

# **ROEHAMPTON CHURCH SCHOOL**

## **Special Educational Needs and Disabilities Policy**



Updated: January 2017  
By: Vicki Graham (Inclusion Manager)

## **Special Educational Needs and Disabilities Policy**

Roehampton Church School is committed to improving outcomes and having high expectations for all children with Special Educational Needs and Disabilities (SEND). This policy is written in line with the requirements of the revised SEN Code of Practice (2014) and should be read in conjunction with the Behaviour Policy, Safeguarding Policy and any other policies relevant to SEND in our school.

### **Definition of Special Educational Needs**

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age, or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority, or
- c) Are under compulsory school age and fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language at home is different from the language in which they will be taught.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this and we endeavour to ensure that such provision is made for those who require it.

### **Aims**

We seek to ensure that all children have access to a broad and balanced curriculum to include the National Curriculum. Roehampton Church School is a Rights Respecting School and, in accordance with the UN Convention on the Rights of the Child, we support Article 28, along with all other Articles, which states that “Every Child has the Right to an Education.” With this in mind, we believe that the curriculum should be taught with respect for ethnic origin, gender, aptitude, disability and SEN. We recognise that some pupils will need additional support to ensure access to the whole curriculum. We will ensure that the needs of the pupils are identified early and assessed and we will provide appropriate support strategies. If additional specialist advice and support is necessary, we will contact the appropriate external agencies.

These aims can only be achieved through the partnership of staff, governors, parents/carers and the children themselves. We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in decision making about their special educational provision.

### **Coordinator for SEN/Inclusion Manager**

Vicki Graham

### **Inclusion and Wellbeing Lead**

Jo Rochester

## **Arrangements for co-ordinating the provision of education for pupils with Special Educational Needs**

The Inclusion Manager:

- 1) Takes responsibility for identifying pupils with SEN and establishing SEN provision lists which are regularly reviewed.
- 2) Maintains and oversees all records for pupils with SEN, ensuring they are kept up to date.
- 3) Liaises with all relevant staff about pupils' SEN, including through termly SEN meetings with class teachers and TAC meetings.
- 4) Coordinates the making of SEN provision for pupils, including timetabling extra support or resources for pupils with SEN outside the classroom.
- 5) Monitors the effectiveness of any SEN provision.
- 6) Supports class teachers to formulate timetables of support for pupils with EHCPs/Statement.
- 7) Advises staff on strategies for meeting pupils' SEN and about differentiated teaching methods.
- 8) Selects and supervises teaching assistant who work with pupils with SEN and organises and/or delivers training for these staff.
- 9) Liaises with parents of pupils with SEN.
- 10) Secures support for pupils with SEN from outside agencies, where necessary, and liaises regularly with such these agencies – organising visits, arranging meetings etc. Agencies include: Community Schools Psychology Service, Literacy and Numeracy Support Service, Speech and Language Therapy, Garratt Park Outreach Service, Early Years Service and Shine Again.
- 11) Ensures that, where SEN pupils transfer to secondary or another school, all relevant information regarding their needs and provision is conveyed.

Additional support for many of the above tasks is provided by the Inclusion and Wellbeing lead who works in strong partnership with the Inclusion Manager.

## **Identification, assessment, provision and review systems for all children with SEN**

All children in the school have an audit of need undertaken in termly planned provision mapping meetings with the Inclusion Manager, relevant class teacher and SENTA. Decisions are made during these meetings with regard to any changes to the SEN provision list, in the context of the most recent assessment of each child's needs. Where appropriate, interventions will be planned or reviewed and any necessary referrals to external agencies will be discussed.

If a child is identified as having difficulties, by ongoing staff consultation or through the termly audit of need meeting, the procedure is as follows:

### **Record of Concern**

When concerns are initially raised regarding a pupil, they may firstly be placed on our Record of Concern List. This enables us to more closely monitor children who we feel may have needs, but whose learning is not yet being adversely affected. Some children may be placed on Record of Concern for a short time and then be removed,

whilst some others will progress to School Action if they begin to experience a significantly greater difficulty in learning than the majority of their peers.

### **School Action**

The teacher will identify, assess, gather information and inform the parents/carers. The Inclusion Manager will be consulted and advice sought. The class teacher, in consultation with the Inclusion Manager, will write an individual provision map with targets and the parents will be informed. When pupils are being placed on School Action for the first time, the class teacher will meet with the child's parents to discuss their needs and the provision planned.

