ROECROFT
Lower School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) Policy

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Amendments in this issue	
1.	Completely re-written to reflect changes following the SEND White paper, Local Authority changes and provide more specific information about SEND Support in school.

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1. Introduction

This policy has been written based on the statutory guidance contained within the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 Years, Keeping Children Safe in Education and Working Together to Improve School Attendance.

This policy is also based on:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The Public Sector Equality Duty (Section 149 of the Equality Act 2010)
- The School Admissions Code

This policy should be read alongside the schools:

- SEND Information Report
- Accessibility Plan
- Attendance Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Complaints Policy

2. Rationale and Aims

At Roecroft Lower School we aim:

- To create an environment that meets the special educational needs of each child;
- To ensure that special educational needs are identified, assessed and appropriately provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for pupils with SEND;
- To enable all pupils to have full access to all elements of the curriculum;
- To ensure that parents and carers are able to play their part in supporting their child's education;
- To ensure that pupils have a voice and are involved in decisions affecting them.

3. Inclusion and Equal Opportunities

At Roecroft Lower School, we strive to create an inclusive learning environment where all pupils, regardless of their needs or abilities, can access a broad, balanced and ambitious curriculum.

We are committed to ensuring that every pupil is valued, respected and supported to achieve their potential. We recognise our responsibilities under the Equality Act 2010

and will make reasonable adjustments where required to ensure disabled pupils are not placed at a substantial disadvantage compared to their peers.

4. Definitions

- **Special Educational Needs**

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

A pupil has a **learning difficulty or disability** if they:

- Have a significantly greater difficulty in learning than most others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities 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 children and young people of the same age in mainstream schools.

- **Disability**

A pupil is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school will make reasonable adjustments to ensure disabled pupils are able to access education and school activities.

5. The 4 Areas of Need

The needs of pupils with SEND are grouped into four broad areas. Pupils may have needs that span more than one area and these needs may change over time.

Communication and Interaction

Pupils with needs in this area may have difficulty understanding language, expressing themselves or understanding social communication. This includes pupils who are autistic.

Cognition and Learning

Pupils with cognition and learning needs may learn at a slower pace than their peers.

This area includes:

- Specific learning difficulties such as dyslexia, dyscalculia and dyspraxia;
- Moderate learning difficulties;
- Severe learning difficulties;
- Profound and multiple learning difficulties.

Social, Emotional and Mental Health Needs

Pupils may experience difficulties arising from:

- Anxiety or depression;
- Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD);
- Attachment difficulties;
- Adverse childhood experiences.

These needs may present through withdrawn behaviour, emotional distress or behaviour that challenges.

Sensory and/or Physical Needs

Pupils may have:

- Visual impairments;
- Hearing impairments;
- Multi-sensory impairments;
- Physical disabilities.

They may require specialist equipment, adaptations and additional support in order to access learning and school life.

6. Roles and Responsibilities

6.1 The Head of SEND and Inclusion

The Head of SEND and Inclusion is: Mrs Kirsty Taylor

The Head of SEND and Inclusion fulfils the role of SENCO and will hold, or be working towards, any qualifications required by current legislation and guidance.

The Head of SEND and Inclusion will:

- Work with the Headteacher and SEND Governor to determine the strategic development of SEND provision;
- Have day-to-day responsibility for the operation of this policy;
- Coordinate provision for pupils with SEND, including those with Education, Health and Care (EHC) Plans;

- Provide professional guidance to staff and liaise with parents, carers and external agencies;
- Monitor staff training needs relating to SEND;
- Advise colleagues on the graduated approach and appropriate teaching strategies;
- Ensure SEND records are maintained accurately and transferred appropriately when pupils move settings;
- Act as the point of contact for external agencies;
- Manage resources to support effective SEND provision;
- Support transition arrangements between educational settings;
- Contribute to the school's SEND Information Report and policy reviews.

6.2 The Governing Body

Link SEND Governor: Kate Bonail

The Governing Body has due regard to the SEND Code of Practice when carrying out its duties.

While delegating responsibility for the day-to-day operation of SEND provision, the Governing Body retains strategic oversight and seeks to ensure that appropriate provision is made for pupils with SEND.

The Governing Body will:

- Ensure all teachers understand their responsibilities towards pupils with SEND;
- Ensure parents are informed when SEND provision is made for their child;
- Monitor the effectiveness of SEND provision;
- Oversee the deployment of staff, resources and funding allocated to SEND.

The SEND Governor will meet regularly with the Head of SEND and Inclusion to review SEND provision and statutory responsibilities.

6.3 The Headteacher

The Headteacher will:

- Work with the Head of SEND and Inclusion and Governors to determine the strategic development of SEND provision;
- Ensure the school fulfils its responsibilities under the Equality Act 2010;
- Maintain overall responsibility for SEND provision and pupil progress;
- Monitor SEND funding and resources;
- Ensure sufficient time is allocated for the Head of SEND and Inclusion to undertake their duties;
- Support staff training and professional development relating to SEND;
- Regularly review the effectiveness of SEND provision.

