



DRAFT RFPS SEND Policy

Name of Policy	SEND Policy
Policy Level (Trust/School)	RFPS Local Policy
Date of issue	September 2022
Author:	Rugby Free Primary School
Date of Next Review:	September 2023
Signature	<i>Currently being approved by Governors</i>
Date of Signature:	TBC



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Introduction

At Rugby Free Primary School, our intention is to ensure that all children receive a high-quality education with a broad and balanced curriculum, which will help them to achieve success and reach their individual potential. We aim to equip pupils with skills necessary for success in life beyond their primary education, regardless of need or disability. We believe that this will help them to become curious and resilient learners and kind and respectful citizens, with the skills to collaborate and continue to endeavour. Throughout our SEND provision, the children are at the centre of our work. We intend to build independence in our children with additional needs, through providing an accessible and engaging learning environment. We believe that partnership with parents and carers is vital, as well as working alongside external agencies and professionals to continuously improve our provision for children with additional needs.

Aims

This policy aims to:

- Set out how our school will support and make provision for children with Special Educational Needs or Disabilities (SEND)
- Explain our school procedures for identification of SEND, monitoring and tracking of progress and record keeping
- Outline the roles and responsibilities of everyone involved in the provision of SEND

Definition of SEND

RFPS uses the definition of SEND as stated in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015):

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

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.

The Code of Practice refers to 4 broad areas of need:

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

The purpose of these is to identify what action the school needs to take and not to fit a pupil into a specific category.

Communication and Interaction Difficulties

Children may have a speech and language difficulty, impairment or disorder. This may impact on their ability to communicate effectively with others or to interact with their peers.

Cognition and Learning Difficulties

Children may present with features of moderate or complex learning difficulties, such as literacy or numeracy needs.

Social, Emotional and Mental Health

Children may exhibit challenging behavior as a result of their social and emotional well-being. They may suffer from anxiety, become withdrawn, disruptive or show aggressive behavior. These behaviours will indicate an underlying area of need.

Sensory and/or Physical Needs

Children may have moderate or profound physical difficulties, such as hearing or visual impairment, either temporarily or on a permanent basis. They may have physical impairments arising from physical or neurological conditions, requiring access to specific support or equipment.

Children may experience difficulties in any one or a combination of these areas. Special educational provision will be planned and designed to meet individual children's needs.

Procedures

Identifying pupils with SEND

Every teacher is a teacher of SEND and all teachers at RFPS use ongoing assessment and monitoring with all children. Formal assessment and progress tracking is carried out at least 3 times a year, through professional discussions,

moderation and standardised tests where appropriate. At any point, teachers are monitoring pupils' knowledge and understanding. Through these regular assessments, teachers will identify any students whose progress is:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers
- Widening the attainment gap

This does not refer singularly to academic progress or attainment; it also links to other areas such as social or mental health needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Supporting pupils with SEND

School staff follow the four-part Graduated Approach; **Assess, Plan, Do, Review**.

Assess

As noted above, teachers make regular and ongoing assessments of all children. If concerns about a child's progress or attainment are raised then more targeted assessments can be carried out. These may be linked to a number of areas of need, including but not limited to: phonological abilities, sight word recognition, number recognition, spelling etc. Following discussions with the SENDCo and parents, if high quality teaching and short bursts of additional support are not proving effective, the child will be put on the Special Educational Needs register in order to receive a more personalised level of support.

Plan

A child on the SEND register will have an Individual Support Plan (ISP) outlining 2-4 targets which are reviewed at least termly. Targets will be closely monitored, tracked and discussed with parents at each review point. These targets should be measurable, specific and achievable in one term. Where possible, the pupil will contribute to setting and reviewing their targets and their thoughts and views will be included in the plan. Parents will receive copies of the ISP after each review, including what provision is being given at school and suggestions of how they can support their child at home.

Do

The class teacher, in conjunction with the SENDCo, will provide support which is additional to or different from those provided as part of the school usual's curriculum offer. This may be in the form of additional interventions, either small group or 1:1, through specific resources used in class or through targeted teacher support.

Within the SEND register, there may be a small number of children who will be in receipt of 'high needs' funding. This funding is allocated based on criteria set by the local authority and can be spent on additional staff who will support the child, alongside the class teacher.

Review

Individual Support Plans are reviewed on a termly basis, in conjunction with parents and the SENDCo. This review will use the child's opinions on their own strengths and what they would like to improve on. If new targets are required, these are agreed upon for the new plan.

