

The
TILIAN PARTNERSHIP
Inspire to achieve



“You are the light of the world...let your light shine”
Matthew 5 v. 14,16

Special Educational Needs and Disability Policy

Approved by:	Rougham SGC	Date:	Jan 2020
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Next review due by:	May 2026		

1. INTRODUCTION

At Rougham Church of England Primary School we are proud to welcome all learners into our inclusive school community. It is our vision that every child should let their light shine and we therefore endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. As a Church of England School, Christian foundations uphold the important values of respect, compassion and friendship. These important values underpin our positive approach to inclusion.

Rougham Church of England Primary School is committed to creating a happy, caring school where children and adults are fully supported - and challenged - to reach their full potential. We work hard to know all children and their families well and this enables us to individualise learning opportunities for all. Through equality of opportunity, we aim to narrow the gap between pupils with SEND and other pupils. We actively promote excellent standards of attendance, so that all learners access learning on a day-to-day basis.

The policy is in keeping with the school's aims, its teaching and learning policy, and its policy on equality of opportunity. The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs or disabilities (SEND). The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

1.1 Policy principles and objectives

- To provide an effective partnership and to involve external agencies where appropriate.
- To ensure that quality first teaching, adapted for individual pupils, is embedded in every class and that teachers are held accountable for the progress and attainment of all pupils in their class whether or not they have additional needs.
- To ensure that all children have access to a broad, balanced curriculum.
- To ensure early identification, assessment and provision for any child who may have special educational needs.
- To help every child realise their full potential and optimise their self-esteem.
- To encourage all pupils to become independent and take positions of responsibility within the school.
- To enable all staff to play a part in identifying pupils with SEND and to take responsibility for recognising and addressing their individual needs.
- To encourage the whole school community to demonstrate a positive attitude towards SEND.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To encourage and support children to participate in decision-making processes, where appropriate, that occur in their education, seeking their views and taking them into account.

We aspire for pupils at our school with SEND to:

- achieve their best
- be independent learners, and not too heavily reliant on adult support
- become confident individuals
- make a successful transition to secondary school, and thus a firmer foundation into adulthood, whether into employment, further or higher education or training.
- let their light shine by being the best that they can be; by discovering their strengths and by being valued for their individual attributes.

1.2 Definition of SEND

A child has a Special Educational Need if they have a learning difficulty or disability that means 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 facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision will be matched to the child's identified SEND. Children's SEND are categorised into the following four broad areas of need:

- communication and interaction

- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

In our school, a pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class reduces the number of pupils who require such support.

The school will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. We will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, adapted and scaffolded for individual pupils, as well as ensuring an inclusive classroom, through the use of the universal offer, are the first steps in responding to pupils who have or may have SEND.

The school will take a graduated approach: the majority of children with SEN or disabilities will have their needs met within the school. Some children may require an Education Health Care (EHC) needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make specific and/or additional provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The school will maintain a record of those pupils who are currently receiving SEND support or who have previously received support.

1.3 Working with parents

This school is committed to working with parents in all aspects of the special education provided for their child within school. Parents will be part of any reviews of provision for their child and will be regularly informed about their child's progress.

In line with the Code of Practice 2014, the schools have produced a local offer that summarises the provision that each school will make reasonable endeavours to offer, to any pupil with SEND. These documents can be read on the school's website.

1.4 Curriculum Access

All pupils have access to a broad and balanced curriculum at our school. We set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set small targets that are realistic and achievable, thus enabling children to experience success. Lessons are planned to address potential areas of difficulty and to remove barriers to learning. In most cases, such planning will mean that pupils with SEN and disabilities will be able to follow the full national curriculum.

