



# SEND POLICY 2023/24

**RAWMARSH ASHWOOD  
PRIMARY SCHOOL**

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# SEND Policy

**Reviewed & Amended; September 2023**

## **Special Educational Needs and Disability Policy**

**‘All our children are special. Some of them have additional needs.’**

### **Aims**

At Rawmarsh Ashwood Primary School we are committed to offering an inclusive education to ensure the best possible progress is made by all learners, whatever their needs or abilities. Not all pupils with disabilities have Special Educational Needs (SEN) and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils. ‘Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.’ ‘Pupils with a disability have Special Educational Needs if they have difficulty in accessing the education they need to fulfil their potential.’

The Special Educational Needs Code of Practice (2001) deems a child to have a *learning difficulty* if they;

- a) have a significantly greater difficulty in learning than the majority of children of the same age;
- 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;

- 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.

The Code of Practice refers to four broad areas of need:

**Communication and interaction** - these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and learning** - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

**Specific learning difficulties** (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties** - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

**Sensory and/or physical needs** - some children require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

The Childrens Act (1989) and the Disability Discrimination Act (1995) state: 'A child is disabled if s/he is blind, deaf or .... suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as maybe prescribed.'

Section 17 (11), Children Act 1989

A person has a disability for the purposes of this Act if he has a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.

## Section 1(1), Disability Discrimination Act 1995

### **Objectives of the Policy**

- To identify pupils with SEN and disabilities and ensure that their needs are met;
- To ensure that pupils, including those with SEN and disabilities, can participate with all activities in the school which are deemed both appropriate and safe for them
- To ensure that all learners, including those with SEN and disabilities, make the best possible progress
- To ensure parents are informed of their child's needs and that there is effective communication between parents and school
- To ensure that learners express their views and are involved in the decisions which affect their education
- To promote effective partnership working with appropriate outside agencies.

The named SEN coordinators for the school are Mrs Lucy Hartley, although the Governing Body as a whole is responsible for making provision for pupils with SEN. The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with SEN or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place and adjustments put in place. Our SENCO attends LA meetings, Wickersley Partnership Trust SENDCO meetings and meets regularly with the Specialist Inclusion Teacher, the Educational Psychology Service and other outside agencies to review children's progress and plan future provision. Staff are given the appropriate training and support from the SENCO and other outside agencies, depending on the needs of children currently attending the school. Teachers liaise with the Headteacher, SENCO and Teaching Assistants on a regular basis regarding the needs of children within their class.

Teaching Assistants across the school are involved in delivering a range of interventions for children with SEN. Some have specific responsibilities to work with particular children who have complex needs.

### **Identification of children with SEN**

The school is committed to early identification of special educational needs and adopts a graduated response to meeting SEN in line with the current Code of Practice. The system for identification is as follows;

### **Class Teacher (CT) Concern**

#### **Evidence Collection**

- *CT to plan for children's needs through quality first teaching.*
- *CT to meet with SENCO to discuss concerns.*

### **Record of Concern**

- *CT to plan class-based interventions to meet the needs of the child.*
- *CT to speak to SENCO if they need advice / support regarding this.*
- *Graduated Response booklet to be completed to evidence support that has been provided*
- *Pupil Support Plan completed*

### **Monitor Interventions**

- *For approximately half a term.*
- *Any class-based intervention sessions should be evidenced and recorded on a Wave 2 plan*
- *Interventions to be recorded on the whole school provision map*

### **Review / Meet with SENCO**

- *After approximately half a term.*
- *CT to evaluate impact of class based intervention and discuss with SENCO.*
- *CT and SENCO decide upon further intervention. Discussion with parents to take place and child is placed on SEN register*
- *Advice **may** be sought from relevant agencies i.e. SIT, EPS, Aspire etc*
- *Progress to be monitored and regular review meetings to be held with SENCO and parents / carers.*

Class teachers may have concerns in other areas, such as;

- *social, emotional and/or behavioural development;*
- *sensory and/or physical impairments;*
- *communication and/or interaction needs.*

### **Provision for Children who are requiring support although not on the SEN register**

Following discussions about a concern, class teachers will put in place some additional class-based support. This is recorded on a wave 2 plan and provision map. Although this sets out provision for any children within the class who have additional needs, there is scope for each child to have individual target/s where necessary. Where children's needs are similar, targets and provision may be set out as a group. This provision runs concurrently with differentiated curriculum support and quality first teaching. The responsibility for planning for these children remains with the class teacher; however, provision is reviewed regularly in consultation with the SENCO.

### **Provision for Children who are on the SEN register**

If, after accessing class-based support, a child is still not making progress, as part of the review process, the SENCO and school staff may request support from an outside agency. Provision at this level always includes the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and

strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the pupil's progress. When a child is registered at this level, their class teacher, with support from the SENCO if required, will write individual targets, recorded on a wave 2 plan

- The short-term targets set for or by the pupil
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria

This is reviewed termly or more frequently where necessary. Class teachers are responsible for reviewing a child's targets with the support of the SENDCO. Class teachers, outside agencies, parents/carers and wherever possible, their child, will be invited to contribute to this and will be consulted about any further action. As part of the review process, the SENCO, school colleagues and outside agencies, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs, which are not being met by current interventions. Where this is the case, a decision may be made to make apply for an Education Health and Care plan.

