



# Special Educational Needs and Disabilities Policy

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## **Visions and Values.**



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The aims of Rendell School are based on the visions, values and requirements established in the 2014 SEND Code of Practice.

\*All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of their potential.

This should enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transitions into adulthood, employment, further education, training

We have high expectations of all our pupils and seek to provide appropriate environments, stimuli and encouragement for every pupil to reach their potential, achieve and enable them to move successfully onto the future stages of their lives.

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This reflects the changes introduced by the '2014 Children and Young Families Act'.

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to have access to a broad and balanced curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive, where teachers should set high expectations for every pupil. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

## **Aims and Objectives**

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 2014*.

### **Our aims are:**

- To provide children with high quality first teaching through regular training at staff CPD sessions.
- To have high expectations that each child will reach their potential in all aspects of school life.
- To develop independent learners who can transfer these skills to future life.
- To educate pupils with Special Educational Needs and Disabilities (SEND) wherever possible, alongside peers in mainstream classrooms.
- To assess pupil data regularly and provide appropriate support where it is needed. Effective assessment and provision will be secured in partnership with parents / carers, children and external agencies.

### **Our objectives 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 feeder schools 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 the pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. Progress will be monitored, with class teachers,



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half termly during pupil progress meetings. Targets for pupils with SEND will reflect the outcomes of these meetings.

- **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 Special Educational Needs Co-ordinator (SENCo) and the Head teacher 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. CPD will be provided where necessary to support staff in being able to enable pupils to overcome their barriers to learning.
- **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 understanding SEND procedures and practices. Providing regular reports on their child's progress. Providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and support 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 / SENCo 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. Pupil voice.

## Identifying Special Educational Needs.

### What are special educational needs and disabilities?

The term **special educational needs and disabilities** refers to children where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to that namely available to pupils of the same age.

Rendell School aims to provide support for your child, sometimes with the help of specialists. If your child has special educational needs, they may need extra help in a range of areas, for example:

- schoolwork
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- personal organisation
- some kind of sensory or physical needs which may affect them in school

The Special Educational Needs and Disabilities (SEND) Code of Practice sets out four headings.

<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>➤ May have speech sounds difficulties</li> <li>➤ May find it difficult to communicate with others</li> <li>➤ May have difficulty understanding others</li> <li>➤ May have an autism spectrum disorder (ASD)</li> </ul>
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<b>Cognition and Learning</b>	<ul style="list-style-type: none"><li>➤ May learn at a slower pace than others of the same age</li><li>➤ May have a specific learning difficulty (SpLD), such as dyslexia, dyspraxia, dyscalculia</li></ul>
<b>Social, Emotional and Mental Health difficulties</b>	<ul style="list-style-type: none"><li>➤ May show emotional difficulties such as withdrawn or challenging behaviour</li><li>➤ May have disorders, such as, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.</li></ul>
<b>Sensory and/or physical needs</b>	<ul style="list-style-type: none"><li>➤ May include visual impairment (VI)</li><li>➤ May include hearing impairment (HI)</li><li>➤ May include multi-sensory impairment (MSI)</li><li>➤ May include physical disability (PD)</li></ul>

## Who is involved in identifying special educational needs?

**Parents** have a vital role to play in their child's education. They know their child well and are often in a position to alert the class teacher to any possible concerns.

**The class teacher** will keep records of progress and be able to identify areas of difficulty, including SEND.

**Adults** who support in the classroom pass on any observations and concerns to the class teacher.

Parents and teachers may approach the special educational needs coordinator (SENCo) for advice and support.

**SENCo** may carry out assessments to help set appropriate targets.

External agencies include:

- Speech and Language Therapy Services
- Specialist Teaching Service
- Health Services
- Educational Psychology Service

## How are special educational needs identified?

At Rendell school we care about every child's well - being and progress. Through 'Quality First Teaching' class teachers ensure that all children are given every opportunity to progress.

Where concerns arise additional information is sought by:

- Talking with parents
- Referring to records from previous settings / schools
- Requesting information from appropriate external agencies



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- Analysing data (tracking progress over time)
- Monitoring changes in children’s behaviour and presentation

## What is not considered as SEN according to the Code of Practice?

- Disabilities that do not affect learning
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
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## The process of identifying and managing pupils with SEND.

