

Round Hill Primary School

'Dream, believe, achieve together.'

Special Educational Needs and/or Disability Policy

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It is likely that the majority of children will experience some level of difficulty at some point during their time in education. However, some children and young people may require some additional support to remove barriers to their learning.

This is based on an understanding that all children and young people are entitled to an education that is responsive to their needs, promotes high standards and opportunities to explore their hopes and aspirations, regardless of their starting point, background or area of need.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Definition of SEND

We use the definition for SEND, from the SEND Code of Practice and take into account the Equality Act 2010 and the Children's and Families Act 2014.

This states:
"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England."

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

A copy of the SEND Code of Practice can be found on the Department for Education's website:
www.education.gov.uk/schools/pupilsupport/SEND

Nottinghamshire has developed a SEND Local Offer, which is a resource that 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.

The formal definitions of special educational needs (SEN) are 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:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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.

Although 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, due consideration should be given when assessing needs.

www.nottinghamshire.SENDlocaloffer.org.uk

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' reflects our inclusive school community. We adopt a collaborative approach with parents of children with SEND as this supports children in meeting their potential. 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.

Our aims are:

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND 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 SEND have full access to the National Curriculum**. This will be co-ordinated by the SENDCo and will be carefully monitored and regularly reviewed 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. Engage in open and supportive discussions that encourage parental confidence to share information that would be helpful in supporting their child. This will include supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school, and the effectiveness of the SEND policy and the school's SEND 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 about their needs and the provision made to meet them.** This means providing regular one to one meeting between pupils and their teacher/SENDCo 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.

Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Adrian Nash (Headteacher).
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Racheal Ransford (SENDCo)
- The SEND governor is Ruth Brown.
- The family SENDCo is Julie Sheils, who supports the school SENDCo.

Arrangements for coordinating SEND provision

The SENDCo will hold details of all SEND Support records such as provision maps, review meetings, nature and frequency of interventions and contact from outside agencies for individual pupils. These will be recorded using the schools record keeping system; CPOMS.

All staff can access:

- The Round Hill School SEND Policy;
- A copy of the full SEND Register and school profile;
- Guidance on identification in the Code of Practice (SEND 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 CPOMs on the individual pupils and their special needs and requirements of children in their class;
- Information on current legislation and SEND provision on staffroom notice boards;
- Information available through Nottinghamshire's SEND Local Offer

www.nottinghamshire.SENDlocaloffer.org.uk

Information about the local offer https://youtu.be/W90gvdBgl_U

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

Admission Arrangements

See also Admissions Policy (School Website)
The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.
When children with an identified SEND are allocated a place in school, we liaise with outside agencies and pre-school providers to plan for the child's transition into school.

A pre-admission meeting will take place to draw up a support 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.

Specialist SEND Provision

Round Hill has 35 pupils with SEND.
All of our members of staff are responsible for the delivery of SEND provision and support however we do have 3 members of staff who are specifically employed to support children with complex SEND and they have additional skills or training such as Makaton, PIVATs training or medical intervention training.
We are committed to whole school inclusion. Inclusion covers more than special educational needs and would incorporate gender, sexual orientation, race, religion and culture. It is important to recognise that some of these additional barriers may exist for some children and young people with special educational needs so that we may promote understanding and ensure that support and provision is tailored to meet the individual needs of the child or young person. For more information on our provision for inclusion see inclusion section on page 9.

Facilities for pupils with SEND

See also Equality Objectives (Equality Objectives)
The school complies with all relevant accessibility requirements; however, in addition to these the school has the following specialist provision.

1. Wheelchair accessible lift
2. Ramps for disabled access
3. Lowered handrails on the main stairs with indicators for visually impaired children.

4. 2 disabled hygiene suites equipped with disabled access toilet and changing plinths for non-continent children.
5. Quiet room/sensory room
6. Dyslexia friendly classrooms
7. Adapted furniture

Allocation of resources for pupils with SEND

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. Assistant Teachers (ATs) 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.

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 SENDCos within the School Family and is managed by the Family SENDCo. For those pupils with the most complex needs, additional funding is retained by the local authority (HLN – High Level Needs). The School SENDCo with the support of the School Family SENDCo 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.

Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

Round Hill recognises that all pupils learn and develop at different rates, but we employ a graduated approach to identifying pupils needs to ensure all pupils fulfil their potential.

A Graduated Approach

Quality First Teaching and A Universal Offer.

a) Our Universal offer means 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 via pupil progress meetings.
b) Once a pupil has been identified as *possibly* having SEND, they will be reviewed by staff to gauge their level of learning and possible difficulties and placed on the SEND monitoring register.
c) The child's class teacher will take steps to provide differentiated quality first teaching steps, meaningful learning opportunities and adaptations, 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.

