

ROEHAMPTON CHURCH SCHOOL

Special Educational Needs and Disabilities Policy



Reviewed and updated: July 2020

By: Vicki Graham (Deputy Head/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 SEN Information Report, SEND Equality/Intent Statement, 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 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 and Early Years Foundation Stage 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.

SENCO

Klara Toth

Inclusion and Wellbeing Lead

Joanne Rochester

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

The SENCO:

- 1) Takes responsibility for identifying pupils with SEN and establishing, and regularly reviewing, the SEND profile.
- 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 assistants 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 SEND from outside agencies, where necessary, and liaises regularly with such these agencies – making referrals, organising visits, arranging meetings etc. Agencies include: Community Schools Psychology Service, Literacy and Numeracy Support Service, Speech and Language Therapy, Wandsworth Autism Service, Shine Again and the Occupational Therapy service.
- 11) Ensures that, where SEN pupils transfer to secondary or another school, all relevant information regarding their needs and provision is conveyed.
- 12) Acts as Lead Professional for pupils with EHCPs and manages this process including preparing requests, chairing TAC meetings, liaising with Case Managers and completing all EHC paperwork.

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

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

The progress of all children within the school is very carefully monitored in a variety of ways including through termly teacher assessments and pupil progress meetings with the Senior Leadership team. Where concerns regarding progress and achievement are raised, either by the school or by parents, we adopt a graduated response which involves parents at every step. Where concerns persist, children will be identified and discussed more formally in termly SEN provision meetings with the SENCO, relevant class teacher and Inclusion and Wellbeing Lead. Decisions are made during these meetings with regard to any changes to the SEN provision profile, 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.

Broadly, we provide for the following needs:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

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:

Pre-SEN Support

When concerns are initially raised regarding a pupil, they may firstly be placed on our Pre-SEN Support list. These children are not classified as having Special Educational Needs, as their needs are not significant but we are closely monitoring their progress, and they may be receiving some input to address minor concerns or specific mild difficulties. This may include input from outside agencies such as Speech and Language or Paediatric services. Steps to tackle any concerns are agreed between the class teacher and parent/carer and these are recorded on a Pre-SEN record which is reviewed termly. Some children may be placed on Pre-SEN for a short time and then be removed.

SEN support

Where concerns persist, as stated above, a child may be placed on **SEN support** and more intensive extra provision will be agreed, in liaison with parents/carers. At this stage a child would be given a SEN Provision Map which identifies provision, individual targets and outcomes. Where concerns persist over a longer period of time or are particularly complex, it may be necessary to refer a child to external/LA agencies such as the Schools and Community Psychology Service, Literacy/Numeracy Support Service, Behaviour and Learning Support Service or Garratt Park Outreach Service.

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 SENCO and the class teacher may all be involved in the implementation of the individual provision map.

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 through high quality first teaching, 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 further referrals are made to outside agencies.

Education Health Care Plans (EHCPs)

For some pupil's with more complex needs, the SEN provision required to meet their needs cannot reasonably be provided from the regular SEN resources at school level. Where this is the case, in liaison with parents/carers, the school will request that the local authority carries out an **assessment of Education, Health and Care needs**. If the authority agrees to carry out an assessment and concludes that a higher level of support is required, an **Education Health Care Plan** will be prepared, which focuses on the **short and long term outcomes** being sought for the pupils across the education, health and care sectors. In most cases the SENCO will act as Lead Professional in the preparation and ongoing monitoring of pupils with an EHCP. They will receive a higher level of support, dependent on the level of funding awarded by the local authority. Provision is carefully planned via personalised timetables, weekly targets identified by class teachers and termly provision map reviews. The progress of pupils with EHCPs is more formally reported in their Annual Review. The Inclusion team support and carefully manage the transition of pupils with EHCPs to secondary schools and often visit secondary schools alongside parents/carers.

Admission arrangements for pupils with SEN who do not have an EHCP

Pupils with SEN who do not have an EHCP 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. We also offer substantial support for pupils with Social, Emotional and Mental Health needs by for example, supporting pupils individually through play therapy (Shine Again) or social skills groups such as Lego therapy.

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 SENCO will organise Special Needs Inset for staff using time from:

- Inset Training Days
- Staff Meetings
- TA training sessions

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 Quality First Teaching 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 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, with some limitations eg access to the ICT suite. There is a disabled toilet adjacent to the school hall which can be externally accessed via two external steps, as can the hall itself and the Year 2 classroom.

Arrangements for providing access by pupils with SEN to a balanced and broadly based curriculum (including the National Curriculum and Early Years Foundation Stage)

“Special educational provision is underpinned by high quality teaching and is compromised by anything less” (Code of Practice 2014)

We work to ensure that the standard of teaching and learning is high quality and supports a personalised approach to meet the individual needs of the majority of pupils. We regularly

review the quality of teaching for all pupils, including those at risk of underachievement and we take care to ensure that additional intervention and support does not compensate in any way for a lack of quality teaching. The curriculum is planned and differentiated to meet the range of individual needs of all pupils and examples of ways that this is achieved are included in the individual Curriculum Intent/Implementation statements.

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 regularly reviewed by governors and its' success is 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.

The SENCO provides termly SEN governor reports which support the evaluation of the success of provision.

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

We encourage parents/carers to discuss any concerns with the class teacher in the first instance and this may well involve a member of the Inclusion team, Senior Leadership team or Headteacher. The same arrangements for the treatment of general complaints at RCS are used for complaints about provision made for Special Educational Needs and Disabilities. Please refer to our Complaints Policy for further information.

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 and Numeracy Support Service
Behaviour and Learning Support Service
Speech and Language Therapy Service
Child and Adolescent Mental Health Service
Wandsworth Autism Service
Hearing Impaired 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)

We offer information sessions for parents with SEND. Some examples have included coffee mornings for parents/carers of pupils with ASD and input on the Code of Practice. In addition, the Wellbeing and Inclusion Lead runs regular (fortnightly) drop in sessions for parents which are aimed at those seeking support and advice and are targeted in particular towards parents/carers of pupils with SEND.

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 Wandsworth Autism and Early Years services to provide support for children with ASD/social communication difficulties. Wandsworth LA 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 pupils with EHCPs. The SENCO makes efforts to establish links 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 onto 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 SENCO and Inclusion and Wellbeing Lead have a comprehensive list of outside agencies to provide support and advice for pupils with SEND and their parents. The full range of support available to Wandsworth pupils is presented in Wandsworth's Local Offer for 0-25 year olds for pupils with Special Educational Needs and Disabilities which can be accessed through the following link:

<https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page>

We have consistent and very valued support from the Shine Again charity which provides Play Therapy support for a range of children with SEN, many of whom have behavioural or emotional needs.

Personnel

Headteacher	Richard Woodfin
Inclusion Manager	Klara Toth
Inclusion and Wellbeing Lead	Joanne Rochester
Governor with responsibility for SEN	Kathy Tracey
Educational Psychologist	Anna Teuma
Play Therapist	Natasha Doulton
School Speech and Language Therapist	Milan Simic

This policy has been adapted in consultation with children, staff, parents and governors.
It should be read in conjunction with the SEN Information Report and SEND Equality/Intent Statement that are published in the on the school's website.

Updated July 2020
Vicki Graham
Inclusion Manager