

## **Our Commitment**

We are committed to providing an inclusive ethos, developing policies, practices and a culture that includes all learners. We aim to promote the highest standards of achievement for pupils with SEN or a Disability. We strive to eliminate prejudice and discrimination, ensuring that all our pupils are equally valued in an environment where all children can flourish and feel safe.

## **Our legal responsibilities**

This policy complies with the statutory requirements laid out in the **Special Educational Needs and Disability Code of Practice 0-25 (January 2015)** **DfE/DoH** which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and documents:

### **Children and Families Act (2014)**

**Equality Act 2010:** The School has a statutory duty not to directly or indirectly discriminate against disabled children and young people and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the school must have an 'anticipatory duty' towards disability.

**Equality Act 2010: Advice for Schools (DfE February 2013):** Non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.

**Working Together to Safeguard Children (2018):** Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.

**Reasonable adjustments for disabled pupils (2012):** Technical guidance from the Equality and Human Rights Commission.

**Supporting pupils at school with medical conditions (2014):** Statutory guidance from the Department for Education.

**The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)**

This policy has been written in light of our Safeguarding Policy and has direct links to our policies on behaviour, anti-bullying, disability and equality and **Accessibility Plan** in particular. It was written in consultation with the, Head Teacher and current staff and will be ratified by the governing body.

The information in this policy will be updated regularly and any changes occurring during the year will be updated as soon as possible. Under normal circumstances it will be formally reviewed every 2 years.

## **Introduction**

Children are considered to have special educational needs (SEN) if they have significantly greater difficulty in learning than other children of the same age. Children's learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be more complex, requiring more long-term intervention and greater support.

Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

There are 4 primary areas of special educational needs:

- Communication and Interaction

- Cognition and Learning
- Social, Emotional & Mental Health
- Sensory and/or Physical Needs

In this policy we detail how we aim to make provision for all such children at The Richmond School in line with the principles of section 19 of the Children and Families Act 2014.

### **Aims and Objectives**

- to work in partnership with children and their families at every stage of the SEND process;
- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.
- to support all children to successfully transition to the next stage of their education.

### **Educational Inclusion**

We respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

### **Teachers respond to children's needs by:**

- providing support for children who need help with communication and language;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

### **Support staff assist teachers in responding to children's needs by:**

- sharing in the assessment of needs and planning of objectives;
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher;
- using suitably modified resources or activities to help meet specific objectives.

### **Roles and Responsibilities**

# **The Richmond Primary School, Skegness**

## **Special Educational Needs Policy**

The Headteacher and Governing Body determine the school's general policy and resources allocation. The teaching staff are responsible for meeting SEN in their own class and liaise with the SENCO, who co-ordinates SEN within the school. The SENCO in turn keeps the Governing Body fully aware of SEN issues. In this school, the appointed SENCO is Ms Louise Newson.

### **The Special Educational Needs and Disabilities Co-ordinator (SENCO):**

- manages the day-to-day operation of the policy; co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises teachers and support staff;
- maintains the school's SEN register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- acts as link with external agencies and other support agencies;
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made
- meets with the SEND Governor regularly to monitor the provision for children with SEND;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs.

### **The Role of the Governing Body**

The Governing Body agree that children with special educational needs will be admitted to the school in line with the County agreed admissions policy. The Governing Body is kept informed of the provision available to children with SEND from the Headteacher. It is the Headteacher and SENCO's responsibility to liaise with the Governing body to ensure that the needs of all the children within the school are met including those with SEND:-

- In the first instance through quality first teaching provision
- Through enhanced provision as identified by the class teacher and the SENCo

In line with the Governance Handbook 2017 the Headteacher and SENCo will provide data on pupil learning and progress, pupil applications, admissions, attendance and exclusions, staff deployment, absence, recruitment, retention, morale and performance of the quality of teaching.

### **Allocation of resources**

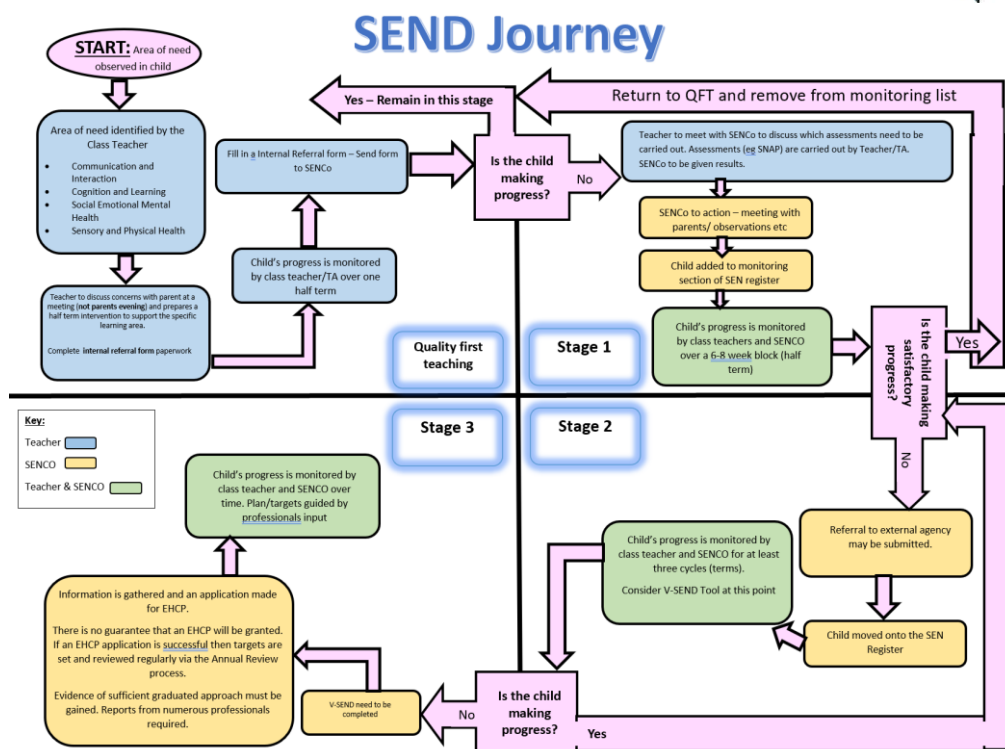
The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans (EHCP's).

