



Ramsden Primary School

SEN POLICY

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SEN POLICY

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they 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 of their home is different from the language in which they will be taught.

Details about the SEN Code of Practice can be found on the Department for Education Website:

www.education.gov.uk/schools/pupilsupport/sen

Statements for special educational needs have been replaced with Education, Health and Care Plans (EHC) Plan. These plans are supported by an Education, Health and Care Plan Pathway. You can view an animation describing this pathway on Nottinghamshire SEND Local Offer Website:

www.nottinghamshire.sendlocaloffer.org.uk

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

www.nottshelpyourself.org.uk

Value Statement

‘Enjoy and Achieve’

At Ramsden Primary School we believe:

- *All children have the right to an education that will enable them to reach their full potential.*
- *In valuing the abilities and achievements of all children and continually strive to promote an inclusive ethos.*
- *Each child has individual and unique needs and acknowledge that some children require more support than others.*

1. Aims and objectives

Aims

At Ramsden Primary School we provide an inclusive curriculum and believe that all children should be valued equally.

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To identify pupils with special educational needs and disabilities as early as possible, and ensure that they are enabled to experience success.
- To always let parents know as soon as we identify that their child has special educational needs.
- To ensure that children with special educational needs and disabilities join in with all activities where possible within the school.
- To promote individual confidence and positive attitude making the best possible progress.
- To make sure that the arrangements made for pupils with SEND are in line with the requirements of the 'Special Educational Needs and Disability Code of Practice for 0-25 years 2014'.
- To ensure all pupils can access the curriculum, providing a differentiated curriculum which is appropriate to the individuals needs and abilities.
- To integrate all pupils with SEND into our school.
- To provide a broad and balanced curriculum for all pupils according to their needs.
- To fully involve parents, carers and the children in the planning and provision of educational programmes.
- To promote effective partnership and involve outside agencies when it is appropriate.

Objectives

- **To identify the needs of pupils with SEN as early as possible.**
This is done by gathering information from education settings before the children start at Ramsden Primary School, discussions with parents/carers and health and care services. This will happen wherever possible prior to the child's entry into the school.
- **To monitor the progress of all pupils**
In order to aid the identification of pupils with SEN, we will continuously monitor and review pupils with SEN, by their class teachers, SENDco and senior leaders who will ensure that they are able to work to their full potential through planning and intervention.
- **To make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.**
This will be co-ordinated by the SENDco and the senior leadership team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupil's needs are catered for.
- **Working with parents**
We believe that parents know their children best and that working with parents as partners is vital in helping all children, but particularly children with SEN, to get the most out of their education. Individual academic targets are set, reviewed and progress is shared with parents/carers at least termly. For those children working with an Individual Education Plan, specific targets are shared with parents/carers and reviewed at least termly. Communication with parents is both formal and informal. A progress tracker is produced and shared with parents/carers throughout the school year.
- **Work with and in support of outside agencies**
When the pupil's needs cannot be met by the school alone, the SENDco will take the child's information to the family springboard meeting, where support from other SENDco's within the family, is given. At this point a referral may be made to School's and Families Support Services. Many children with SEN have support from or involvement with Health and/or Social Services, we

work closely with the Health Service and Social Services when they are involved, for example, speech and language and occupational therapists.

- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Children have regular discussions with their class teacher/Headmaster/SENDco, so that they are able to voice their own opinions, on how they are progressing in their own learning. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

2. Responsibility for the coordination of SEND provision

The persons responsible for overseeing the provision for children with SEND are:

Headmaster - Mr.C.Wilson

SENDco – Mrs.J.Mallinson

SEN Governor – Mrs.S.Howard

The Senior Leadership Team (includes SENDco) and SEN Governor oversee and monitor the progress of all children with Special Educational Needs and Disabilities. The person co-ordinating the day to day provision of education for pupils with SEN is Mrs J Mallinson (SENDco). The governors are formally informed of the school's Special Needs provision through regular dialogue, meetings and reports. Working closely with staff, parents/carers and other agencies, Special Educational Needs Policy (2021/2022) the SENDco aims to ensure quality first teaching and impactful high quality intervention for all children at Ramsden Primary School with SEND. Training needs for both teaching staff and teaching assistants are identified and planned for by the Senior Leadership Team and the Worksop Town Family of Schools.