6.4 The Class teacher

Every teacher is a teacher of pupils with SEND.

Class teachers are responsible for:

- Planning and delivering high-quality, differentiated teaching;
- The progress and development of all pupils in their class;
- Working with support staff and specialists to assess the impact of interventions;
- Reviewing pupil progress with the Head of SEND and Inclusion;
- Following this policy and the SEND Information Report;
- Maintaining regular communication with parents and carers regarding progress, outcomes and support.

6.5 Parents, Carers and Partnership Working

Parents and carers should inform the school if they have concerns about their child's progress or development.

The school values positive partnerships between parents, carers, staff and external professionals and recognises that effective SEND support depends upon collaborative working focused on the child's needs and best interests.

Parents and carers of pupils receiving SEND support will be invited to regular review meetings and given opportunities to contribute their views, concerns and aspirations.

All parties are expected to communicate respectfully and professionally, even where views differ. Concerns or disagreements should be addressed through appropriate school procedures.

Further information regarding SEND provision can be found in the school's SEND Information Report.

7. Our Approach to SEND Support

Roecroft Lower School will use its best endeavours to secure the special educational provision required by pupils with SEND and to remove barriers to learning at the earliest opportunity.

Early identification of SEND is essential. Teachers regularly assess and monitor pupil progress and discuss concerns with parents and carers at the earliest opportunity.

Class teachers will identify pupils whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better previous rates of progress;
- Fails to close the attainment gap;
- Widens the attainment gap.

This may include progress in areas other than attainment, such as communication, social or emotional development.

Slow progress and low attainment alone do not necessarily mean that a pupil has SEND.

When considering whether SEND provision is required, staff will use the school's Graduated Approach document and consider:

- The pupil's needs;
- Desired outcomes;
- Views of the pupil;
- Views of parents and carers;
- Current progress and attainment.

Teachers use a range of approaches, including adaptive teaching, reasonable adjustments and evidence-informed interventions.

Where ordinarily available provision is insufficient, an individual SEND Support Plan may be developed with specific measurable targets.

Support will be delivered within the classroom wherever possible, although small-group or individual interventions may be provided where appropriate.

For a small number of pupils with more complex needs, the school may, in partnership with parents or carers and relevant professionals, request an Education, Health and Care Needs Assessment from the Local Authority.

The Graduated Approach to SEND Support

Once a pupil has been identified as having SEND, the school will follow a graduated approach in accordance with the SEND Code of Practice.

This follows a continuous cycle of:

- Assess
- Plan
- Do
- Review

The school's graduated approach is detailed in the school's *Steps to SEND Support* document (Appendix A) and is used to ensure that provision is regularly reviewed, monitored and adapted to meet individual needs.

8. Education and Health Care Plans

An Education, Health and Care Plan (EHCP) is a legal document issued by the Local Authority for children and young people whose special educational needs require

provision that is additional to, and different from, that which is ordinarily available within mainstream settings.

The school will work in partnership with pupils, parents or carers, the Local Authority and relevant professionals to support the delivery of the provision and outcomes identified within an EHCP.

Where a pupil has an EHCP, the school will:

- Work with the Local Authority and relevant professionals to deliver and support the provision specified within the EHCP;
- Monitor progress towards agreed outcomes and review the effectiveness of provision;
- Maintain regular communication with parents or carers regarding progress and support;
- Arrange and contribute to annual review meetings on behalf of the Local Authority, in accordance with statutory requirements;
- Support successful transitions between classes, key stages and educational settings;
- Work collaboratively with education, health and social care professionals involved with the pupil.

Where a pupil's needs cannot reasonably be met through the resources and provision ordinarily available within the school, the school may, in partnership with parents or carers and relevant professionals, request an Education, Health and Care Needs Assessment from the Local Authority.

9. Attendance

Some pupils with SEND may experience barriers to attendance.

The school recognises that the attendance ambition for pupils with SEND is the same as for all pupils. However, some children may require additional support to achieve this.

The school's approach to supporting pupils whose attendance is affected by SEND is detailed within the Attendance Policy.

10. Complaints

Any concerns regarding SEND provision should initially be discussed with the class teacher and/or the Head of SEND and Inclusion.

Formal complaints will be managed in accordance with the school's Complaints Policy, which is available on the school website.

11. Pupil Participation

At Roecroft School, pupils are encouraged to participate in decisions about their learning and SEND provision in a way that is appropriate to their age and understanding.

Where appropriate, pupils contribute to the setting and review of targets and are supported to express their views about the support they receive.

We value pupil voice and recognise the importance of developing confidence, independence and self-awareness.

All pupils are encouraged to participate fully in school life, including educational visits and extracurricular activities. Reasonable adjustments will be made where required to enable access.