0. ROLES AND RESPONSIBILITIES

- **Parent:** The school recognises the role of the parent as the primary educator and carer of the child. Parents play a vital role in supporting the education of the child and have a responsibility to engage with the school when it consults with them on decisions affecting the child and to inform the school of any changes in circumstance that may affect the child.
- **Class teacher:** In the first instance, the class teacher will be responsible for delivering high quality teaching taking account of individual pupils' needs, identifying any possible SEND concerns and liaising with the parents and Special Educational Needs Coordinator.
- **Support staff & MDSAs:** To have knowledge of those children with significant special educational needs so that they are able to provide appropriate support. To access training provided where necessary.
- **Special Educational Needs Coordinator (SENDCo):**

- The SENDCo for Rougham is Annette Maguire. She is a qualified teacher and holds the National Award for SEND Coordination. She has responsibility for co-ordinating and monitoring SEND provision and necessary training for staff.
- The Headteacher has overall responsibility for the strategic development of SEND policy and provision and the management and deployment of staff and resources.
- **The School Governance Committee** is responsible for ensuring that the school fulfils its statutory duties. It will establish and review this policy having regard to the Code of Practice on the identification and assessment of special educational needs. It will hold the Head of School to account for the provision for and outcomes of children with SEND. A member of the SGC is given responsibility for SEND provision.
- **The local authority:** The local authority must consult parents of children with SEND in the development of its policies. Where a child requires an EHC needs assessment, it must ensure that the child's parents are fully included in the process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

0. PROCESSES

3.1 Admissions

This school follows the Suffolk County Council Co-ordinated Admissions Policy.

The aim of the school is to meet the needs of the child of any parent/carer who wishes to register at the school, in accordance with SEND Code of Practice (2014), unless it is incompatible with the effective education of other children in the school and there are no reasonable steps that can be taken to prevent the incompatibility.

In making the decision to name a school, parents' views will be considered carefully by local authority staff.

Parents who wish to see if any school is suitable for their child can find details of our local offer for pupils with SEND on the school's website. The best way to find out if this school will meet your child's needs is to visit the school. Please contact us to arrange an appointment. Parents will be responsible for transporting their child to the school if they do not qualify for free or discretionary transport under the Suffolk County Council home to school transport policy.

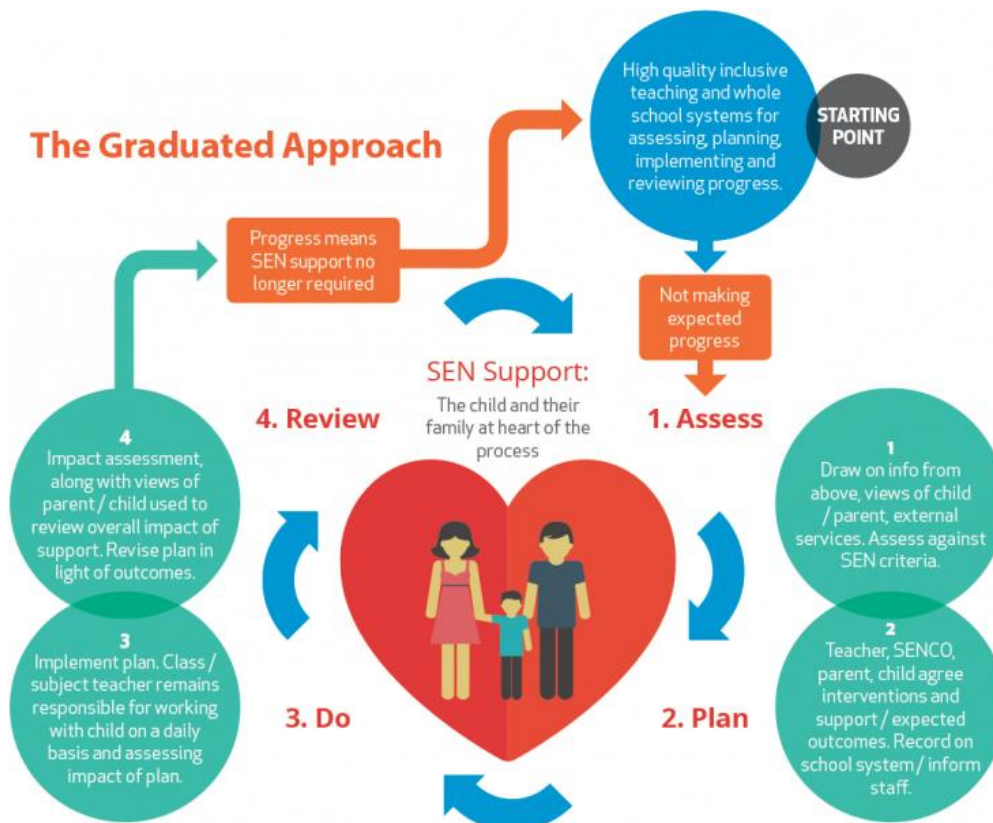
3.2 Assess, plan, do, review

We use a cycle of assessment, identification, planning, implementation and review.