3. Arrangements for coordinating SEN provision

The SENDco will ensure details of SEND provision are held in school on the CPOMS electronic system (e.g. one page profiles, provision maps, individual education plans, feedback from outside agencies, records of input from other professionals, progress and impact data etc). Copies are also held in the class SEN files.

All staff can access:

- The Ramsden Primary School SEND Policy;
- A copy of the full SEND Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including IEP's, provision maps and action plans.
- Practical advice, teaching strategies, resources and information
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and where appropriate parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

When a child with SEND is admitted or due to be admitted into Ramsden Primary School a risk assessment is carried out specific to the child and his/her individual needs. We will try our best to make sure, where

possible, that we have put in place arrangements that a pupil requires to support his/her needs and integration into our school.

Transition into Ramsden Primary School, is met by visits to pre-schools, school visits for the parents and children and home visits where needed. When children are moving to secondary school, additional transition visits are planned where possible, secondary schools are invited to meetings, current IEP's are sent to the relevant secondary school and transition teachers meet with the teacher and SENDco. Where a child is transferring to a special school, we work closely with the school to ensure transition is as smooth as possible. All transition programmes are created and centred around the child's individual needs.

5. Specialist SEN provision and facilities for pupils with SEN

Ramsden Primary School has a number of pupils being monitored for and with an identified SEN or disability. We have a well trained staff team who are led by an experienced SENDco, who has a range of knowledge in SEN provision and support. We work with pupils with a wide range of needs including autism and physical and emotional needs. At Ramsden Primary School we are committed to whole school inclusion.

The school has a range of specialist SEN facilities in place, for example:

- Physical Environment – the school is on one level
- Assistance during tests when needed
- Disabled toilets
- Highly qualified staff
- Team teaching with additional teachers in years 3/4 and 5/6

For more information on our provision for inclusion, see our Inclusion Policy. The school has a range of specialist SEND facilities in place. These are described in our Access Plan.

6. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. For those with the most complex needs, additional funding is retained by the local authority. The Family SENDco will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The funding allocation to support the teaching of SEND pupils changes annually. However, at Ramsden Primary School we invest significantly more than the sum allocated in the support of this special group of children.

ASN – Additional School Needs

The ASN part of the school's budget is not ring fenced but it is up to the school to provide high quality, appropriate support for children with SEND.

The Headmaster, SENDco and SEND governor will have a clear picture of how this is being used, including that of resources targeted at particular groups, such as pupil premium.

This is used to target differentiated learning approaches, such as:

- Support within the classroom
- Small groups,
- Individual support
- Focused approaches to under-achievement and inclusion
- Intervention groups

Before applying to the family for additional funding the school will ensure children with SEND are already receiving 9 ½ hours support within school.

AFN – Additional Family Needs

This is the biggest single amount of funding allocated to support pupils with SEND and is distributed by formula to Families of Schools. The funding is used to provide individual support for named pupils, with SEND or have an EHC plan. There are three tiers of funding, high, medium and low. The amount of funding allocated will depend on the family funding budget that is allocated.

Decisions on how this family funding is distributed are made by the SENDco representative from each school in the family supported by LEA support services professionals and the family SENDco.

HLN – High Level Needs

Children supported at this level have very severe and complex needs. Decisions on how this funding is distributed are made by a panel comprising of educational professionals, including support services, school staff and the parent partnership service.

7. Identification of pupils needs

Identification

We recognise the importance of early identification, assessment and provision for any child who may have SEND as research shows the earlier the action is taken, the more responsive the child is likely to be.

Please see the definition of Special Educational Needs at start of the policy. We fully understand that SEND's are diverse in nature and that these may be:

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

We follow a graduated approach which recognises that children learn and progress at varied rates.

A graduated approach:

Quality First Teaching

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- a) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- c) The SENDco will be consulted as needed for support and advice and may wish to observe the pupil in class.
- d) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- e) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.

- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- h) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDco and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDco.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDco will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Parents will always be informed when the school provides their child with SEN support.

8. Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHCP will usually be taken at the pupil's progress review meeting and will be in consultation with the pupil's parents.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDco
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. The school will fully cooperate with the LA and will provide any information or evidence needed, all relevant teachers will be involved in contributing information to the LA.

A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to ICDS on:

0115 9773779 or email icds.duty@nottsc.gov.uk

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

At Ramsden Primary School every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDco will consult with the child's parents for other flexible arrangements to be made.

