

Ryders Hayes School

A Primary Learning Academy



SEND Policy

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SUPPORTING SPECIAL EDUCATIONAL NEEDS AT RYDERS HAYES SCHOOL

This policy links with the SEND information report, the Learning Pathway (Local Offer) which are both published on the school website www.ryders-hayes.co.uk

1) INTRODUCTION

Every Governing body is required by law to publish information about how the school makes provision to meet any special educational needs (SEND) of its pupils. The information is available free of charge to parents of existing or future pupils of the school, the Local Education Authority, Health Services and any other interested parties who may request a copy, either by calling into the school, or by post.

This document contains all of the required information. Further information and advice on meeting special educational needs in schools is available from the government through their document **Special Educational Needs and Disability Code of Practice – 0-25 years (2014)**. The schools operate its policy, provision and practice in accordance with this guidance.

2) SEND POLICY

Ryders Hayes Community School places great importance on striving to meet the needs of **ALL** children and young people in the school, and fully recognises that some children will require additional help to access the curriculum and fully participate in learning.

3) AIM

To develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievement and by setting targets for improvement.

SCHOOL AIMS

At Ryders Hayes we aim to enhance and foster the following key areas of learning:

Learning to know;
Learning to do;
Learning to live together;
Learning to be.

4) FUNDAMENTAL PRINCIPLES

- ∇ A child with special educational needs or a disability should have their needs met
- ∇ The special educational needs of children will normally be met in mainstream schools or settings
- ∇ The views of the child should be sought and taken into account
- ∇ Parents have a vital role to play in supporting their child's education
- ∇ Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

5) DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty learning than the majority of children of the same age
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA.

- (c) are under compulsory school age and fall within the definition (a) or (b) above or would do so if special educational provision were not made for them.

6) IDENTIFICATION OF CHILDREN WITH SEND

We will use the following data to inform our decisions as to whether a child would benefit from receiving support through the Code of Practice.

- Baseline assessment/ongoing assessments in Foundation Stage
- Progress against Key NC objectives
- End of year assessments
- Results of standardised tests
- Ongoing classroom observations
- Learning Indicators (Education Walsall)

7) GRADUATED RESPONSE

WAVE ONE:

The effective **inclusion** of all pupils in a high quality, daily English and Mathematics lesson (Quality First Teaching). Supported by the classroom TA.

WAVE TWO:

Cause for Concern: If a class teacher has a concern about a child's learning/progress then they will consider strategies they are currently using and make any necessary adjustments to target the child's strengths and weaknesses. The class teacher will complete a Cause for Concern Proforma, inform the SENDCo of any concerns and talk to parents.

Provision: Small group intervention, classroom strategies, Integrated Target Plan (ITP) in place.

WAVE THREE:

Specific targeted intervention for pupils identified as requiring SEND support. If children fail to make adequate progress then they will be placed on the SEN Register and have a provision map that will target their specific learning needs at **SEN support**.

Provision: Small group interventions as appropriate, classroom strategies, Dyslexia support as appropriate, ITP in place.

The Inclusion leader will make appropriate referrals to outside agencies – speech and language, school nurse, Educational Psychologist, Occupational Therapy etc

Education and Health Care Plans In exceptional circumstances the school or parents may request statutory assessment for a child. When this happens there will always be involvement of appropriate outside agencies and there will have been at least 2 cycles of plan, do review.

Provision: As set out in the Education Health Care Plan.

It is our aim to make children independent of additional support as soon as possible.

8) REVIEWS

We aim to review Provision Maps three times a year. This happens once a term. Class teacher's parents and children are involved in reviewing progress and in setting targets in some way. ITPs are used to record small steps in children's progress and to assist with target setting.

Outside agencies are invited to contribute to reviews.

9) RESOURCES

We receive and use resources for meeting SEND in a number of different ways.

We must recognise that children have different degrees of difficulty, so the additional support that they receive will depend upon how great their difficulty is, children with greater need receive more support. This school takes its duties regarding SEN very seriously and commits significant resources to meeting children and young people's individual needs.