Children and parents are made aware of their targets and given support to understand how to meet their targets. This could include extra support within the school, in class, by resource, through interventions outside the classroom, or via outside agencies. The individual provision map will be reviewed termly by the class teacher with outcomes made clear and new targets set which build on previous progress. When new provision maps are sent home to parents, they include details of the outcomes from the previous term. If adequate progress has not been made, further strategies or interventions are put in place, or referrals are made to outside agencies. When it becomes evident that a child's needs are becoming more complex and challenging, they may progress to School Action Plus. Conversely if they make good progress and the impact of their needs on their learning becomes less significant, they may be taken off the SEN Provision List.

### **School Action Plus**

In liaison with the class teacher and SENTA, the Inclusion Manager ensures a greater level of support is put in place, or refers to outside agencies for additional support, strategies or advice. This may include educational psychologists (EPs), speech and language therapists, behavioural or learning support services.

The outside agencies will assess the child and suggest targets and/or objectives which will be incorporated into individual provision maps. These support services together with the Inclusion Manager and the class teacher may all be involved in the implementation of the individual provision map.

The child may revert back to School Action, continue at this stage or the Inclusion Manager and Headteacher may request a statutory assessment.

### **Statement**

If the child's needs are such that they cannot be effectively addressed at School Action or School Action Plus, this may result in a request for full Statutory Assessment by the Local Authority. The Inclusion Manager consults all relevant staff in order to request a full Statutory Assessment. If a full Statutory Assessment is to be initiated, all previous information about the child will be sent to the Special Needs Section at the local Authority. If a statement is issued and it is determined that the child will receive additional provision e.g. support teacher or learning support assistant time, the Inclusion Manager will oversee the programme and ensure reviews are arranged when necessary. Secondary transfer of a child with a statement will be assisted by the Inclusion Manager who will liaise with all staff involved, including the Annual Review Officer.

### **Admission arrangements for pupils with SEN who do not have a statement**

Pupils with SEN who do not have a statement do not have any different admission arrangements from other pupils. However, the school makes every effort to meet the individual needs of a child with SEN by seeking information from previous settings, services and the parents. This ensures that any information relating to the child's SEN is requested on admission or very soon after.

### **Provision for SEN in which the school specialises**

Staff are trained to deliver speech and language, literacy, numeracy, behaviour, autistic spectrum disorder and occupational therapy interventions.

### **Arrangements made by the governing body relating to in-service training for staff in relation to SEN**

The school is committed to providing and facilitating attendance at in-service training in the area of SEN and an annual needs analysis is undertaken to identify the training needs of the whole school and of individual staff. The Inclusion Manager will organise Special Needs Inset for staff using time from:

- Inset Training Days
- Staff Meetings
- Informal training sessions for TAs in delivering a variety of interventions

The focus for the training will be the implementation of the Code of Practice with specific reference to:

- Writing and implementing individual provision maps.
- Monitoring and reviewing individual provision maps.
- Increasing staff's understanding and knowledge of different areas of SEN eg. Dyslexia, ASD, ADHD.
- Behaviour management (see Behaviour Policy).
- Increase knowledge and understanding of targeted interventions for specific areas of need, eg speech language and communication, autistic spectrum disorder.
- Assessment and record-keeping.
- Involving parents/carers.
- Inclusion and the use of a variety of differentiation methods to support the Teach First approach.

To deliver effective training the school will, where relevant, involve specialists from different areas of SEN e.g. SCPS, Behaviour and Learning Support Service (BLSS), Autism outreach service, Speech and Language Service.

### **Facilities for pupils with special educational needs including facilities, which increase or assist access by pupils who are disabled**

The school has disabled access into its KS2 building only, with some limitations eg access to the ICT suite. There is a disabled toilet adjacent to the school hall which can be externally access via two external steps.

### **Allocation of resources to and amongst pupils with special educational needs in £ NEEDS COMPLETING**

Resources available for pupils with SEN  
Additional Educational Needs  
Standards Fund allocations

Funding for Statemented Pupils ( + school funding of )

SA+ funding

Additional funding allocated by the school for SEN:

To pupils with SEN ( eg additional teaching or support hours to groups or classes to promote small group or individual teaching support)

Amongst pupils with SEN(eg mentoring, counselling or purchase of specific learning materials)

### **Arrangements for providing access by pupils with SEN to a balanced and broadly based curriculum (including the National Curriculum)**

The curriculum is planned and differentiated to meet the range of individual needs of all pupils. The curriculum is further modified if necessary to meet specific individual's SEN, extra support via interventions or adult support is available to enable access, and a careful choice of resources is made to facilitate access.

### **How pupils with SEN engage in the activities together with pupils who do not have SEN**

Pupils with SEN are regarded as full members of the community and provision is inclusive. Pupils have full access to the environment, resources, staff and activities and the school carefully monitors all areas of school life to identify and address any barriers to inclusion for individuals or groups.