### **Education, Health and Care plan**

If a child is granted an Education, Health and Care plan (EHC), in addition to the review of targets, their progress and the support outlined in their 'EHC' will be reviewed annually and a report provided for the Local Authority. An 'EHC' follows the child throughout their Education and beyond until they reach 25.

### **Funding Arrangements**

The school receives a delegated fund from the Local Authority in order to provide for the needs of pupils with SEN. This is used to fund support for SEN children and to buy in support from agencies, to buy specialised resources and to train staff to deliver interventions.

### **Parents/carers and pupil involvement in the process**

We believe in a person-centred approach to information gathering and the cycle of assess, plan, do, review. Termly reviews are organised additional to parent consultation events where targets and provision is discussed and evaluated. Targets are shared with pupils and successes are celebrated.

The class teacher may identify additional needs however the parent/carer may be aware of their child having additional needs and 'masking' within school therefore an

open-door policy is encouraged and partnership between school and home is of the utmost importance.

## **SEN Provision**

SEN support can take many forms. This could include:

- a graduated response
- A wave 2 plan or SEN support plan (support and EHCP request)
- Specialist Inclusion recommendations
- evidence based interventions
- extra help from a teacher or a teaching assistant
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

### **The class teacher is responsible for:**

- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENDCO
- effective deployment of additional adults
- identifying on class planning the provision they are making for pupils with SEND
- Writing and reviewing of targets for pupils with SEND

### **Teaching Assistants are responsible for:**

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping
- resources
- maintaining specialist equipment
- regular communication with class teacher and SENDCO

### **The SENDCO is responsible for:**

- the SEND policy and its implementation
- co-ordinating support for children with SEND

- updating the SEN register and maintaining individual pupil records · monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- line managing TAs with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEN
- mapping provision throughout the school
- maintaining links and information sharing with receiving school

### **Criteria for removing pupils from the SEN Register**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

### **Supporting parents/carers and children**

We provide support in the following ways:

- the headteacher and SENDCO operate an open-door policy for parents/carers seeking support and advice.
- the Headteacher/SENDCo can signpost additional support/information available for families
- the dedicated SEND Governor (Paul Makin) who is available as a contact point
- additional time and special arrangements for SATs
- support for transition between classes
- a transition group for vulnerable Y6 pupils transferring to secondary school
- inviting the SENDCO of the receiving secondary school to the final Annual Review in year 6.

### **Monitoring and evaluation of SEND**

The head teacher and the SLT regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews



The SENDCO maps provision for each class. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary, make changes to our provision.

### **The SEN Governor is responsible for**

- monitoring the effective implementation of the SEND policy
- liaising termly with the SENDCO
- reporting to the governing body on SEND
- ensuring that pupils with SEND participate fully in school activities

### **Training and Development**

Training needs are identified in response to the needs of pupils currently on the SEN register. The SENDCO attends network meetings to share good practice with colleagues in the Rotherham Authority and Wickersley Partnership Trust and keeps up to date with SEND developments

### **Additional Support for School**

Agencies that support the school in providing support for children with SEN and disabilities include:

Specialist Inclusion Team – Alex Gill

Educational Psychology Service – Lisa Nelson

School Nursing Team

Speech and Language Service – Amy Ray

Hearing Impairment Team

ASPIRE – Chris Kiernan

Child Development Centre

CAMHs

It is the responsibility of the SENCO to contact these agencies should the need arise for them to provide support to the school. In the absence of the SENCO, this responsibility falls to the

Learning Mentor and/or the Headteacher

*\*Please note that this is not an exhaustive list and other agencies may be involved where necessary and appropriate.*

Multi-agency liaison meetings, with representation from the above services are held, when necessary, to ensure effective collaboration in identifying and making provision for vulnerable pupils.

### **Storing and Managing Information**

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to

parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept securely on the staff area of the school intranet that requires a password to log into. Individual SEN files are transferred to receiving schools when pupils leave Rawmarsh Ashwood Primary School.

### **Reviewing the SEND Policy**

The SEND policy is reviewed annually by the governing body

### **Complaints**

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at Rawmarsh Ashwood to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.

### **Access to this policy**

You can get a copy of our policy in a number of ways:

- The school website
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (July 2014) and has been written with reference to the following related guidance and documents: Equality Act 2010: advice for schools DfE Feb 2013

SEN Information Report

The National Curriculum in England Key Stage 1/2 framework document Sep 2013

Safeguarding Policy

Accessibility Plan

### **Local Offer Website**

For further information on how we support children with additional needs, please go the Local Offer Website and click on our school link. [www.rotherhamsendlocaloffer.org/](http://www.rotherhamsendlocaloffer.org/)