The Headteacher and SENCO agree with staff how to use funds directly related to needs and this is linked to the school improvement plan.

### Assessment The SEND Process

The process:

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows a cyclical, graduated approach.



Early identification of special educational needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and attempt to enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

**The Richmond School uses the following graduated approach to respond to children's special educational needs:**

#### **1. Placing children on our 'Monitoring' list.**

Where a pupils' attainment or progress is cause for concern teachers will share their concern with the child's parents and the SENCO. The quality of teaching and learning these children receive will be monitored and they may be offered some

additional support (through the school's Provision Mapping process). Their progress will be closely monitored.

## **2. Placing children on the SEN Register.**

Where there is concern that 'everyday' quality teaching is not enough to support their needs there is a discussion with relevant staff, parents/carers and the child as appropriate. If it is decided that additional provision is required, specific learning programmes (in addition to those usually on offer in the classroom) are drawn up. The provision is recorded on the Class Provision Map and the child's progress is carefully monitored.

## **3. Individual Education Plans**

If, despite receiving adaptive and scaffolded learning opportunities, a child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematical skills, which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;

There is often the need for greater involvement of external agencies e.g. Working Together Team, Specialist Teaching Team, Educational Psychology Service, PATHWAYS (Behaviour Support). Pupils will probably need a more individual intervention programme and these will be recorded on an Individual Education Plan (IEP) or a Personal Support Plan (PSP).

Where schools seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's IEP or PSP and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example educational psychologists may be required for this. The SENCO will liaise with the educational psychologist making sure that the Child Psychology Service gives appropriate advice and support to both parents and colleagues.

The SENCO, class teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The delivery of the interventions recorded in the IEP or PSP continues to be the responsibility of the class teacher.

## **4. Application for an Education, Health & Care (EHC) Plan**

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies the decision may be taken to

request an EHC Plan. This process will involve presenting to the local authority detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports.

### **Partnership with parents**

Our SEND Information Report can be found on the school websites **SCHOOL WEBSITE LINK TO INFO REPORT IN HERE!**

At all stages of the special needs process, the school keeps parents fully informed and involves both parents and pupils. We take account of the wishes, feelings and knowledge of pupils and parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings to share progress with children and their parents/carers. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

### **Staff Development**

We are committed to maintaining the highest standards of teaching and learning across the school, including for those children with SEN.

In line with the SEN Code of Practice (2015) the SENCO is a qualified teacher, who holds a National Award in Special educational Needs Co-Ordination

In addition, the SENCO attends local SENCo Network Group meetings, and other training or briefing meetings provided by the Local Authority.

Where a particular need is identified, suitable training is sought for any staff working with children with SEND, either within the school's Professional Development Programme or provided elsewhere.

### **Monitoring and evaluation**

- The SENCO monitors the movement of children within the SEND system in school.
- The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The SENCO is involved in supporting teachers involved in drawing up the Class Provision Maps and IEP's for children.
- The named governor with responsibility for special needs is kept informed of developments.
- The Governing Body reviews implementation of the policy regularly.

### **Admission of children with SEND**

Following LA and our agreed admission and equal opportunities policies, a child will be offered a place at The Richmond School if it is available. It is important when registering a child, that the parent/carer fills in the information sheet/medical information honestly and informs the school of any previously identified special needs.

For children joining the school at EYFS with recognised SEND, the school will work closely with the nursery from which they are joining us to meet with keyworkers and discuss any additional requirements your child may have. Written information about

# **The Richmond Primary School, Skegness**

## **Special Educational Needs Policy**

your child will be shared which will include their current 'Ages and Stages' and any special needs paperwork or individualised plans.

Should it be felt by parents and carers or the school that your child would benefit from a more personalised transition program we will be happy to work with you to arrange this.

For children with SEND joining the school at different times of the year or in different year groups we highly recommend that both you and your child visit the provision prior to starting. In addition, a transition visit can be arranged for your child to spend time in their new classroom prior to their commencement date in order to familiarise themselves with the setting, the cohort and the adults that will be working with them. You may also find it useful to arrange a meeting with the SENCo in order to discuss your child's needs.

### **Complaints about SEN provision**

Where a parent or carer feel that the school are not adequately meeting the needs of a child with SEND then complaints about SEN provision should be made in the first instance to the child's class teacher, the SENCo or the Headteacher. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

**The SENDCo is Louise Newson**

**The SEN Governor is Stephanie Preston-Hall**

**The Designated Safeguarding Lead is Vicky Ross**

### **Policy Review**

**Date of Policy: July 2023**

**Date of Review: July 2025**

**Signed by Chair of Governors:**