### Quality First Teaching

The teacher has the highest possible expectations for children in their class and all teaching is based on building on what your child already knows, can do and understand. All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. If any member of staff working with a child identifies that they have difficulties in particular areas, that they find it harder than their peers to gain skills or knowledge or that they are not making the progress that is expected they will initially bring this to the attention of the class teacher.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have been identified as having gaps in their understanding / learning.

School uses a variety of monitoring methods to promote and ensure ‘Quality First Teaching’.

- Lesson observations
- Work scrutiny
- Skills audits
- Moderation
- Pupil progress meetings
- Learning walks

<b>The Graduated Approach</b> <b>The process for implementing SEND support is in four stages</b>	
<b>Assess</b>	We will gather information about the child’s well-being, previous progress, motivation, attainment and learning from everyone involved with the child, to give us an accurate picture of the child’s needs. This usually includes the child, teachers, SENCO, parents / carers and any outside agencies (Health, Social and Educational).
<b>Plan</b>	A ‘support plan’ will be written to outline what will be put in place to achieve specific aims or targets.  The plan will include: <ul style="list-style-type: none"> <li>• ‘Quality First Teaching’ approaches that are effective to enhance learning</li> <li>• Proven interventions / strategies that will be used to achieve specific targets and how they will be delivered</li> </ul>



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- Any focussed support from a teacher / teaching assistant
- Resources to support outcomes and to ensure access to the curriculum

### **Do**

The 'support plan' is the working document to be used by all those supporting the child. The class teacher remains responsible for the child's progress and works closely with any teaching assistants or specialist staff, to plan and assess the impact of support and interventions and how they link to classroom teaching. Adjustments and annotations should be made to the plan as necessary. If the child's class teacher has any concerns that the plan is not working they will discuss this with the SENCo for further advice.

### **Review**

The effectiveness of the support and interventions will be reviewed at least termly. The impact of the support will be measured as well as progress towards aims and targets. Parents and pupils will also be asked for their views about what has worked well and what they feel now needs to happen to support their learning.

A decision will be made about any necessary changes and the 'support plan' will be updated to enable the child to achieve their next steps in learning. Advice or assessment from outside specialists may be requested if more information is required. If the child continues to have significant difficulties despite additional intervention and advice from specialists they may have higher needs.

The SENCo may then make an application for top up funding if the cost of additional support goes beyond £6000 threshold that is the school's responsibility.

Over time, if the child is still not making progress despite the school having taken relevant and purposeful action over time, the school or the parents can apply for an Education Health and Care Plan assessment. Where a pupil has an EHC plan there must be an annual review involving parents, school and outside agencies.

### **Managing Pupils Needs on the SEND record**

Quality First Teaching tells us that all children benefit from a classroom where a teacher is continually using assessment strategies that are used to inform future planning. Progress for all children is continually monitored against the National Expectations.

In an inclusive school, all children are valued and their voice listened to. This is true for all children whether they are on the SEND record or not.

At Rendell, all children are assessed half termly. After the formal collection of data, Pupil Progress Meetings take place where children who are not making expected progress will be identified and a decision will be made about additional support. All children who need support should receive it regardless of a diagnosis. Progress will be regularly reviewed and if, despite quality first teaching with reasonable adjustments to accommodate learning differences there continue to be concerns, additional support may be necessary. This support is written on their 'support plan' which specifies the intervention, when it takes place and who is delivering the programme of support. It is the class teacher's duty to provide appropriate intervention and keep evidence of progress against the agreed targets. This becomes part of the next Pupil Progress meeting.



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The class teacher will make decisions regarding the type of intervention needed but advice can be sought from the SENCo regarding resources, including staff. We use a range of interventions that are carefully matched to your child's gaps in learning.

The level of provision will depend upon a number of factors including their progress in other areas, their attitude to learning, what the class teacher considers to be their need and will focus upon a key area to develop their learning. Your child may work in a small group with other children with similar needs or individually. Every effort is made to timetable this effectively so that children are not missing substantial amounts of time from core subjects.

If progress has not been made despite appropriate intervention, other agencies may be contacted to provide support and advice to both the school and parents. The SENCo will support the class teacher in collecting the appropriate evidence needed in order to make a referral. The evidence needed will vary depending upon the service required. Support may come from a number of providers including:

- Local Authority services such as Autism Outreach or Specialist Teaching Service, Educational Psychologist, Occupational Therapist, Physiotherapist.
- Outside agencies such as the Speech and Language Therapy (SALT) Service.
- Inclusion Support from Ashmount School.