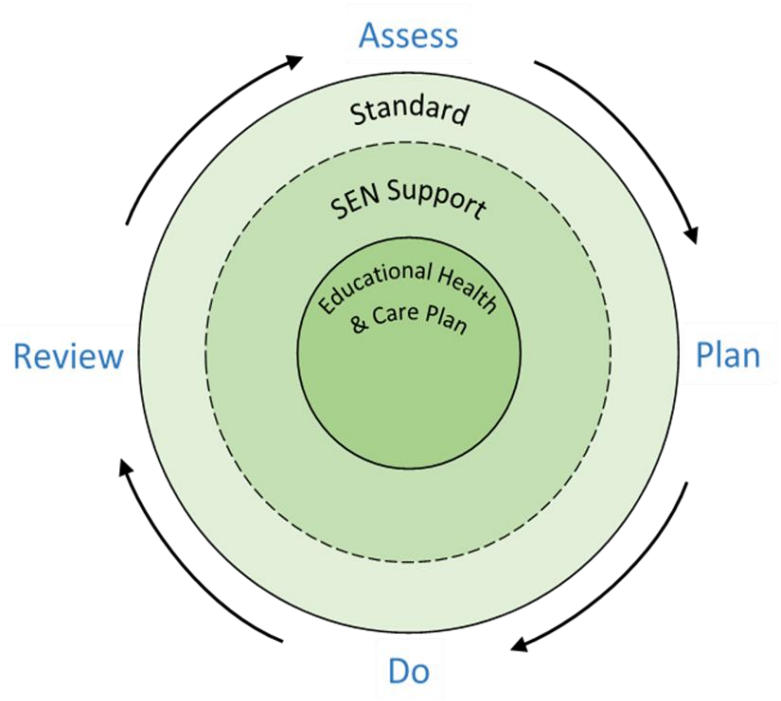
d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class or carry out assessments and tests.
e) Through (b) and (d) it can be determined which level of provision the child will need going forward and any/or professional development that may be required by school staff.
f) If a pupil has recently been removed from the SEND Support register, they may also fall into this category as continued oversight will be advisable.
g) Parents will be informed fully of every stage of their child's development. Parents are encouraged to share information and knowledge that they feel would be useful in helping with the school's understanding of the child and their broader needs. This information will be handled confidentially and sensitively.
h) The child is formally recorded by the school as needing closer review of their needs due to concern raised by the parent or teacher on the SEND Monitoring List, but this does not place the child on the school's SEND Support Register.
i) Pupil progress meetings are used to review the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and pattern of progress.
j) Where appropriate the child's views will be sought as they may be able to identify what sort of support might help them and their strengths and interests will be utilised to improve motivation and engagement.

SEND Support Register

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND Register logged on the pupil's school record. The aim of formally identifying a pupil with SEND 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. The pupils are also encouraged to share their thoughts and feelings so that a greater understanding of their difficulties is gathered.

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, SENDCo 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 teaching strategies/approaches that are being

employed and the outcomes that are being sought, so that the pupil benefits from a consistent approach.

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 assistant teachers 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 SENDCo. All staff will work together to encourage the child to develop some independence as a learner so that they do not become reliant on adult support.

Review

Reviews will be undertaken termly. 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 SENDCo, 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.

Request for an assessment Education, Health and Care (EHC) Plan

If a child has lifelong or significant difficulties, it may be appropriate to consider a Statutory Assessment, which is usually requested by the school, but can be requested by a parent or young person, or in some instances by professionals from health and social care. This should begin with a conversation with the SENDCo.
The decision to make a referral for an EHC plan will be taken at a progress review.

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

https://bit.ly/3j1vgv8

or by speaking to the Integrated Children's Disability Service on:

0115 804 1275

or by contacting the Ask Us Nottinghamshire on:

0800 121 7772

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

- Parents
- Pupil
- Teachers

- SENDCo
- Educational Support Services
- Social Care
- Health professionals

Information will be gathered to inform a decision about whether an EHC Plan may be required. The request will be considered by a multi-agency panel. Parents have the right to mediation and ultimately can appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan.

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 in 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.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND 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 SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

Inclusion of pupils with SEND

The inclusion of all pupils with SEND should be seen in the context of inclusion in its broadest sense, which will include the groups identified under the Equality Act 2010, namely those facing additional barriers due to race, gender, sexual orientation and religion. It is recognised that some pupils with SEND will also face additional barriers by virtue of the prejudices associated with belonging to these groups (whether conscious or unconscious). The SENDCo 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 the Assistant Head together with the SENDCo, 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 (MASH), SBAPs and other relevant bodies.

Evaluating the success of provision

To make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.
Our SENDCo, supported by the SEND Governor, regularly review how well SEND support is helping children in our school to make progress.

Through monitoring, observing and assessing a child's needs, staff work together with the SENDCo to put in place appropriate support and provision. The progress of all children is monitored termly, each term a pupil on the SEND Register has a SEND Review plus an additional universal Parent's Consultation (Parent's Evening). These meetings can be combined into a longer meeting if they fall at the same time of the term. Children with SEND have their provision carefully planned for using SEND Support Plans and 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. 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 SENDCo or Head teacher whenever they wish.

If a child has complex SEND, 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 regarding the provision for their child.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice. The school will maintain a strategic overview of training for its staff which will include training opportunities targeted at specific areas of SEND and inclusion, more widely.

Our school operates the following training programmes:

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and all of our staff attend regular in-house training. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified using provision management (see Evaluating the Success of Provision).

The school continues to build strong working relationships and links with external support services to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

Working in partnerships with parents

Round Hill believes that a close working relationship with parents is vital to ensure:

a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
b) continuing social and academic progress of children with SEND
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 SENDCo 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. SEND Review meetings for children with SEND are held termly. Parents also can 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 regarding the provision for their child.

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 SENDCo or Head teacher. The school's SEND Governor can be contacted at any time in relation to SEND matters via the school office (office@roundhill.notts.sch.uk) Parents can also contact Ask Us Nottinghamshire (formally Parent Partnership Service) which gives impartial advice to families of children with SEND.
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.

Links with other schools

The school is a member of Equals Trust. 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 SEND, 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 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.

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 SEND. The SENDCo is the designated person for liaising with the following:

- Education Psychology Service (EPS)
- Schools and Families Specialist Services (SFSS)
- Children's Social Care
- Speech and Language Therapy Service (SALT)
- Social Emotional and Mental Health Team (SEMH) – primary phase or the Behaviour Partnerships
- Child and Adolescent Mental Health Services (CAMHS)
- Behaviour Support Service

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.