



Special Educational Needs and Disabilities Policy

October 2022

Approved By:	Date: October 2022
Next review Due by:	October 2023
Any signature required:	



All things are possible for those who believe. (Mark 9:23)

Learning together we grow in faith.

Abbreviations used in the policy.

SEN(D) Special Educational Needs (Disabilities)

SENCO Special Educational Needs Co-ordinator.

A copy of this policy is available for all parents who request one from the school office. All parents/carers whose children are on the school SEN register will be given a copy of this policy and also the opportunity to read through it with the class teacher, SENCO or SEN Governor.

AIMS

All children to:

- Be happy and feel secure.
- Be included.
- Achieve the very best of which they are capable.
- Have access to a broad balanced and relevant curriculum including the National Curriculum
- Demonstrate personal development and growth.
- Be well equipped to be independent learners
- Children to have the school's resources targeted appropriately to their needs

All staff to:

- Be well equipped to identify and meet needs.
- Identify children's needs early.
- All staff to plan inclusive differentiated lessons.

National Curriculum Inclusion Statement points out

- All teachers should set suitable learning challenges.
- Respond to the diversity of learners needs.
- Remove barriers to learning and assessment.

SENDCo to:

- Be well placed to advise and support colleagues across the school
- Monitor and evaluate the impact of additional and different provision

All parents/carers to:

- Be kept informed at all times.
- To have the opportunity to be fully involved in line with the SEN Code of Practice 2015

OBJECTIVES

Be happy and feel secure.

- Provide a secure and caring environment.
- Use positive and supportive language.
- Use praise to celebrate achievement.
- Set suitable learning challenges.

Be included.

- All children to be given a sense of belonging whatever their social, ethnic or cultural background.
- Children to be fully included by compensating for their needs including opportunities to reflect on their successes and challenges
- Wherever possible children with sensory impairments to be given access to all areas of the curriculum.
- Wherever possible children with physical disabilities to experience a broad and balanced curriculum.
- Provide a range of resources to suit particular individual or group needs e.g. adapter for text size, speech games.
- Differentiate within class teaching to enable all children to achieve their full potential.

Achieve the very best of which they are capable.

- Use effective assessment and monitoring (Foundation Stage Profile, observational assessment, parental views).
- Provide high quality learning opportunities and materials.
- Use positive and supportive language with pupils.
- Intervene early to promote progress
- Make effective use of outside agencies.
- Liaise effectively with parents and carers.
- Set targets which are reviewed regularly.
- Use appropriate teaching styles to meet the needs of the children.
- Encourage parents to be involved.
- Celebrate achievement in all areas.

Have access to a broad balanced and relevant curriculum

- Plan differentially and set targets for individuals and groups (Individual Provision Maps).
- Provide support in an effective manner.
- Involve parents by providing formal and informal information.

Demonstrate personal development and growth.

- Use praise and positive language to reinforce all aspects of personal development e.g. learning to curb a temper, eating with a knife and fork.
- Celebrate all achievements.
- Involve parents in celebrating success and achievement.
- Recognise and celebrate personal achievements as a whole school.
- Personal development targets to be included on Individual Provision Maps wherever appropriate. (All children to contribute to their targets)
- Use effective personal and social assessments and record sheets to show development and growth.
- Children to have individual responsibilities in school/classroom

Make effective independent decisions.

- All children to be given the opportunity to make choices regarding certain activities – guide them by making sensitive suggestions.
- Increase children's responsibilities in school where they can feel secure in their decisions.

Be well equipped to be independent learners

- Provide staffing support in a manner which promotes independence
- Provide training and development for all members of staff related to promoting independent learning

Children to have the school's resources targeted appropriately to their needs

- Evaluation of individual provision maps by SENDCO informs the deployment of resources by Senior Leaders.

All members of staff

Be well equipped to identify and meet needs.

- Liaise regularly with parents and keep up to date with home situations/health etc. where appropriate
- Each member of staff to be given a guidance file containing articles notes etc. to be built up to help with identification of particular difficulties and with ideas for teaching activities. This will be continually updated.
- Effective communication with SENCO and outside agencies to keep up to date with new developments.

Identify children's needs early.

- Foundation staff to gain early information from parents and previous settings.
- Reception staff and SENCO to liaise with Health Visitors and other services. about difficulties pre-school.
- Use of Early Years Foundation Stage Profile, to highlight areas of weakness at an early stage.
- Regular communication with parents to ensure any concerns are noted/discussed and addressed.

SENDCO

Be well placed to advise and support colleagues across the school

- SENDCO to regularly attend SENDCO Clusters
- SENDCO to take termly feedback from the whole staff on areas which need further development

Monitor and evaluate the impact of additional and different provision

- SENCO to implement and evaluated this policy and to report to SLT on its effectiveness
- SENCO to ensure that this policy, the school's Local Offer and the school's SEN Information Report are up to date and are available on the school's website
- Appropriate professional development provided for the SENCO role in relation to monitoring and evaluation
- Feedback from SENCO to SLT informs school development priorities as well as development priorities for individual members of staff

Parents and Carers

Parents/carers to be kept informed at all times.

- Class teacher to keep parents/carers fully informed from the initial concern.
- Information to be exchanged in a sensitive way.

Parents/carers to have the opportunity to be fully involved.

- Parents/carers and teachers to work in partnership when setting targets for Individual Provision maps.
- Where possible to work in partnership with the school and outside agencies to meet the targets on the Individual Provision Maps.
- To jointly celebrate success however small.
- To understand and be involved at all stages in line with the Code of Practice 2015
- Appendix 1 provides contact details for external sources of support for parents and families.

