

Ripponden J and I School: Special Educational Needs Policy

October 2021

At Ripponden J and I School we believe that all children should have their needs met within a safe, secure and caring environment so that regardless of their race, gender, religion, background or abilities, they flourish and develop into valued members of the community.

‘Challenge and Enjoyment Leading to Excellence for All’

Intent

At Ripponden J and I School we value the contribution that every child can make and have high expectations for all our pupils. We are committed to offering a rich and inclusive curriculum to ensure the best possible outcomes for our pupils whatever their needs and abilities. **All** children are valued, respected and equal members of our school.

Aim

- To listen to children as individuals and ensure that we are meeting all their needs
- To work with parents as partners to ensure that the views of the child and the family are an integral part of any SEN decision making process
- To ensure the early identification of learning difficulties
- To provide the appropriate resources and support to enable all children to access education
- To make all reasonable adjustments to help a child overcome any barriers to learning, enabling them to close any academic gap with their peers
- To monitor the outcomes and progress for all children
- To ensure that all children are able to participate fully in all aspects of school life, including off site visits and residential trips
- To regularly review the accessibility arrangements
- To ensure that all children develop life skills, confidence and social skills to enable them to become successful and independent adults
- To ensure our record keeping of children with SEN and/or a disability is GDPR compliant

Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which sets out schools’ responsibilities for Education, Health Care Plans (EHCP), SEN co-ordinators (SENCOs) and the SEN information report.

This policy also complies with our funding agreement and articles of association.

Principles

Every child has an entitlement to quality first teaching and a stimulating curriculum, which is appropriately differentiated to meet their learning needs within the classroom. For some children with Special Educational Needs (SEN), additional support is required over and above this to ensure that they fulfil their potential. The provision for SEN is the educational provision that is put in place which is in addition to that made for others of the same age and goes beyond differentiation.

Some children with SEN are able to flourish without much additional support, some will require intermittent intensive support, and others will require on-going specialist support. This may include access to additional resources and interventions as appropriate for their needs.

Parents/carers of children with SEN should be aware of the additional support provided and be involved in shaping what this additional support looks like, through regular meetings and updates. They should also be aware of any external agencies that may be involved e.g. external health care, education services and social services.

Targets should be identified for all areas of need for pupils with SEN. The effectiveness of the SEN provision put in place to address those needs will be measured against the progress made towards these targets.

Definitions

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind 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 other children of the same age in mainstream schools.

Admissions

All admissions to Ripponden J and I School, including for children with SEN, are co-ordinated through the Local Authority (see Calderdale website).

Accessibility

Ripponden J and I School is a single storey primary school with 2 additional cabins at the rear of the building. There is ramped access to the cabins and playground. There are no steps in school and all areas can be accessed by wheel chair users. There are disabled toilet facilities, including a changing area.

In addition, there are raised flowerbeds for wheel chair users. In recent years, school has provided provision for children with a variety of needs: including wheelchair users, hearing impairment, visual impairment, autism and complex medical conditions. **We are proud to serve the local community.**

Roles and Responsibilities

The Child

In accordance with the SEN Code of Practice, we believe that young people have the right to be involved in decisions about their SEN provision. Children's views are given due weight according to their age, maturity and capability. Children should be aware that any decisions made/actions taken will always be made with their best interest in mind.

Children will be supported to develop skills to enable them to become independent adults. This will involve supporting their emotional and social development as well as their academic skills, communication skills and physical development. In planning appropriate provision for pupils with SEN the focus is on the strengths and interests of the child, putting them at the heart of the process.

Through inclusive teaching and learning, children with SEN will be expected to

- Access all areas of the curriculum
- Be fully involved in the everyday life of the school, including clubs, school council and educational visits
- Be aware of their own strengths and weaknesses and feel positive about what they can achieve
- Develop strategies for working as independently as possible.
- Be involved in assessing/reviewing their needs and progress towards their targets
- Be aware of the school policies for keeping themselves safe and happy

Transitions are planned carefully for all pupils, and particularly those pupils with SEN. Specific children will compile a 'one-page plan' to support them during transition. The child's views and needs are of paramount importance in these arrangements. External service providers are involved, where appropriate, to ensure successful transitions.

Parents/Carers

Family support is vital for the effective education of all children, and especially those with SEN. At Ripponden J and I School we recognise the importance of parental/carers contributions to the decision making process.

Staff will:

- Liaise with parents/carers as soon as there are any concerns about their child
- Encourage parents/carers to discuss any concerns they might have about their child's educational progress or other needs
- Invite parents/carers to regular meetings to review their child's progress (minimum 1 per academic term)
- Value parents/carers as partners in their child's education
- Request consent, when necessary, in order for external advice and support to be obtained
- Support parents/carers to take their child to appointments with external agencies

Class Teacher

All pupils have an entitlement to teaching which is inspiring, well-structured and meets their learning needs.