It is the class teacher's responsibility to act upon the advice from outside agencies and to show this in their planning and on the child's 'support plan'. It is the SENCo's responsibility to ensure that this is happening. Where these services are paid for out of the school budget, sometimes decisions have to be made to prioritise spending. The SENCo, class teachers and members of the Senior Management Team will hold a meeting to discuss children who they feel have a stronger need for this support and make a decision with an awareness of the criteria used by the services being accessed.

Parents will have been consulted with at all points in this process; working collaboratively with the child at the centre will ensure the best outcome. Therefore, if a child is receiving any form of intervention, parents will have been notified and the intervention explained. Should it be decided that other services are required, parents and teachers will work in partnership to complete the paperwork, be notified of when the services are coming in to work with the child and some form of feedback will be given.

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, 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 Plan will combine information from a variety of sources including:

- Parents
- Teachers



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- SENCO
- 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.

The most up to date information for Leicestershire can be found at [http://www.leics.gov.uk/index/children\\_families/family/send.htm](http://www.leics.gov.uk/index/children_families/family/send.htm) or by contacting them on 0116 3056545.

### **Criteria for Exiting and the SEND Register/Record.**

Depending on why the student was initially placed on the SEN Record, the following criteria are used to assess the appropriateness of on-going support:

- Concerns identified upon transition from previous setting are no longer evident.
- Since the initial assessments, pupils have made progress and their attainment is closer to Age Related Expectations.
- A pupils' disability no longer hinders their progress academically, socially or developmentally.

However, a holistic approach to assessing a child's needs is paramount and each child will be considered as an individual. All of this is done through the Graduated Approach and in consultation with pupils, parents and relevant professionals.

If a child is removed from the SEND Record, there are whole school processes which continue to monitor their attainment and progress. These are overseen by the Class Teacher and the SENCo.

### **Supporting pupils and Families.**

#### **How will parents know how their child is doing?**

Your child's education is a partnership between parents and teachers and we encourage regular communication between home and school.

Progress towards identified outcomes will be shared with parents through termly SEND reviews where feedback regarding SEND support plans will be discussed and through the school reporting system and Parents' Evenings.



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If a child has complex needs, they may have an Education, Health and Care plan (EHCP). Parents / carers will be invited to contribute to a formal annual review to discuss their child's progress and be involved in deciding the next steps.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo, or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01509 263497.

### **How will parents be helped to support their child's learning?**

The school website includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. This can be found at <http://www.rendellps.leics.sch.uk/parents-zone/index.1.html>

The class teacher or SENCo may also suggest additional ways of supporting your child's learning.

Where external agencies are involved, they may be able to suggest advice and strategies which can be used at school or at home.

The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

### **Support services for parents of pupils with SEN include:**

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND.
- The nearest PPS can be located via <http://www.parentpartnership.org.uk/> or via Parent Partnership Service.  
0116 305 5614 [parent-partnership-service@leics.gov.uk](mailto:parent-partnership-service@leics.gov.uk)
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.



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- Information on where the Local Authority's Local Offer can be found at:  
[http://www.leics.gov.uk/index/children\\_families/local\\_offer.htm](http://www.leics.gov.uk/index/children_families/local_offer.htm)
- Information on the school SEN Information Report can be found at:  
[http://www.rendellps.leics.sch.uk/files/School\\_Local\\_Offer\\_934682838.pdf](http://www.rendellps.leics.sch.uk/files/School_Local_Offer_934682838.pdf)

## **Supporting Pupil's with Medical Conditions.**

Rendell School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Each pupil will have a detailed care plan written and reviewed annually by the SENCo and the parents / carers. This is shared with all staff in the school and displayed in pupil's classroom and the staff room.

Some pupils may also have special educational needs (SEND) and may have a top up funding, or an Education, Health and Care (EHCP) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

## **Monitoring and evaluation of SEND**

We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child to give us an accurate picture of the child's needs. This usually includes the child, teachers, parents / carers and any outside agencies.

### **SEN Support Stage**

A **support plan** will be set up to target the individual needs of a specific pupil. This will include **aims and targets** for the child to work towards over a period of time. Children with a support plan will receive individualised support by either the class teacher, dedicated LSA or SENCo. The support plan will be reviewed before each SEND review by the class teacher. New aims and targets will be written on a new support plan.

