

Preface

This policy is written in accordance with the 2014 Special Educational Needs Code of Practice and the 1996 Education Act. The policy reflects our commitment to providing the appropriate support to enable all children with additional needs to be successful. We also confirm our commitment to the SEN and Disability Act 2000.

Ravensbury Community School aims to develop the knowledge, understanding and skills of all our children, in order that they may reach their full potential. We endeavour to provide the provision needed for every child to be included, to learn and to take part in daily school life. We recognise however, that some children may not always access the full curriculum without additional support and/or resources. They may have educational or behavioural needs which require special help and assistance.

A child experiencing challenges which prevent him/her from achieving age expectations in learning or making full use of educational facilities may have:

- Difficulties acquiring and applying new knowledge, understanding and skills
- Specific learning difficulties
- Developmental disorders
- Speech, language and communication difficulties
- Social and emotional difficulties
- Behavioural difficulties
- Physical disabilities
- Sensory impairments

Children may have special educational needs throughout their school careers or at any time during their school years. It is intended that careful planning and assessment considers the nature and extent of the difficulties experienced by the child on a regular and continuing basis. A child may not always remain on the school SEND register; the register is a fluid working document which is updated termly.

At Ravensbury we operate a four-part cycle to support pupils with SEND; assess, plan, do and review, this is known as a *graduated response*. This approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise will be accessed to assist the child with the difficulties they are experiencing. The thresholds we use to determine the level of need and support are set out in Manchester's Matching Provision to Need Tool (MPNT).

Aims

The aims of this policy are:

- to create an environment that can meet the special needs of our children
- to ensure that the special educational needs of children are identified, assessed and monitored

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- to identify roles and responsibilities of staff in providing for children with special needs
- to promote positive partnerships between parents of pupils with special needs and school staff
- to provide equal opportunities for all children to access the full curriculum

We recognise that our children may:

- have individual educational and behavioural needs
- have differing goals and aspirations
- require different strategies for learning
- acquire, assimilate and communicate in different ways and at different rates
- need a range of teaching approaches and experiences
- need additional recourses/scaffolds to complete tasks

It is in respect of the above that we are able to provide appropriate and inclusive teaching for all our children.

Roles and Responsibilities

The role of the Governing Body

The governing body and the named governor in particular are responsible for monitoring and evaluating SEN provision and ensuring the inclusion policy is put into practice by:

- reviewing and evaluating the school's inclusion policy
- deciding on suitable approaches to meet the needs of SEN pupils
- aiming to ensure that necessary provision is put into place for all pupils with special needs
- ensuring that teachers and support staff are aware of the importance of identifying and providing for those pupils with additional needs
- consulting with the LEA and other school governing bodies in the interests of coordinating SEN provision

The role of SENCO

The SENCO is responsible for ensuring the inclusion policy is put into practice by:

- managing the day to day operation of the policy
- monitoring, assessing and planning for pupils with additional needs (this should include contributing to I.E.P's)
- coordinating provision and additional support for children with special needs e.g. intervention groups, catch up programmes and one to one support
- supporting and advising colleagues, including organising and providing training
- maintaining the schools SEN register
- developing relationships with support staff and having an overview of their deployment
- acting as a link with parents and carers, ensuring they are aware of the provision their child receives and that information is shared between both parties
- acting as a link with external agencies, ensuring that information is shared between both parties and documentation is exchanged, organised and acted upon

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- attending and preparing for multi-agency meetings
- continually monitoring, evaluating and reporting on special educational needs provision to SMT (senior management team)
- advises the SMT and governors with regard to Provision Mapping and the allocation of funding
- developing links with neighbouring specialist schools and/or SEN units and departments within mainstream settings

The role of Class Teachers

Class teachers are responsible for:

- including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification monitoring and supporting pupils with SEN
- giving feedback to parents of pupils with SEN.

The role of Teaching Assistants

Teaching Assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

Assessment

Early identification is paramount and where necessary outside agencies can support and advise the school on classroom and intervention strategies. Teachers supported by the SENCO will inform parents and carers at the earliest opportunity if it is felt that their children are experiencing difficulties and may need additional support. It is at this point that the school will endeavour to enlist their active help and participation in the best interest of their child. The SENCO will also communicate regularly with teachers in order that appropriate programmes of intervention and support can take place.

