



Dream, believe, achieve together.

Special Needs Policy

Reviewed by Adrian Nash July 2019

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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.

The new code of practice 2014 is now in place and this policy is guided by this CoP and Notts County Council guidelines for implementation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

Round Hill Primary School is a mainstream school, which strives to provide the best learning opportunities for all children. Our school ethos of Dream, believe, achieve together and being and ['Achievement for All'](#) school reflects our inclusive school community. We recognise that all children are individuals who have different learning needs and we work hard to ensure all children are given the right balance of support and challenge.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*. Children with SEND are supported to achieve our whole school aims alongside their peers at a level which is appropriate to them.

1. Pupils Progress - Achievement and Standards

We want to create a school:

- Which has high standards of achievement
- In which all lessons taught are good or better
- Where a clear emphasis is placed on Reading, Writing and Numeracy
- Which prepares children for the next stage of their education
- Challenges our children to achieve their full potential

2. Pupils Personal Qualities - Personal Development and Well Being

We want to create children who:

- Are happy and safe
- Achieve behaviour and standards we are proud of by following the 'Round Hill Way'
- Are independent in their learning
- Become life long learners
- Promote respect for themselves, others and the environment
- Develop enquiring minds and a spirit of curiosity

3. Resource Management - Quality of Provision

We aim to create a school:

- Which makes the most of the local environment in children's learning
- Where staff are committed to their own learning journey and the sharing of quality practice
- Achieves value for money
- Become a hub school for excellent teachers
- Provide training/career progression for other professionals

4. Leadership, Management & Governance

We aim to create a school:

- Which has excellent Leadership & Management
- Which creates leaders at all levels
- Which communicates effectively with stakeholders

5. What Makes Round Hill Special - The X Factor?

We aim to create a school which will:

- Place the emphasis on having fun
- Place a strong emphasis on the music, sport, art and drama
- Encourage children, staff, parents and local community to work together as a team
- Embrace technology

Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services *and early years settings – where applicable* - prior to the child's entry into the school.
- **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 *AHT for Vulnerable Learners* 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, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means *providing regular one to one meetings between pupils and their teacher/AHT for Vulnerable Learners* and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. *membership of the School Council.*

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Adrian Nash (AHT for Vulnerable Learners)
- The person co-ordinating the day to day provision of education for pupils with SEN is Adrian Nash with support from the lead TA, Lesley Eddison who will take responsibility for monitoring and coordinating interventions.

3. Arrangements for coordinating SEN provision

The AHT for Vulnerable Learners will hold details of all SEN Support records such as provision maps, structured conversations and contact from outside agencies for individual pupils. These will be recorded using the schools tracking system; Pupil Tracker.

All staff can access:

- The Round Hill School SEN Policy;
- A copy of the full SEN Register and school profile;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their provision maps (or alternative records of targets set/outcome monitoring)
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on Pupil tracker on the individual pupils and their special needs and requirements of children in their class.
- Information on current legislation and SEN provision on staffroom notice boards
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in summary version via the school website in order to aid the effective co-ordination of the school's SEN provision. 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.

4. Admission arrangements

See also admissions policy

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.

When children with an identified SEN are allocated a place in school, we liaise with outside agencies and pre-school providers in order to plan for the child's transition into school.

A pre-admission meeting will take place in order to draw up an action plan with all involved parties and an individual plan for transition will be devised based on the individual needs of the child. Children with SEND will usually be offered extra visits to school pre-admission.

5. Specialist SEN provision

At the time of writing, Round Hill School has 27 pupils whose needs are covered by the single category SEN Support however we track a number of other pupils under the category of Vulnerable learners.

All of our members of staff are responsible for the delivery of SEN provision and support however we do have 3 members of staff who are specifically employed to support children with complex SEN and they have additional skills or training such as Makaton, PIVATs training or medical intervention training.

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section **10**.

6. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements; however in addition to these the school has the following specialist provision.

- Wheelchair accessible lift
- Ramps for disabled access
- Lowered handrails on the main stairs with indicators for visually impaired children.
- 2 disabled hygiene suites equipped with disabled access toilet and changing plinths for non-continent children.
- Quiet room/Sensory room
- Dyslexia friendly classrooms
- Sensory garden
- Adapted furniture

7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to up to £6,000. This is called Place Funding. Place funding is allocated at Round Hill through careful monitoring of children's progress. Any additional support given through place funding is carefully monitored for impact. TA's may be allocated for implementation of the place funding, but there is an expectation at Round Hill that this is used to enable teachers to support some of our most vulnerable children i.e. The TA oversees the class work whilst the teacher works with the SEN children in smaller groups.

Some pupils with SEND may access additional funding called Top –Up funding – Element 3. This additional funding might be from a budget which is devolved to our Family of Schools (AFN – Additional Family Needs) for moderation by the AHT for Vulnerable Learners within the School Family and is managed by the Family AHT for Vulnerable Learners. For those pupils with the most complex needs, additional funding is retained by the local authority (HLN – High Level Needs). The School AHT for Vulnerable Learners with the support of the School Family and the Family AHT for Vulnerable Learners will refer individual applications to a Local Authority multi-agency panel, the High Level Needs Panel, who will determine whether the level and complexity of need meets the threshold for this funding.

Other sources of funding may also be used to support children including the pupil premium and pupil premium plus funding.

8. Identification of pupils needs

A graduated approach:

- 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.
- 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 AHT for Vulnerable Learners will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- 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 formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school records. 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. 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, AHT for Vulnerable Learners 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 /or relevant specialist staff 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 AHT for Vulnerable Learners.