### **How the governing body evaluate the success of the education which is provided at the school to pupils with SEN**

The school's SEN policy and practice is evaluated annually by completing the Self Evaluation of SEN form submitted to Wandsworth LEA. The success of the policy will be monitored using a range of criteria including:

1. Data related to the progress made by children who have taken part in interventions.
2. Progress made by SEN children across the school towards meeting their end of year targets in the core areas.
3. Analysis of the progress that SEN children make from the end of KS1 to the end of KS2.
4. Information from pupil voice questionnaires including comments regarding the effectiveness of provision.
5. Levels of exclusions during the academic year.
6. The number of children at each stage of the COP and any movement of children off the profile.

In addition to the SESP, the Inclusion Manager provides termly SEN governor reports to which evaluate the success of provision on a regular basis.

### **Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school**

Concerns and complaints about SEN provision should be addressed to the Inclusion Manager, SEN Governor or Headteacher who will respond by meeting the parents/carers to discuss the situation. If this does not resolve the situation then the complaint should pass to the first level of the general complaints procedure.

If necessary parents can make representation to the Governing body. Parents can find out about arrangements under Section 23 of the Education Reform Act 1988 to deal with Formal complaints, which is available from the School Office.

In the Special Educational Needs Code of Practice 2001, guidance is designed to promote partnership between all parties involved, however, it is important where agreement cannot be reached, parents should have a right of appeal against the LEA's decision. The 1993 Act established a SEN Tribunal, which extends parents right of appeal. The Tribunal has published its own information about its operation.

### **The use made of teachers and facilities from outside the school including links with support services for SEN**

The school has a wide range of support services which they can call upon for advice and support including:

Schools and Community Psychology Service  
Literacy Support Service  
Behaviour and Learning Support Service  
Speech and Language Therapy Service  
Child and Adolescent Mental Health Service  
Autism Outreach  
Early Years Centre  
Moderate Learning Difficulty Service

### **The role played by the parents of pupils with SEN**

It is crucial that parents/carers be consulted and involved. The school ensures parents/carers views and contributions are valued and listened to. We recognise that parents know their children best and have valuable contributions to make to support their child's SEN. The partnership with parents should include:

- Sensitivity to their concerns
- An understanding of feelings of perhaps demoralisation or alarm when first informed of special needs.
- A willingness to offer support and advice
- Good communication and regular reviews and meetings

We will always make clear:

- exactly what provision we are offering
- how parents/carers can support their child (e.g. an awareness of targets and suggested parental activities in individual provision maps)

### **Links with other schools, including special schools, and the provision made for transition of pupils with SEN between schools or between the school and the next stage of life or education**

We have strong links with the Victoria Drive PRU and have used Garratt Park's outreach service and the Early Years Centre to provide support for children with ASD/social communication difficulties. Wandsworth LEA has a primary secondary transfer procedure for all pupils with SEN which enables the transfer of information to take place successfully. This includes Primary Secondary Transfer (PST) day and PST forms for pupils with SEN. The school follows the agreed procedure for Statemented pupils. The Inclusion Manager makes efforts to meet with the parents of children with SEN who enter our Nursery or Reception class early on in the academic

year. When pupils with SEN leave our school, all relevant records are passed on to the child's next setting.

**Links with health services, social services and educational welfare services and any voluntary organisations which work on behalf of pupils with SEN**

The Inclusion Manager has a comprehensive list of outside agencies to provide support and advice for pupils with SEN. We have consistent and very valued support from the Shine Again charity which provides Integrated Arts Psychotherapy support for a range of children with SEN, many of whom have behavioural or emotional needs. Dee Thwaites works in this capacity and manages and monitors the work of any other therapists from the charity working in school.

**Personnel**

Headteacher	Richard Woodfin
Inclusion Manager	Vicki Graham
SEN Teaching Assistant	Jo Rochester
Governor with responsibility for SEN	Janet Chadwick
Educational Psychologist	Ifoma Bennett
Integrated Arts Psychotherapist	Dee Thwaites
School Speech and Language Therapist	Chiara Eames

This policy has been adapted in consultation with children, staff, parents and governors. As a Rights Respecting School, we believe "Every Child has the Right to say what they think in all matters affecting them and to have their views taken seriously" (Article 12). Therefore, an important part of the consultation process for this policy was a meeting chaired by the Inclusion Manager with a group of SEN pupils of varying ages and needs across the school. The group were given the opportunity to comment on the effectiveness of the SEN policy in place and make suggestions for improvement.

June 2013

Vicki Graham

**Inclusion Manager**