



# ***Raysfield Schools***

## ***Special Educational Needs***

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# **1. Responsibility for the coordination of SEN provision**

The person responsible for overseeing the provision for children with SEN is Mark Williams (Head of Junior school ) and Sarah Sheppard (Head of Infants)

The people co-ordinating the day to day provision of education for pupils with SEN, are Sarah Sheppard and Gemma Phipps in the Infants School.

The SEN governor for the Federation is Nicola Woolven.

## **2. Mission statement**

**Love to learn, learn to care, belong, believe, achieve.**

**Learn, Enjoy, Achieve, Discover, Together.**

At Raysfield Schools we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and extra-curricular activities provide opportunities for everyone to achieve and succeed.

Together, we celebrate our achievements irrespective of individual differences.

## **3 Aims and Objectives**

### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the new National Curriculum in line with the Special Educational Needs Code of Practice and 0-25 guidance.

### **Objectives**

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information about their needs.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- 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 SENCo and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- Work with parents to gain a better understanding of their child's needs, and involve them in all stages of their child's education. This includes, supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with, and in support of, outside agencies when the pupils' needs cannot be met by the school. Some of these services include Educational Psychology Service (EPS), Speech and Language Therapy (SLT), Children and Adult Mental Health Service (CAMHS), Inclusion Support Service (ISS) and Behaviour support (BSS).
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, trips, visitors, school plays, sports teams and playground leaders.

#### **4 Arrangements for co-ordinating SEN provision**

The SENCo will hold details of all SEN records for individual pupils.

All staff will have a file which will include:

- The Raysfield School SEN Policy;
- A copy of the SEN and Disadvantaged pupils Register.
- Guidance on the identification of SEN
- Information on individual pupils' special educational needs, including pupil passports, Individual Support Plans and copies of provision maps.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.

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.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision and is published alongside the SEN Offer on the schools websites.

## **5 Identification of pupils needs**

The school uses the statement below to use as a basis for identifying children with Special Education Needs and disabilities.

### **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.

## **6 The graduated approach:**

### **Step one- Quality First Teaching**

- a) 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. Observations will also take place on any child deemed to have additional needs in their emotional, social, communication, sensory and physical needs.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) 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.
- d) The class teacher will then carry out an initial concern form and a context checklist which they will pass on to the SENCo.

- e) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class. The SENCo will also collect the viewpoints of the child. (where appropriate)
- f) The SENCo will then determine whether:
  - the teacher continues to monitor and deliver support within the classroom,
  - the child is placed on an intervention programme
  - short term targets and a passport/plan are written for the child
  - a referral is made and external support services involved.
- g) 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.
- h) The child is recorded by the school as either being under observation due to concern by parent or member of staff, or is placed on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

## **7 .Step two- assess, plan, do, review**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and they will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. They may also be given their passport/plan with short term targets which will be written and reviewed at least 6 x a year.

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, SENCo 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 teacher.

They will work closely with teaching assistants and 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 SENCo.

## Review

Reviews of a child's progress will be made regularly. 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 where necessary their parents.

The class teacher, with possible advice from the SENCO, 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.

## **8 Step three- 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 Education, Health and Care Plan by the school will be made by the SENCo and head teacher.

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

- Parents
- Teachers
- SENCO
- Social Care (if needed)
- Health professionals (including Educational Psychology)

Information will be gathered relating to the current provision provided, actions that have already been taken, and the outcomes of any targets set. 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.

## **Education, Health and Care Plans**

Following Statutory Assessment, an EHC Plan will be provided by South Gloucestershire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **9 Facilities and school resources for pupils with SEN**

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

The school runs a variety of intervention programmes to support academic, emotional, social and physical needs.

These programmes are run during the school day and pupils may be removed from their classroom to take part.

## **10 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. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are analysed by the SENCo/INCo and recorded on a school provision map. The information is fed to staff and governors. The SENCo/INCo also identifies whether provision is effective.

Alongside this, class teachers also analyse data and make recommendations for individual targets for children who are at risk of under achievement in core areas. These are updated by the class teacher, following assessments, and are monitored by the Senior Leadership Team.

## **11 Access to the curriculum**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school when necessary and, as far as possible; this will take into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the class teacher and SENCO/ head-teacher will consult with the child's parents for other flexible arrangements to be made.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

Where needed, we create Individual Pupil Support Plans with appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **12 In service training**

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.

The SENCo attends relevant SEN courses, network support meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues. The SENCO, with the senior leadership team, look for training opportunities which are matched to school development priorities and those identified through the use of staff questionnaires.

## **13 Links to support services**

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

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school.

Parents will be informed if the SENCo has raised concerns about a pupil with any one of the support services. They will also be advised if the service raises any issues in the identification, assessment of, and provision for, SEN for their child.

The support services may also support the SENCo and staff in developing their roles and skills.

## **14 Working in partnership with parents**

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

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

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

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 SEN governor may be contacted at any time in relation to SEN matters.

The school also offers a parent support group which can provide advice and support for any parents.

The SENCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services (SAF leader also liaises)
- Speech and Language Service
- Inclusion Support Services

## **15 Admission arrangements**

Please refer to the information contained in our school prospectus.

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.

*We take opportunities to maximize positive impacts for sexuality, disabled and non-disabled people, people of different ethnic, cultural and religious backgrounds, girls, boys, men and women.*

Ratified

January 2018  
Review December 2018