Review

Reviews will be undertaken in line with agreed dates. 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 their parents. The class teacher, in conjunction with the AHT for Vulnerable Learners 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.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

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 EHC plan will be taken at a progress review.

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

- Parents
- Teachers
- AHT for Vulnerable Learners
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of 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.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire 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.

- b. 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.
- c. 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. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with 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 AHT for Vulnerable Learners will consult with the child's parents for other flexible arrangements to be made.

Our AHT for Vulnerable Learners, supported by the SEN Governors, regularly checks how well SEN support is helping children in our school to make progress.

Through monitoring, observing and assessing a child's needs, staff work together with the AHT for Vulnerable Learners to put in place appropriate support and provision. The progress of all children is monitored termly and in both Autumn and Spring terms Parents' Consultations and structured conversations (longer appointment times) are held, to discuss the children's progress. Children with SEN/D have their provision carefully planned for using provision maps, which are shared and reviewed with parents.

We ensure effective implementation of provision maps by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the AHT for Vulnerable Learners in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The AHT for Vulnerable Learners oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by Joanne Hewitt (Deputy Head) together with the AHT for Vulnerable Learners to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub, SBAPs and other relevant bodies.

11. Evaluating the success of provision

Our AHT for Vulnerable Learners, supported by the SEN Governors, regularly checks how well SEN support is helping children in our school to make progress.

Through monitoring, observing and assessing a child's needs, staff work together with the AHT for Vulnerable Learners to put in place appropriate support and provision. The progress of all children is monitored termly and in both Autumn and Spring terms Parents' Consultations and structured conversations (longer appointment times) are held, to discuss the children's progress. Children with SEN/D have their provision carefully planned for using provision maps, which are shared and reviewed with parents.

In the Summer term, all parents receive an end of year written report, detailing progress within all areas of learning and are invited to discuss this with their child's class teacher. Parents also receive termly mini progress reports, which have up to date information about progress. In addition, we have an "open door" policy and encourage parents to discuss any concerns they may have as and when they occur, in person with their child's class teacher. Parents are also invited to contact our AHT for Vulnerable Learners or Head teacher whenever they wish.

If a child has complex SEN/D, an Education, Health and Care Plan (EHCP) may be put in place by Nottinghamshire County Council, which means a formal meeting will be held annually to discuss progress and a report will be written.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

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 governing body delegates the day to day organisation and liaison to the AHT for Vulnerable Learners (SENCO) who reports back to the full governing body on a termly basis.

Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

If parents are unsure about any of the support or provision being made for their child, they should not hesitate to contact the school office to make an appointment with their child's class teacher, our AHT for Vulnerable Learners or Head teacher. Parents can also contact Parent Partnership Service (www.ppsnotts.co.uk) which gives impartial advice to families of children with SEN/D.

If parents feel their concern is not resolved through this process, they should refer to our Complaints Procedure which can be found on our school website.

13. In service training (CPD)

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.

Our school operates the following training programmes:

The AHT for Vulnerable Learners attends relevant SEN courses, Family SEN 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 and all of our staff attend regular in house training. The AHT for Vulnerable Learners, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

We have links with a wide range of outside agencies who offer specific guidance and support to our school and families. These include:

- Educational Psychologist
- Therapists including those for Speech and Language, Occupational and Physiotherapy and the Physical Disabilities Service
- Local Authority Advisors including those for Early Years, Cognition and Learning, Communication and Interaction, Hearing Impairment, Visual Impairment and Personal, Social, Emotional Development team.
- Health Services including School Nurse and Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- Outreach services including voluntary organisations

We seek support from outside agencies for staff and families whenever it is needed. The AHT for Vulnerable Learners oversees provision within our school. Staff training is ongoing to ensure the school is kept up to date with any changes and priorities. The training needs within our school reflect the needs of the staff and children we work with. Our AHT for Vulnerable Learners meets regularly with AHT for Vulnerable Learners from other local schools in meetings chaired by an Educational Psychologist. These are called Springboard Meetings.

15. Working in partnerships with parents

Round Hill 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 the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

As a school, we have an “open door” policy and encourage parents to discuss any concerns they may have as and when they occur, in person with their child’s class teacher. Parents are also invited to contact our AHT for Vulnerable Learners or Head teacher whenever they wish.

The Parent/Teacher Consultation are held in the Autumn and Spring term, to discuss all aspects of the children’s progress. In the Summer term, all parents receive an end of year written report, detailing progress within all areas of learning and are invited to discuss this with their child’s class teacher. Review meetings for children with SEN are held termly or more often if needed.

Parents also have the opportunity to express their views through the annual parent questionnaire.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil’s needs. 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 can be contacted at any time in relation to SEN matters via the school office. office@roundhill.notts.sch.uk

16. Links with other schools

The school is a member of White Hills park federation. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

The transfer to a new school can be an anxious time for both child and parent and we encourage visits to our school before applying. Careful planning is made for all children but for children with SEN, an additional transition plan may be put in place. This will generally include early discussions with the school they are coming from or going to and any external agencies that are providing existing support. Parents are involved in transition discussions so that the needs of the child and any particular concerns are shared. Staff at the new school then meet with the child and specific visits are often planned, allowing the child to familiarise themselves with the learning environment and the staff who will be working with them.

In addition to the transition arrangements made for all pupils in Year 6, plans for pupils with SEN will be formulated with their allocated secondary school on an individual basis. Parents will be kept informed and involved in this planning. Round Hill has close links with [Alderman White School](#).

17. Links with other agencies and voluntary organisations

Round Hill School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The AHT for Vulnerable Learners is the designated person for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. (Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.)

This policy will be reviewed annually.