advise and where appropriate provide training opportunities to staff and parents.
9. Parents are perceived as part of the solution. We seek to ensure children and parents receive prompt, co-ordinate, positive action in response to their needs.
10. There is close liaison with feeder pre-schools and receiving Secondary schools.

### **Responsibilities:**

*As specified in the DfE (July 2014) Special Educational Needs and Disabilities Code of Practice*

#### **Local Authority –**

*Local authorities **must** ensure that children, young people and parents are provided with the information, advice and support necessary to enable them to participate in discussions and decisions about their support. This should include information on their rights and entitlements in accessible formats and time to prepare for discussions and meetings.*

#### **MAT / Local Academy Committee –**

*The local governing body must ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements for pupils with SEND. There should be a member of the local governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability.*

#### **School –**

*The school must use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN requirements.*

*They must ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN. The school should designate a teacher to be responsible for co-ordinating SEN provision. The school should also inform parents when they are making special educational provision for a child.*

*All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.*

### **Staff development**

The school is committed to both staff and governor training for Special Needs this will include governors, Special Needs Co-ordinator, teaching and non-teaching staff to ensure a planned move forward and whole school awareness of current issues e.g. Attention Deficit Disorder, Dyslexia, ASD spectrum disorders.

External agencies may provide relevant/appropriate training opportunities.

SEN training is incorporated in the School Development Plan.

### **Staff Qualifications – relating to Special Educational Needs:**

#### On Site Lead

Miss K. Money Penny

BSc (Hons)

PGCE

National Accredited SENCO qualification

Post Graduate Qualification in Educational Studies

#### Special Needs Co-Ordinator/DT LAC

Miss E Thomas

BA with QTS

National Accredited SENCO qualification

#### Inclusion Support

Mrs. L. Dorrell

Accredited Learning Mentor

Mrs S. Treveil

Accredited Learning Mentor