Teachers are responsible and accountable for the good progress and learning of all the pupils in their class, including those pupils with SEN. As such they are responsible for ensuring that any additional support staff are deployed effectively to enable the child to make maximum academic progress.

Teachers are also responsible for providing a learning environment that is inclusive and caters for different learning styles. This will involve the effective use of resources and keeping up to date with current thinking.

Class teachers are responsible for ensuring progress is regularly monitored, especially for children with SEN. Interventions are measured for impact. Records of visits from any support agencies are filed in school and the advice given is acted upon.

Teachers meet regularly with parents to discuss the needs and progress of children in their class, including those with SEN, and keep parents up to date with what is happening in the classroom and with progress.

SENCO

The SENCO at Ripponden J and I School is **Ms Melanie Gilmartin**.

Melanie Gilmartin is undertaking the National SENCO Accreditation this academic year (2021-22).

The SENCO has day-to-day responsibility for the operation of the SEN policy and coordination of provision made to support individual children with SEN, including those who have 'Education Health Care Plans'.

The role of the SENCO involves:

- Working with the Headteacher and SEN Governor to determine the strategic development of SEN policy and provision within school
- Working with the Headteacher and SEN Governor to ensure that school meets its responsibilities under the Equality Act 2010 with regard to access arrangements
- Liaising with the Headteacher to ensure that appropriate resources/staffing is made available including advising on the school's delegated budget for SEN
- Meeting the SEN Governor of the School and keeping them updated on developments and progress
- Providing a key point of contact with external agencies, including the Local Authority and Local Authority support services (See the School Local Offer and the Calderdale Local Offer for the range of support available)
- Ensuring that the school can meet the access needs of any child at or wanting to attend Ripponden J and I
- Monitoring the effectiveness of SEN interventions by tracking the progress of pupils with SEN
- Monitoring the progress of children with SEN to ensure that they are not being disadvantaged in any way or treated less favourably than their peers
- Liaising with the relevant designated teacher where a looked after pupil or a pupil with intensive social service involvement has SEN
- Offering advice regarding appropriate support, differentiation and intervention for pupils with SEN, in accordance with the school's graduated approach to SEN
- Collating information regarding SEN and prepare reports around SEN issues
- Ensuring all practitioners understand their responsibilities to children with SEN
- Engaging children and parents in discussions and ensuring that their opinions inform the outcomes and provision for their child's needs
- Liaising with other schools, where needed, to ensure a smooth transition for children with SEN
- Working with external professional to provide multi-agency provision

- Attending cluster meetings and local authority network meetings

SEN Governor

The SEN Governor at Ripponden J and I School is **Mrs Elizabeth Allison**.

The SEN Governor is the representative of the governing body who has been elected to liaise between the SENCO and the governing body. As such, the SEN Governor will have enhanced knowledge and insight into how the provision for SEN is operating within the school.

The SEN Governor will

- Be involved in the monitoring of the policy
- Monitor and review SEN provision within the school
- Meet regularly with the SENCO
- Inform all other governors of SEN issues following discussions with the SENCO
- Ensure that SEN provision is an integral part of the School Improvement Plan
- Help raise the awareness of SEN issues at governor meetings

Headteacher

The Headteacher is Mrs Lorraine Bamforth.

The Headteacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of SEN policy and provision in school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Implementation

Identification of a child with SEN and assessing their needs

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match previous rate of progress
- Fails to diminish the difference in attainment between the child and their peers

Termly pupil progress meetings between the Headteacher, Deputy Headteacher, SENCO and class teacher provide further opportunities for data analysis and early identification of those pupils who have fallen 'off track'. Early identification plays a key part in enabling children to become successful learners. However, pupils are not automatically identified as having SEN on the basis of lack of progress. Initial discussions will take place between the parents, child and teacher to identify potential issues impacting on learning.

Graduated Approach to SEN Provision

Once it has been established that there is an SEN need, we operate a 'graduated approach' to SEN provision. This ensures that provision, support and intervention are appropriate to the needs of each individual child. Progress towards outcomes/targets is reviewed at least termly so that the impact and success of strategies can be measured.

A brief description of the four broad areas of need follows; however, be wary of using labelling to determine exactly what a child's needs may be. Many children have needs in more than one area, and every child is different; often the area of need given for a particular child is their 'prime' area. At Ripponden J and I School we always look at the individual and holistic child when thinking about how best to support them.

Communication and Interaction

This area includes speech, language and communication needs (SLCN), which could mean difficulties with speech production, the understanding of language, the expression of language or a combination of all three. It also includes difficulties with the social use of language.

Children with a diagnosis of autism or autistic spectrum disorders, including Asperger's syndrome, have needs in this area.

Children with communication and interaction difficulties may or may not also have learning difficulties.