Identifying children who have may have special education needs:

As far as is practical, the school will identify these needs and act appropriately as early as possible whilst avoiding unnecessary labelling of children.

Prior to the identification of a pupil as having SEND, class based staff will have consulted and acted upon the advice contained in the graduated response toolkit and ensured that provision is appropriate to the child's needs, age and stage of development.

Children will not be identified as having SEND as the result of low attainment only

- Where, following the application of strategies in the graduated response toolkit, class based staff have concerns over a child's progress in the widest sense, they will discuss this with the SENDCO. A meeting with parents/carers will further explore these issues.
- If it is agreed that provision which is "additional to and different from the school's normally differentiated provision" is appropriate, the child will be recorded on the school's record at SEN Support.
- Where this is the case, the class teacher, in liaison with the SENCO, will draw up an individual provision map which will be shared with parents/ carers and against which progress and provision will be reviewed on a termly basis.

When a class teacher and/or the SENDCO identifies a child with SEN the class teacher should provide interventions and support that are additional to or different from those provided as part of the school's usually differentiated curriculum in liaison with the SENCO.

When a child is identified as having SEN the Class Teacher and SENCO will:

- Ensure that parents /carers are kept informed from the start of any SEN provision and notify any changes.
- Use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
- Use the curricular and other assessment processes to allow the child to show what they know, understand and can do and celebrate their strengths, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents/carers about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.

- Involve parents in developing and implementing a joint learning approach at home and in school.

Deciding to move to a request for formal assessment of a child's needs possibly leading to an Education, Health and Care Plan (EHC My Plan)

The triggers for this decision are likely to be:

- 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.
- Shows a severity and complexity of needs which result in a lack of sufficient progress despite the application of the widest range of provision available to the school
- At all points in this process, parents/carers and, as appropriate, the child will be fully involved as partners in the process to ensure that they are only required to provide their story once.
- Where a My Plan is established, the SENCO will be the lead member of staff in ensuring that the requirements of the Code of Practice (2015) are fully carried out.

What is sufficient progress for children with SEN?

Sufficient progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their year group.
- Prevents the attainment gap growing wider.
- Is similar to that of children starting from the same attainment baseline, but less than that of the majority of children.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates that a higher level of independence is achieved.

General information

The SENCO is **Mrs. Claire Crawford- Deputy Head Teacher**

The SEN Governor is **Kate Connolly**

Telephone number **0161 6720555**

Email: office@littleheatonce.rochdale.sch.uk

Links to other policies

Foundation Stage Policy <http://www.littleheatonce.co.uk/page/early-years-foundation-stage/110728>

Safeguarding Policy <http://www.littleheatonce.co.uk/page/school-policies/43446>

Child Protection Policy <http://www.littleheatonce.co.uk/page/school-policies/43446>

Admissions Policy <http://www.littleheatonce.co.uk/page/school-policies/43446>

Attendance Policy <http://www.littleheatonce.co.uk/page/school-policies/43446>

Teaching and Learning Policy <http://www.littleheatonce.co.uk/page/school-policies/43446>

Single Equalities and Community Cohesion Policy <http://www.littleheatonce.co.uk/page/school-policies/43446>

Behaviour Policy <http://www.littleheatonce.co.uk/page/school-policies/43446>

Complaints Policy <http://www.littleheatonce.co.uk/page/school-policies/43446>

This policy will be evaluated by the SENDCO in liaison with the Link Governor on a termly basis by identifying a number of aims each term and examining the school's evidence base related to compliance with objectives and guidance. This will be reported to the Governing Body and reported in the school's SEN Information report available on the school's website <http://www.littleheatonce.co.uk/page/special-educational-needs-and-disabilities-send/43448>.

Appendix 1 Parental support contact details.

Parent Partnership Service, Rochdale

Family Action, 25 Lingmell Close, Middleton, Greater Manchester, M24 4HS

0161 653 4461

parent.partnership@family-action.org.uk

Children aged 0-5

Area SENCO Team - Early Years, 4th Floor, Number One Riverside, Smith Street, Rochdale, OL16 1XU

01706 926400

Educational Health Care Team (EHC team)

Rochdale Borough Council, 4th Floor, Number One Riverside, Smith Street, Rochdale OL16 1XU

01706 925981

sen@rochdale.gov.uk

Rochdale Additional Needs Service

RANS Leadership Team, 4th Floor, Number One Riverside, Smith Street, Rochdale, OL16 1XU

01706 926400

rans@rochdale.gov.uk

Children with Disabilities Team

Children with Disabilities Team, 4th Floor, Number One Riverside, Smith Street, Rochdale, OL16 1XU

01706 925900

cwd@rochdale.gov.uk

Educational Psychologists

Rochdale Educational Psychology Service, 4th Floor, Number One Riverside, Smith Street, Rochdale OL16 1XU

01706 926400

educational.psychologyservice@rochdale.gov.uk

CAMHS (formally known as Healthy Young Minds)

Birch Hill Hospital, Birch Road, Rochdale, OL12 9QB

01706 676000

healthyyoungmindspennine.nhs.uk

Social Care

Number One Riverside, Floor 4, Smith Street, Rochdale, OL16 1XU

0300 303 0440

0300 303 8875 (out of hours)

999 (emergency calls)

ehash@rochdale.gov.uk