Ramsden Primary School will:

- Keep staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.

- Provide regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching.
- Make use of all class facilities and space.
- Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Make sure that individual or group teaching is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENDco in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The Headmaster, SENDco and SEN governor oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the leadership team with the SENDco to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub, CAMHS, Healthy Family Team and Bassetlaw Primary Behaviour Partnership.

Children with SEND are encouraged to join after school clubs.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

The Headmaster, SENDco and SEND governor review this policy annually and share the document with all staff. However, if there are National directives or developmental suggestions from parents, pupils or outside agencies, these may be piloted during the year and built into the policy at the following review.

As a school we constantly review our SEND provision, and as such, if any issues or difficulties arise we refine our strategies accordingly. Any changes are reported to the governors by the SEND Governor, Headmaster or SENDCO and once ratified by them, the policy is amended accordingly, with all staff informed.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The SENDco and school staff will monitor review and evaluate interventions used to support pupils to achieve both academic and wider outcomes.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDco and Headmaster/SEN governor and information is gathered from different sources such as child and parent surveys/ teacher and staff discussions/parents evenings/ termly reviews/feedback forms. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

12. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

As a school we identify through the school improvement and performance management training that is necessary for all staff.

Training for staff is based around the needs of our SEND children on roll or that are due to be admitted. Training needs are also identified at family springboards and training is planned.

All our school based staff undertake training that is required to support the integration of SEND pupils and develop knowledge and skills in the relevant fields of SEND. This may be provided in the following ways:

- In house training,
- Mentoring,
- Training arranged through the family of schools,
- Visits to/links with other schools, including special schools.

The SENDco attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues and we have funding available to support this professional development. The SENDco, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

13. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil.

The SENDco is the designated person responsible for liaising with agencies. The following services may be called upon when necessary offering specialist, support and help to teachers and parents:

- Nottinghamshire Education Psychology Service
- Schools & Family Support Services - Early Years, Communication & Interaction, Cognition & Learning, Sensory & Physical Teams
- Speech and Language Therapists
- Hearing Impairment Services
- Bassetlaw Primary Behaviour Partnership
- Child and Adolescent Mental Health Services CAMHS
- Children's Centre
- Family Service
- Public Health Practitioner / Health Visitor / Community Nurse / Specialist Nurses /Healthy Family Team
- GP Doctors and Paediatric consultants
- Physiotherapists or Occupational therapists
- Physical Disability Support Service (PDSS)
- Parent Advocate - Ask Us Nottinghamshire
- Multi-Agency Teams including: LAC, Social Services, Sure Start - Parent Support workers, CAHMS, Bereavement counselling, Early Help Assessment meetings (EHAF) - Multi Agency Support Hub (MASH)
- CASY Councillng
- ICDS
- Other services outlined in the Local Offer

14. Working in partnerships with parents

Ramsden Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Ramsden Primary School recognises the importance of talking to parents about their children, this might be by talking to the class teacher, meetings with the SENDco, at review meetings or on their progress tracker.

Parents can raise any concerns with the class teacher or SENDco either face to face or by calling in the school office. Class teachers will pass on any parental concerns to the SENDco.

Parents are welcomed into school to talk to the class teacher, SENDco or headmaster at a conveniently planned time. Similarly school may request a meeting with parents.

The school liaises with parents both formally and informally, these might be face to face, phone calls or meetings that can include a range of SEND issues.

Parents are kept up to date with their child's progress through IEP's, termly review meetings, termly parent's evenings and progress trackers throughout the year.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDco may also signpost parents of pupils with SEND to the local authority Ask Us Nottinghamshire where specific advice, guidance and support may be required.

Within the school year, termly, a family of schools springboard meeting is held, parents are required to sign for consent for discussion and involvement, if the school is taking the child for additional support.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor Mr.J.Unwin may be contacted at any time in relation to SEND matters.

15. Links with other schools

The school is a member of Worksop Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

16. Complaints procedure – See Complaints Policy

We are always happy to talk to parents and listen to any concerns that they may have. If you have any worries or concerns about school or how we are providing for your child, please talk to your child's class teacher or to the SENDco. We will always do our best to respond to concerns raised with us. If you feel your concerns are not being responded to, school has a formal complaints procedure. You can obtain this from the school office.