Cognition and Learning

This area includes general learning difficulties (which may be moderate or severe), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

A diagnosis of 'moderate learning difficulties' (MLD) is often achieved by scoring between 55 and 70 on an IQ test; the term 'moderate' is somewhat misleading, and many children are categorised on the school census as 'MLD' when they are just low attaining.

'Severe learning difficulties' usually includes diagnoses such as Down Syndrome and other genetic conditions; these children would have IQ scores lower than those with MLD.

Children with PMLD are almost all taught within special schools, and as the name suggests, their needs are the most profound.

SpLDs include: dyslexia (difficulties with reading and spelling), dyscalculia (difficulties with number and calculation), and dyspraxia (or 'developmental coordination disorder', difficulties with motor planning). People with one or more SpLDs have a 'spiky profile' of attainment, with areas of strength (sometimes very high) and areas of need.

All children in this category have a form of learning difficulty.

Social, Emotional and Mental Health Difficulties

Challenging behaviours are displayed for many reasons, which may be indicative of underlying mental health difficulties (such as anxiety or depression), or emotional issues (such as disordered attachment).

Some children have disorders such as ADHD (Attention Deficit Hyperactivity Disorder) or ADD (Attention Deficit Disorder) which affect how they behave.

It is crucial to look for the underlying causes of any difficulties with behaviour and/or emotional state, and aim to support these, rather than just dealing with the presenting behaviour.

For some children with SEMH difficulties, the nature of these difficulties will mean that they have learning difficulties, either temporarily or in the long term.

Sensory and/or physical needs

This area includes sensory impairments, such as visual impairment (VI) and hearing impairment (HI), as well as physical disabilities such as cerebral palsy. Children with these disabilities will usually access support from the specific local team, which may be a combination of education and health services.

These children do not necessarily have 'learning difficulties', in that their cognitive functioning may be average or above; some children do have associated learning difficulties.

SEND Register

Pupils with identified SEN will be placed on the SEND register at Ripponden J and I School, using one of the categories as set out above. Parents will be informed if a child is being placed on the register or removed from the register.

Some children may benefit from specialist interventions from external agencies, such as the Speech and Language Services or the Autistic Spectrum Support Service who either provide advice and guidance or in some cases run individualised programs within the school. The School works closely with all education, health and social services agencies to provide a coherent program of support for its children. For details of these, please refer to the School's Local Offer. Specialist advice will be followed with regards to helping children with more complex needs.

Impact

Assessing and reviewing pupil progress

At Ripponden J and I School we follow the graduated approach and the four-part cycle - **assess, plan do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs which will draw on:

- The class teacher's assessment of the pupil
- Previous progress and attainment
- The views of the parents/carers
- The views of the child
- Advice from external agencies

Education, Health and Care Plans (EHCP)

When children have significant, complex and long term needs, in addition to those funded through school resources, Statutory Assessment may be necessary to gain additional support for the child. Statutory assessment is undertaken in collaboration with the child, parents, health services, social services or educational services working with the child. Statutory Assessment may result in an Education, Health and Care Plan (EHCP) for the child being provided by the Local Authority. This gives children a statutory right to support in order to achieve specific outcomes and ensures a co-ordinated approach from the services working with the child, to address their needs.

Where a child with SEN also has a Child in Need (CIN) or a Child Protection (CP) plan, the school works with the social workers to ensure that social care assessments are aligned with EHCP assessments and reviews wherever possible. The school also works with the services of the Virtual School to access appropriate support for Children Looked After (CLA).

Reviewing progress towards outcomes

In accordance with the Statutory Requirements, progress towards the outcomes of EHCP will be reviewed on a termly basis and more formally, on a yearly basis. Reviews of progress are undertaken in partnership with the child and their parent/carer, and take account of their views, wishes and feelings. Clear goals are set, and strategies to support success are identified.

Enabling children with SEN to engage in activities available to those children without SEN

All our extra-curricular clubs and activities are available to all our pupils – including those with SEN or disabilities. All our children are encouraged to take part in extra-curricular events and uptake of participation of children with SEN is monitored and analysed.

Reporting SEN Information

The range of support and the SEN provision offered to pupils with additional needs at Ripponden J and I School is presented within the School Local Offer (see school website). We also access SEN support, advice and provision available in the Local Authority (Calderdale's Local Offer).

Any personal information that is obtained and processed in line with this policy will be kept confidential and in accordance with Data Protection legislation.

Procedure for Concerns

Parents/carers who are concerned about the SEN provision that their child is receiving should initially meet with the class teacher and the SENCO. The Headteacher may be consulted and also the SEN Governor. All parents and carers are encouraged to use the Parent Partnership service to support them.

Review Framework

The policy should be reviewed annually by the full Governing Body

Signed.....Head Teacher

Date October 2021

Signed.....Chair of Governor

Date.....