

Rotherfield Primary School



SEN Policy

September 2023

Aims and Vision

Rotherfield Primary is a fully inclusive mainstream primary school. We are committed to providing access to quality first teaching for all pupils, including those with Special Educational Needs and Disabilities (SEND) and other vulnerable groups. All pupils are valued equally, regardless of their abilities. All pupils are entitled to have access to a broad, balanced and relevant curriculum, which is scaffolded to meet their needs in both content and style of learning. Rotherfield Primary Staff recognise and are fully committed to fulfilling their responsibility to ensure that every pupil has an equal opportunity to attain good outcomes in their learning, progress and personal development.

Pupils of all ages and abilities will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- Be provided with opportunities for continued growth and development to support their well being
- Be encouraged to achieve their full potential
- Be encouraged to learn through a range of engaging and stimulating experiences in an atmosphere where children feel valued, encouraged and safe

Rotherfield Primary School has a clear approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). We aim to provide a safe, welcoming, and stimulating learning environment in which every child can enjoy their learning. We strive to ensure that pupils, regardless of their specific needs, make the best possible progress in school.

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs or disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Legislation and Guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

➤ [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

[The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

➤ The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

➤ The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and

advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

Assistant Head – SENDCO (Special Educational Needs Coordinator)

The Assistant Head – SENDCO is: Rhian Jiménez (NASENCO 2012)

She will:

- Work with the Executive Headteacher, Head of School and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Analyse and interpret relevant school, local and national information relating to pupils with SEND and advise the Head of School on the level of resources required to maximise achievement
- Be responsible for overseeing the management and provision for SEND pupils
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately
- Ensure that pupils with SEN are enabled to share their views and that these are acted upon appropriately
- The Head of School and SENDCo will report annually to governors on the policy and effectiveness of the school's work for pupils with SEND.
- The school will work closely with outside agencies and Islington schools with outreach teams to ensure that children with SEND are well supported within the school..

The SEND link governor

The SEND link governors are: Miriam Grigg and Andrew Bosi

The SEND governors will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The headteacher will

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school

- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such Rotherfield Primary School adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice. This is in line with our Teaching and Learning Policy.

- The staff in the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.
- Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority.
- All children with SEND are afforded the same rights as other children in terms of their admission to school.

Accessibility

Rotherfield Primary School is a three storey Victorian building. It has step free access to the main office. The two playgrounds and dining room are all at the same level and step free.

Whilst Nursery and Reception classrooms are on the ground floor all other year groups are on the second or third floor. There are 4 separate flights of stairs to each floor but no lifts.

Equipment available in our school to all children at any time needed:

- Additional laptops for children with fine motor skills difficulties or to support learning.
- Sensory equipment including pencil grips, sensory toys, slope boards, sensory cushions
- Devices for additional recording e.g. Cameras, video recorders, voice recorders
- SEN software - NESSY (dyslexia programme, Doodle Maths, Widget (For creating key visuals) Immersive reader
- Aids to help children with dyslexia e.g., coloured overlays, yellow books, pocket spell checkers

The school will consider purchasing other equipment if there is an agreed identified need. We will normally consider this at the pupil's termly or annual review.

Access to the Curriculum

The Curriculum will be made available for all pupils, including those with predictable SEND. Where pupils have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

The school will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the pupils' SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Providing the graduated response: SEN Support

The school offers high quality teaching and a differentiated curriculum.

The learning, behaviour, progress and well-being of all pupils is reviewed termly by the teaching and support staff, HLTAs for the phase together with members of the Senior Leadership Team. If a pupil is struggling to make expected progress, the school follows an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, as well as to identify any learning difficulties.

Following termly assessments, we will put a plan in place detailing appropriate interventions, for example,

- Adaptations to classroom organisation and management
- In-class support by teaching and support staff e.g., further support in an area of difficulty, more regular practice of certain skills, practical resources to scaffold independent work.
- Small group work (during lesson time and in timely interventions) These interventions may include Speech and Language groups, Sensory groups, SEMH groups alongside additional support for reading, phonics and maths.
- Home/school reading schemes
- Behaviour modification programmes such as individualised behaviour plans and rewards
- Allocated time with trained adults e.g., Learning Mentor, SALT, CAMHS, ELSA
- Use of specialist equipment to assist learning, for example writing aids and physical equipment
- Alternative teaching strategies – etc multi-sensory, personalised topics etc

The plans will be outcome focused. All plans will be reviewed regularly in pupil progress meetings, alongside additional more regular meetings for some pupils.

The resources deployed to help the child achieve the agreed outcomes will be captured in an individual plan, usually in the format of an Individual Education Plan (IEP). Parents, children and staff will be involved in developing individual plans.

Identification, assessment, planning, intervention and review of children with SEN will be undertaken by all staff, with advice and support from the SENDCO where needed. Appropriate records will be maintained, including continuous assessment, standardised tests, Key Stage attainment tests. Where necessary, pupils will be referred to the SENDCO for diagnostic testing to construct a profile of strengths and weaknesses.

Additionally, the progress of any child receiving exceptional needs funding, or with an EHCP will be reviewed in a formal annual review.

Resources

The school is allocated a notional SEN budget annually and receives top-up funding for some children with EHCPs. These funds are mainly devoted to staffing costs, enabling the provision of high quality first teaching in all classrooms for all children, action planning and review of children's progress, in-class support for groups and individuals, additional learning opportunities, Emotional Literacy and behaviour support. There is also provision to buy resources and equipment to help meet the needs of children.

Parent Participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEN where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss the child's needs with Parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their IEPs. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Multi-agency working

Regular liaison is maintained with the following external agencies:

- Early Years Inclusion Team
- Outreach Support Services
- Educational Psychologist
- Child Adolescent Mental Health Service and the School Well-being Team
- Speech and Language Therapists
- Health Service (school nurse, dietician, physiotherapists, Occupational therapists, Child Development Team)
- Family Support services
- More Life
- Social Services
- Links and sharing of expertise with other Islington schools
- Islington SENDCO network

Arrangements for the Treatment of Complaints:

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So if you have something to tell us, whether good or bad, please contact the class teacher (this is usually best in the first instance) or the Assistant Headteacher (SENDCo) Rhian Jiménez.

School staff will do their utmost to make sure that concerns and complaints are dealt with as quickly as possible. Parents and staff should follow the school's complaints procedure if they feel that staff have not dealt with their concern appropriately. If you have a complaint about SEN provision, please tell us promptly by contacting the following people in this order:

- The class teacher
- The SENDCo
- The Headteacher
- The Chair of Governors

The SEN governor will then refer to the complaints procedure to try and address the issue.

Workforce Development

In-service training needs related to special educational needs will be identified by the Headteacher and SENDCo in consultation with the staff and will be incorporated into the staff development plan.

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual need
- Success of early help intervention
- Academic progress of pupils with SEN
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Consultation with parents
- Children's awareness of their targets and achievements

Relationship to other policies

This policy links to the following documents:

- SEN information report
- The local offer [Find Your Islington | SEND Local Offer](#)
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

Approved by: Full Governing Body
Last reviewed on:
Next review due by:

