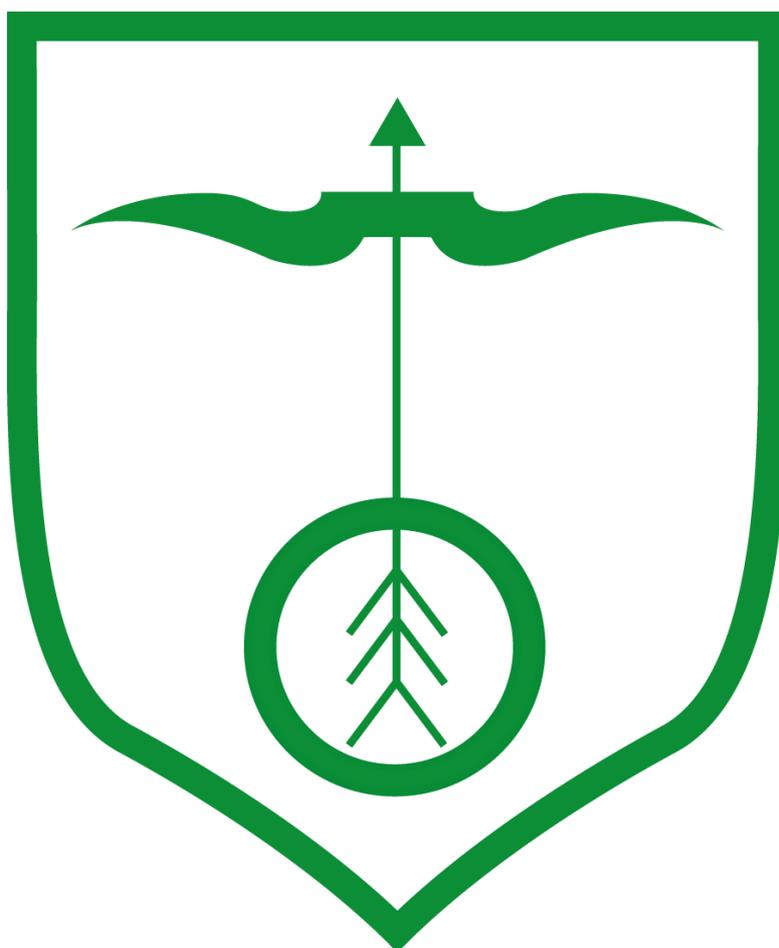


# Robin Hood Primary and Nursery School



## SEND Policy

Agreed at Governors meeting:      updates awaiting full approval

Review date:

## **SEND Policy for Robin Hood Primary School**

### **Introduction**

Robin Hood Primary School has a named Special Educational Needs and Disability Co-ordinator (S.E.N.D CO), Mrs Wales, who is a qualified teacher and has been a S.E.N.D CO for 7 years. She completed the National Award for SEN Co-ordination in 2012. Our named Governor responsible for S.E.N.D is Mrs Judith Paterson. Together they ensure that Robin Hood Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

Mrs Wales is available on Tel: 0208 5467388 (please contact Miss Benham whilst Mrs Wales is on maternity leave).

Robin Hood Primary firmly believes that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

This policy is written in line with the requirements of:-

- Our School Local Offer which is located on our website
- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following policies:

**Behaviour/Discipline Policy, Assessment Policy, Equalities Policy, Safeguarding Policy, Homework Policy, Complaints Policy and Accessibility Plan**

This policy was developed with taking into consideration the views of all stakeholders including parents, families, local S.E.N.D CO's and Inclusion Leaders and representatives from the governing body and will be reviewed annually.

The aims of this policy are:

- to reach high levels of achievement for all
- 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 as early as possible in their school career
- to have a common vision and understanding with all stakeholders

- to identify the roles and responsibilities of all staff in providing for children’s special educational needs
- to achieve and maintain a high level of staff expertise to meet pupil need
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that our children have a voice in this process.

The objectives of the policy are:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs and Disability Co-ordinator (S.E.N.D CO) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils

#### Definition of SEN

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEND 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 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 then 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.

There are four categories of need in the SEND Code of Practice, they are:

- Communication and interaction (CI)
- Cognition and Learning (Cog)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical (SP)

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

The kinds of special educational need for which provision is made at Robin Hood Primary School

Robin Hood Primary School is a mainstream one form entry setting, except for Year 2 which has two classes, with an attached nursery.

All children and young people are entitled to an education that enables them to make progress so that they:

- 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

At Robin Hood Primary we already make provision for every kind of frequently occurring special educational need with or without a statement of special educational needs or Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need:  
Autistic Spectrum Disorders (ASD);  
Social, Mental, Emotional Health (SMEH);  
Speech, Language and Communication Needs.

Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

#### Graduated Approach: Information about the policy for identification and assessment of pupils with SEN

At Robin Hood Primary School, class teachers with the support of the senior leadership team, monitor the progress of all pupils termly to review their progress. We also use a range of assessments with all the pupils at various points in line with their individual needs. Teachers are responsible and accountable for the progress and development of the pupils in their class. High quality teaching, differentiated for individual pupils, is the first step for in responding to pupils who have or may have SEND. The Senior Leadership Team, alongside class teachers, regularly observe the quality of teaching for all pupils, including those at risk of underachievement. Through staff meetings and outside training opportunities, all staff have access to training to help identify and support vulnerable pupils.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational need has not been identified. This extra support can enable the pupil to catch up. Examples of extra support are outlined in our Local Offer.

Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate intervention programme. In many cases these underlying needs often explain less than expected progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed termly, and refined / revised if necessary. At this point because the pupil requires additional and extra provision we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

There are times, when a child may be identified as having additional needs which may impact on progress and attainment but is not considered as having a Special Educational Need.

**How we evaluate the effectiveness of the provision made for pupils with special education needs with or without a statement of special educational needs / Education, Health and Care Plan**

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether less than expected progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

For pupils with a statement of special educational needs or Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made.

**The school's arrangements for assessing and reviewing the progress of pupils with special educational needs**

Every pupil in the school has their progress tracked termly. In addition to this, pupils with special educational needs may have more specific assessments to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

**Managing Pupils Needs on the SEND register**

The S.E.N.D CO ensures that the SEND register is regularly reviewed and up to date. The school uses provision mapping and personal target plans to monitor and review outcomes on a termly basis to ensure they are effective. The target plans ensure targets are met within an agreed time frame with allocated responsibilities by those involved.

The S.E.N.D CO, who is a member of the Senior Leadership Team holds termly pupil progress meetings with staff to review the progress of all children.

If the school was unable to fully meet the needs of a pupil, we would consult outside agencies for support and inform the local authority. Pupils and parents are continuously informed of the process and progress through regular meetings.

A child may be removed from the SEN register and consequent provision if significant progress has been made and maintained. This agreement would be in consultation with S.E.N.D CO, parents and the class teacher.

**The school's approach to teaching pupils with special educational needs**

***'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEND CoP, 2014)***

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements the school employs some additional teaching approaches and/or interventions. All intervention programmes we use are research based and known to support pupils to make increased progress.

These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as 'notional SEND funding'. The class teacher will remain responsible for working with the pupil on a daily basis.

We have regard to the statutory guidance supporting pupils at school with medical conditions. Please see medical conditions policy.

**How the school adapts the curriculum and learning environment for pupils with special educational needs**

At Robin Hood Primary we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

***'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.'* (Code of Practice 6.12)**

All teachers are expected to differentiate lessons to meet the needs of all learners. Differentiation may be through resources, teaching or support.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, our school has a working on-going plan which is reported in the School Access and Disability Policy.

**How the school enables children with SEND to engage in the activities of the school.**

'Reasonable adjustments' may need to be made in order for children with SEN to access extra-curricular activities and trips. This will be achieved in discussion with parents and carers.

**Support that is available for improving the social, emotional and mental health of pupils with special educational needs**

At Robin Hood Primary we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance list e.g. PSHE, SEAL, circle time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we can also provide external agencies to support their needs.

We value parents/carers and pupils' views and regularly consult with them through termly meetings.

We recognise that vulnerable pupils may be at risk of bullying. We do not tolerate bullying in any forms and we have an Anti-Bullying Policy/ Behaviour Policy where our school procedures are outlined.

**Training and resources: The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured**

Each school is allocated from the LA, funding which is to be specifically used to support the learning of children with SEND. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the S.E.N.D CO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's S.E.N.D CO regularly attends the LA's and Cluster S.E.N.D CO network meetings in order to keep up to date with local and national updates in SEND.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training is ongoing in response to identified needs.