Parents and carers will be informed of their child's progress and informed of their new aims and targets through information sent home termly. Parents / carers will be able to make additional appointments, if required, to see their child's teacher and/ or the SENCo in order to discuss progress or the new pupil support plan aims and targets.

In school, written records will be used as a working document (i.e. the 'Small steps trackers') to closely monitor the effectiveness of targeted intervention and progress made by the individual pupil.

During termly pupil progress meetings, teachers will discuss the progress of children identified as having SEND with the Head teacher and/ or SENCo.



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## **Statutory Assessment (EHCP: Education, Health and Care Plan)**

Children who have an EHCP will have an annual review in which parents, teachers and other agencies (including health and social care professionals) will be invited to attend. The progress of the named child will be discussed and reviewed. New outcomes will be set and the EHCP will be amended where necessary.

## **Evaluation of provision**

At the start of each term, provision for each child will be carefully considered to enable individual needs to be met. Intervention groups will be set up and evaluated through termly and annual reviews of data to help ensure provision is effective and impacting positively on children's progress.

## **Governors**

The school will appoint a Governor responsible for SEND. Governors are responsible for making sure the necessary support is made for any child who attends the school who has SEND. The Head teacher will ensure the Governing Body are kept up to date about any issues in school relating to SEND.

The SEND Governor will have regard to the 2014 code of practice when carrying out their duties, liaising with the Head teacher, SENCo and staff.

## **Training and Resources**

Rendell School receives an additional amount of money to make special educational provision to meet children's SEND. This is called the 'notional SEND budget.' The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of special educational provision to meet a child's SEND. If a pupil with SEND needs more than £6,000 worth of special educational provision, the local authority can be asked to provide top up funding.

Some students with an EHCP will be allocated a personal budget. A SEND personal budget is a sum of money made available by the Local Authority because it will not be possible to meet the child or young person's learning needs from the high needs funding made available to schools. It can be used to arrange and pay for some of the support agreed in the child or young person's Education, Health and Care plan. The amount that is allocated depends on the needs and outcomes identified in the plan, and it can alter as these needs and outcomes change.

Throughout each academic year SEND training needs are identified. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. We aim to keep all school staff up to date with



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relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school operates the following training programmes:

- Regular CPD sessions related to pupils with additional needs and classroom strategies.
- SENCO and/or Learning Support Staff attend training and disseminate to the rest of the school.
- SENCO attends SENCoNET meetings to be updated on important national and local initiatives and to provide an opportunity for SENCOs to share good practice
- The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities.
- SENCo attends termly meetings with an educational psychologist and other SENCo's.

## **Responsibility for the Coordination of SEND Provision**

The Head Teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENCo.

The SENCo's name is Mrs Donald and she has Qualified Teacher Status.

All school staff have a responsibility for pupils with SEND. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEND needs. A positive and sensitive attitude is shown towards these pupils.

Staff responsibilities are identified in individual job descriptions.

## **Storing and Managing Information.**

SEND support plans and pupil profiles are working documents therefore teachers need regular access to their SEND file. This is stored in a location where other children cannot access it but that other adults employed by the school and deployed to work with the identified children are able to easily access the information.

More detailed and personal documents are held by the SENCo in a secure location.

When a child transfers to a new school, it is important that the information is passed on. The SENCo is responsible for ensuring that this is done in a secure way and should seek a receipt from the new school.

Parents are entitled to view their own child's documents. All information must be kept confidential between all parties involved.

## **Reviewing the SEN Policy**



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The SENCo will review the SEND policy annually to ensure it complies with all current legislation and guidelines set by the Government. The reviewed policy will then be passed to Governors for discussion and approval.

## **Accessibility**

Please refer to existing policy which can be found on the school's website  
<http://www.rendellps.leics.sch.uk/our-school/policies/index.1.html>

## **Dealing With Complaints.**

Please refer to existing policy which can be found on the school's website  
<http://www.rendellps.leics.sch.uk/our-school/policies/index.1.html>

## **Bullying**

Please refer to existing policy which can be found on the school's website  
<http://www.rendellps.leics.sch.uk/our-school/policies/index.1.html>

Review date January 2018

Signed by Chair of Governors \_\_\_\_\_