The class teacher and SENCO will assess and monitor the children's progress in line with existing school practice (including formative and summative assessments, whole school tracking, optional and compulsory SATS). The assessment of children reflects as far as possible their participation in the whole school curriculum. The SENCO and class teachers will provide detailed and accurate assessments along with observations to inform future planning and aid progression.

Children with additional needs will be placed on the SEN register at SEN support according to their characteristics and degree of need. A code will be used to best describe the category of need for which provision will be provided (see appendix 1). Provision (including, intervention programmes, small group and one to one support) can then be carefully matched to each pupil and plans put into place to aid progression and support children with additional needs. Parents will be updated at every stage of the provision planning.

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Provision for children with complex needs, including those with statements of special education need, may need reviewing more regularly. This will include monitoring outcomes and target setting for individuals and those taking part in intervention programmes.

Statutory Assessment

Children whose needs are severe and persistent may require statutory assessment. It is likely that clinical and medical factors impact greatly on their ability to access the curriculum and despite intensive school action and support from outside agencies they are unable to take part in daily school life. It is at this point that the LA will decide to issue an EHC which may or may not include monitory support to the school, based on thorough and extensive evidence provided by the SENCO, class teachers and all other agencies (e.g. social services, GP's, speech and language therapists, mental health professionals, educational psychologists) involved with the child and his/her family.

If a parent feels that their child requires an EHCP, they can make a parental application. This can happen even if school does not feel it will be necessary for the child to make progress.

Allocation of resources

The Senior Management Team, supported by the SENCO, is responsible for the allocation of resources and operational management of the specified SEN funding and provision in school. This should also include the provision made for children with EHCs and relate to both human and all other resources. The new building has been built to allow access to all pupils regardless of their need, including a lift for pupils who may require use of a wheelchair. Parents, carers and young people can request a personal budget, when the local authority has completed a statutory Education Health and Care assessment, to deliver all or some of the provision set out in the EHC plan.

Access to the curriculum

All our children have an entitlement to a broad and balanced curriculum which is differentiated to enable them to progress and experience feelings of success and achievement.

Provision maps feature significantly in the SEN provision made by the school as do all other outcome related approaches which allow children to make small and achievable steps.

Children with additional needs are supported in a manner that acknowledges their entitlement to share the same learning experiences as their peers. Where possible, children remain in their classrooms and engage in quality first teaching. At times children may be taken from the classroom to work on their individual targets. It will be felt that he or she can benefit more from small group or one to one teaching. Targeted children can then take full advantage of specialised and carefully planned provision which has been made available to them.

Partnership with parents and carers

At all stages of the special needs process, the school liaises with parents to keep them fully informed and involved. Careful consideration is taken of the wishes, feelings and knowledge of our parents and carers. Parents and carers are encouraged to actively contribute to their child's education. Information is shared about pupil's progress and parents are invited to attend formal and informal reviews throughout the year (the regularity of which depends on their child's degree of need).

Parents and carers are informed of any outside intervention and the process of decision making is shared between the SENCO, class teachers, parents and child.

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The SENCO will make useful information available to parents on request and support parents and carers in making links with outside agencies.

Monitoring and Evaluating SEN provision

The SENCO and Headteacher continually monitor the movement of children within the SEN system in school. The SLT, SENCO and named governor review the work of the school in this area on a regular basis and the inclusion policy is reviewed annually.

Complaints

Parents are encouraged to discuss their concerns about their child's education with the class teacher. Staff set out to develop a relationship with parents where there is confidence to raise issues in the knowledge that those issues will be responded to. Telling parents the outcomes of these responses is a major feature of the school. If any parent is not satisfied with what happens using this approach, then the matter should be discussed with the Headteacher, who, where the parent remains dissatisfied, will discuss the concerns with the Chair of the Governing Body. The school and LEA have a detailed complaints procedure that may be seen on request. All complaints brought to the attention of the Headteacher in this way will be dealt with within a negotiated time period.