In some cases, progress may continue to be slow and the attainment gap with peers may widen. In this case, the school may draw upon the advice of external specialists in order to better support the child. This may include: Occupational therapist, Speech and Language therapist, Educational Psychologist, Specialist Teaching Services, Hearing/Visual Impairment team.

The progress of all children is discussed in termly pupil progress meetings between class teachers and the Senior Leadership Team. Children with SEND are a high priority within these meetings and their progress is carefully analysed and discussed.

Procedures for removal from the SEND register

If a pupil has successfully achieved the majority of their targets on a regular basis, has narrowed the curriculum gap or no longer requires support to be able to successfully access the curriculum and learning environment, their progress and attainment will be carefully monitored. If they no longer require Special Educational Provision, the school will remove them from the SEND register. Parents will be consulted in this decision and will have an opportunity to discuss with staff.

Our approach for teaching children with SEND

As noted above, all teachers are teachers of SEND and they are responsible and accountable for the progress of the children in their class. High quality teaching is our first step in meeting the needs of children with SEND. This may include differentiation to allow a child to access an objective more easily or reasonable adjustments to a learning environment.

In some cases, children require further support than is available at the universal level. This means that they will usually receive an additional targeted intervention, either in a small group or 1:1. This may include: Precision Teaching, Lego Therapy, WellComm, MOVES or Drawing & Talking Therapy. We have a number of teaching assistants who are trained to deliver these interventions.

For some children, staff benefit from advice and recommendations from specialists with additional expertise. These may be from the listed stated above and involvement may be through direct work with the children or through consultation and training of staff.

Evaluating the effectiveness of SEND provision

At RFPS we evaluate our provision for pupils with SEND by:

- Reviewing pupil's individual progress towards their targets each term
- Reviewing the impact of interventions at the end of each half term
- Monitoring of teaching, interventions and individual plans by the SENDCo
- Using provision maps to outline and analyse the provision on offer
- Holding annual reviews for pupils with Education, Health and Care plans

Roles and Responsibilities

Governors

The Governing Body, in consultation with the Trust and the Headteacher:

- determines the school policy and approach to provision for children with additional needs
- ensures that all children, including those with SEND, have access to a broad and balanced curriculum.
- appoints a representative to oversee SEND provision and to provide support and challenge to the SENDCo
- helps to raise awareness of SEND issues at governing board meetings.

Headteacher

The Headteacher will

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND provision within the school
- Support the SENDCo in monitoring the quality and effectiveness of provision
- Have overall responsibility for the provision and progress of learners with SEND.

SENDCo

The SENDCo will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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
- Plan and deliver relevant CPD in order to meet the needs of staff
- Oversee the implementation of Individual Support Plans, the setting of targets and the review process for pupils with SEND
- Monitor and evaluate the quality of provision and maintain relevant records

Class teachers

Each class teacher is responsible and accountable for the progress and development of every pupil in their class, including those with SEND. They will

- provide quality first teaching for all class members
- work closely with teaching assistants and other colleagues, including external specialists, to assess children's progress and to carefully plan and deliver additional support to meet individual children's needs
- work with the SENDCo to review the progress of learners and to evaluate support, reflecting on the impact and indicating next steps
- raise concerns about a child if they are not making adequate progress, through well-documented evidence and observations to share with parents and senior leaders
- develop effective relationships with parents and will keep them informed of pupil progress.

Pupils

At RFPS, we take a children-centred approach and we believe that children should be at the heart of everything we do, actively encouraging their involvement in their own learning. Where appropriate, we:

- Involve children in decision-making about their own learning
- Invite children to attend all or part of review meetings
- Involve children in target setting and reviewing

Parents/Carers

Parents and carers have the right to involvement in the provision to meet their children's special educational needs. Therefore we ensure that:

- Class teachers discuss any concerns with parents, listening and taking on board the parents' views



- We share individualised targets with parents, including ways that these targets can be worked upon at home
- We invite the parents/carers to discuss and review the termly targets
- We encourage the parents/carers to be actively involved in working with their child to achieve their targets
- The SENDCo meets with parents to answer any queries or discuss aspects of a child's provision, alongside the class teacher
- We direct parents/carers to suitable local support networks

Review

This policy will be reviewed every two years unless major statutory or school changes to provision and agreed by the PCAB (Parents and Carers Advisory Board)