12. Physical Intervention

Where a pupil is experiencing difficulties managing their behaviour or emotions, staff will use the strategies outlined in the pupil's SEND Support Plan, One Page Profile and the school's Behaviour Policy.

Where physical intervention forms part of planned support, this will be documented within relevant plans and supported by an appropriate risk assessment.

Any physical intervention will only be used where necessary, proportionate and lawful and will be carried out in accordance with the school's Behaviour Policy, safeguarding procedures and individual risk assessments.

13. Monitoring and Review

The Head of SEND and Inclusion, Headteacher and Governing Body will regularly review the effectiveness of SEND provision across the school.

This includes reviewing:

- Pupil progress and outcomes;
- The impact of interventions;
- Training needs;
- Resource allocation;
- Compliance with statutory duties.

The Governing Body will receive regular information regarding SEND provision and outcomes to enable it to fulfil its oversight responsibilities.

This policy will be reviewed annually and updated where necessary to reflect changes in legislation, statutory guidance or school practice.

14. The Local Offer

The Local Offer provides information about education, health and social care services available to children and young people with SEND and explains how these services can be accessed.

Central Bedfordshire's Local Offer is available at:

https://localoffer.centralbedfordshire.gov.uk

In accordance with the SEND Regulations 2014, the school publishes an annual SEND Information Report on its website detailing the provision available for pupils with SEND.

Roecroft School's SEND Information Report can be found on the school website:

www.roecroftlower.co.uk

Appendix A – Staff

Steps to SEND Support

Ordinarily Available Provision can be defined as the provision made for children whose special educational needs can be met from the resources generally available to the school or setting and those suggested in the Local Authority's Graduated Approach document. This will apply to **all** children. This provision was previously referred to as reasonable adjustments and can include strategies such as differentiation, visual supports, scaffolding and modelling and brain or movement breaks. If after half a term there has been little or no change, you will need to discuss with your phase lead whether further support/time is needed. At this stage a One Page Profile may be put in place. This is a working document and is written and monitored by the class teacher as needed.
(Assess- Plan – Do– Review cycle 1)

If there are still concerns following the implementation of ordinarily available provision, then, using the four areas of SEND (Cognition and learning*, communication and interaction, Social, emotional, and mental health, Sensory and Physical), identify areas of need. Referring to the Graduated Approach document.

*For cognition and learning you will need to identify whether there are gaps in learning (not SEND, needs booster intervention or extra support in class) or a barrier to learning such as working memory, processing skills.

At this stage you will need to discuss with your phase lead whether you need to create a SEND support plan using the Roecroft proforma. **This will form the next step of the Assess-Plan-Do-Review (cycle 2).** If a SEND support plan is needed parents/Head of SEND and Inclusion **must** be informed and the child will be added to the SEND register to monitor their progress.

If there are still concerns after the 2nd cycle of Assess-Plan-Do-Review then a SEND referral form needs to be completed and a meeting with the Head of SEND and Inclusion, parents and class teacher must be arranged to discuss next steps. Referrals will be sent to external agencies if necessary, and further support may be sought through an Education and Health care Needs assessment where children's needs meet the threshold criteria.

Appendix B - Parent/Carer

ROECROFT Lower School

Steps to SEND Support

Ordinarily Available Provision can be defined as the provision made for children whose special educational needs can be met from the resources generally available to the school or setting and those suggested in the Local Authority's Graduated Approach document.

This applies to **all** children. This provision can also be referred to as 'reasonable adjustments' and can include strategies such as differentiation, visual supports, scaffolding and modelling and brain or movement breaks. This can also include support or interventions for social, emotional and pastoral needs.

A One Page Profile may be created for individuals to ensure all adults working with the child know what support is needed. Class teachers will inform you if they feel this would benefit your child.

The ordinarily available provision will be reviewed regularly to ensure it is effective. If after a term, there is little, or no progress then more targeted support may be needed.
(Assess- Plan - Do – Review cycle 1)

If there are still concerns following the implementation of ordinarily available provision, then more targeted support will be put in place. You will be informed that your child will be put on a SEND Support plan and given targets to help them make progress, these will be agreed in discussion with parents/carers.

The progress towards targets will be reviewed termly by both the class teacher and parents together. The SEND Support plan is a working document therefore if it is felt that if the targets need reviewing sooner then parent/carers will be contacted by the class teacher to discuss this.

At this stage your child will be added to the SEND register to allow the SENDCo to monitor their progress.
(Assess – Plan – Do - Review cycle 2)

If there are still concerns after the 2nd cycle of Assess-Do-Plan-Review your child may need more specialist support from an external agency such as Autism outreach or Occupational therapy, or further support may be sought through an Education and Health care Needs assessment where the child's needs meet the threshold criteria. We may also consider a referral for ASD/ADHD assessment.
(Assess – Plan - Do – Review cycle 3)