Previously staff have received training in:

- Precision Teaching
- Numicon
- Wave 3 (Numeracy Intervention)
- Springboard (Numeracy Intervention)
- Early Bird
- Memory magic
- Speech and Language (a range of small group interventions)
- Occupational Therapy (Gross and Fine)
- Circle of Friends
- Socially Speaking
- Time to Talk
- Colourful Semantics
- Sound Awareness
- Nesy Spelling
- Lego Therapy

**How equipment and facilities to support children and young people with special educational needs will be secured**

Specialist equipment will be considered on an individual basis.

### **Funding**

Where a child needs additional support over and above the core funding the school shall apply for additional funding to further meet their needs.

### **The arrangements for consulting parents of children with special educational needs about, and involving them in, the education of their child.**

All parents of pupils with SEN at Robin Hood Primary School are invited to discuss the progress of their children three times a year. During these reviews a pupil's progress will be assessed against the targets and outcomes which have previously been set. In addition we are happy to arrange meetings outside these times.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

Pupils will be consulted about and involved in the arrangements made for them as part of their personalised provision.

### **Roles and responsibilities**

The role of the S.E.N.D Governor is:

- use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEND;
- ensure that pupils with SEND join in the everyday activities of the school together with children without SEND, as far as is compatible with them receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources;
- take account of the '[SEND Code of Practice](#)' when carrying out their duties towards all pupils with SEN.

### **Dealing with complaints from parents of pupils with special educational needs concerning the provision made at the school**

The same arrangements for the treatment of complaints at Robin Hood Primary are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns initially with the class teacher, Key Stage Leader, Inclusion Leader, Deputy or Headteacher to resolve the issue before making the complaint formal to the Chair of the GB. (See the Complaints Policy)

If a parent is still unhappy with the outcome of the complaints procedure then they can seek further advice through the Kingston Local Offer Page:

<https://www.afclocaloffer.org.uk/pages/home/assessment-and-education-health-and-care-planning/challenging-our-decision>

### **How the school involves other bodies, including health, social services and voluntary organisations in meeting the needs of pupils with special educational needs.**

The Governing Body have engaged with the following:

- A Service Level Agreement with Educational Psychology service for 18 hours per year
- Additional Education Psychology support through Head-Ways Psychology
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from AfC
- Membership of professional networks for S.E.N.D CO e.g. S.E.N.D CO forum,
- Sensory education team for pupils with VI and HI

**The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

At Robin Hood Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer is a seamless as possible.

We also contribute information to a pupils' onward destination by providing information to the next setting.

**Information on where the local authority's local offer is published.**

The Local Offer is a website that provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.

Local Offer website: [www.afclocaloffer.org.uk](http://www.afclocaloffer.org.uk)

Email address for enquiries and feedback: [sendlocaloffer@achievingforchildren.org.uk](mailto:sendlocaloffer@achievingforchildren.org.uk)

Phone number for enquiries: 020 8547 4722

**Additional support services for parents of pupils with Special Educational Needs.**

KIDS Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS)

KIDS Kingston, a local voluntary sector organisation, delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-19/25). The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEN policy and practice.

They can be contacted on :

HELPLINE: 020 8547 6200

Email: [RichmondKingston@kids.org.uk](mailto:RichmondKingston@kids.org.uk)

Leaflet:

[https://www.afclocaloffer.org.uk/uploads/afclocaloffer/document/file/277/SENDIASS\\_leafletOCT2015.pdf](https://www.afclocaloffer.org.uk/uploads/afclocaloffer/document/file/277/SENDIASS_leafletOCT2015.pdf)

SEND Family Voices (SFV) provides this service for Kingston and Richmond.

Phone: 07469 746145  
Email: [SENDFamilyVoices@outlook.com](mailto:SENDFamilyVoices@outlook.com)  
Website: [www.sendfamilyvoices.org](http://www.sendfamilyvoices.org)

Independent Support Partnership  
Phone: 020 8831 6076  
Email: [independent.support@richmondaid.org.uk](mailto:independent.support@richmondaid.org.uk)  
Website: [www.raid.org.uk](http://www.raid.org.uk)

**This policy will be updated annually. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014**

Approved by the GB on .....

Next review on.....