The resources that we allocate are;

- Comparable with similar schools in Walsall, and we allocate them fairly and equitably according to the level of need;
- Based on our professional assessment of the level of difficulty the pupil is experiencing in relation to other children of the same age;
- Compared with those of similar schools to ensure that we are not out of line;
- Moderated through advice, help and support from the central SEND support services in Walsall who routinely work across a number of schools.

We have a range of different external services regularly available to us for SEND support and these include: Advisory teachers for SEND, Educational Psychologists, Specialist Support team staff; Education Welfare Officers and Attendance Support Workers, Behaviour Support Workers. We may also call upon school health services, social services and other key statutory and voluntary agencies that work in specialist areas in Walsall.

There is a range of resources available to support children with SEND. Use of these resources is usually indicated in the Provision Map.

10) ADMISSION ARRANGEMENTS

The admission arrangements for the school treat children with SEND who do not have an EHC plan exactly the same as for all other children and are administered in accordance with the guidance set out in the Admission Arrangements published by the Authority. A copy of the Admission Arrangements is available from Education Walsall.

11) TRANSFER ARRANGEMENTS

When a child transfers from another school to our school the SENDCO: attends the last review meeting prior to transfer if possible; makes contact with the SENDCO from the child's previous school; ensures records are transferred over to our system; contacts parents.

When a child transfers from our school to another school the SENDCO: invites the SENDCO from the receiving school in the case of Y6/7 transfer to attend the last review prior to transfer; ensures that records are transferred.

12) INTEGRATION ARRANGEMENTS

All children with SEND are integrated into all the activities of the school wherever practical and compatible with the SEND pupil receiving the necessary education provision, efficient education of other children and the efficient use of resources. We endeavour to ensure that children who are withdrawn to work on a 1:1 basis or to work in a small group retain their access to the full curriculum.

13) SUPPORT SERVICES - Links with Health, Social Services, Education Welfare Services and Relevant Voluntary Organisations and the range of support offered by Education Walsall.

The school works in partnership with a range of external agencies to meet the needs of individual pupils.

We also work in partnership with the school Nurse and the School Doctor.

14) ROLES AND RESPONSIBILITIES

The governing body must:

- Report to parents on the implementation of the school's SEND Policy
- Have regard for the Special Educational Needs Code of Practice when carrying out its duties towards all pupils with SEND
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

The head teacher has responsibility for:

- The overall management of SEND
- Keeping Governors informed
- Working closely with the SENDCo.

The SENCo. has responsibility for:

- Overseeing the day to day operation of the SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising teachers and teaching assistant
- Managing the work of the 'Children's Advocate' and other SEND support staff
- Managing the records on all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies
- Requisitioning and maintaining SEND resources

The SEN LSA has responsibility for:

- Working mainly with children at SEND support.
- Planning and delivering specific programmes of work under the direction of the SENDCo
- Contributing to Provision Map reviews
- Assessing individuals under the direction of the SENDCo
- Helping to maintain SEND records

ALL TEACHERS ARE TEACHERS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The class teacher is responsible for:

- Working with children on a daily basis
- Planning and delivering individualised programmes of work
- Monitoring pupil's progress
- Keeping records of information gathered, observations made and extra help give (e.g. differentiated work and or support) that enhance the assessment and record keeping system in place for all children.
- Writing and reviewing Individual Provision Maps on a termly basis.
- Keeping parents informed

15) PUPIL PARTICIPATION

We aim to seek and take into account the ascertainable views of the child. We aim for children to be involved in:

- ★ Discussions about their provision maps – target setting and reviewing
- ★ Having their views recorded
- ★ Monitoring and evaluating their own performance

16) WORKING IN PARTNERSHIP WITH PARENTS

We believe that parents hold kept information and have a critical role to play in their children's education. We aim to:

- Involve parents in the school based response for their child
- Help parents understand the purpose of any intervention of programmes of action

- Inform parents about the Parent Partnership Service
- Encourage parents to participate in the provision map review process
- Respond promptly to concerns expressed by parents about their child's progress.

17) COMPLAINTS

Complaints about SEND provision are dealt with within the normal framework of the school's complaints procedure.

Updated
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