The school conducts regular assessments, for example: Foundation Stage baseline assessment, Phonics Screening in Year 1, ~~(Key Stage 1 statutory assessments in English, Maths and Science?)~~ a variety of tests and assessments in years 1 to 6 in English and Maths and Y6 and statutory assessments at the end of year 6. In addition, informal assessment takes place through teacher observation, discussion with teaching assistants, discussion with the child and parents and marking and evaluation of work.

If a pupil is not making expected progress the class teacher will consult with the SENDCo to decide whether additional/adapted provision is necessary. Further specific assessments may be carried out at this point by the SENDCo and/or outside agencies. Where a Special Educational Need is identified, parents will be informed and pupils will be placed on the school's SEND register.

An Individual Education Plan (IEP) will be drawn up by the class teacher in consultation with the SENDCo. This will state the targets set for the child and interventions and strategies used to achieve those targets. This will be reviewed ~~at least~~ half termly and will be shared with the pupil and their parents. This information will be used to monitor impact of interventions and pupil progress.



Assess: Children's needs are identified by their class teacher in consultation with Learning Support Assistants, Teaching Assistants, SENDCo, and parents.

Plan: An Individual Education Plan is made which addresses the child's most important needs. This outlines additional interventions which form part of that child's package of support.

Do: Support is provided by the class teacher, Learning Support Assistant, Teaching Assistant or additional professional (such as Speech and Language Therapist). Intervention programmes typically last for a period of approximately six weeks before being reviewed.

Review: The effectiveness of the intervention is assessed by the SENDCo, class teacher, parent / carer and the child themselves wherever possible.

Following review, we may continue the current provision and interventions, adjust them, discontinue them or use another approach. Following close consultation with parents / carers, we may also consider applying for an Education, Health and Care Plan.

This flexible approach means that we remain sensitive and responsive to the needs of the individual child.

3.3 Provision and funding

- Universal: High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.
- Targeted: Additional programmes of support, in groups or one to one, will be provided to pupils according to their needs.
- Specialist: External advice and / or support from other professionals will be sought for pupils who need further intensive provision.

The school will provide resources to support children with SEND as appropriate within the school's delegated budget. Children who have particularly complex needs may qualify for high tariff funding in order to provide specific support for their needs. The Headteacher manages the allocation of funding and resources.

All staff are teachers of children with SEND. A number of staff have received specialist training in specific SEND provision and the SENDCo and head teacher will deploy staff appropriately. As part of ongoing professional development, the SENDCo and head teacher will arrange training for staff to enable them to meet the needs of pupils with SEND in the school.

Subject Leaders should consider the needs of all abilities when providing resources for their particular subject areas and the SENDCo works closely with the headteacher to manage the budget for SEND resources.

NB: A child must not be regarded as having a special educational need solely because their home language is not English, however if a special educational need has been identified then the school's identification process should be followed.

4 Education Health Care Plans

A referral for an Education Health and Care needs assessment may be requested by the child's parents, the SENDCo or head teacher or someone acting on behalf of the school or anyone else acting in the interests of the child. A referral from the school will be made when a child continues to give cause for concern with evidence that strategies and programmes implemented have been in place for a reasonable period of time without success. This is done with the knowledge and agreement of the parent.

5 Transition and transfer

When a child with SEND moves school at the normal age of transition, we will engage in thorough liaison with the receiving school to share information and familiarise the pupil with the new environment and provide opportunities for them to meet key members of staff at the new school. Depending on the receiving school and the needs of the child, this will include visits to the school by special needs staff, visits to the receiving school by the pupil, meetings between staff and parents and the sharing of information between the schools. Where transition takes place at other times, we will use our best endeavours to engage in the same way.

6 Liaison with external agencies

The school will work in partnership with other agencies with a role in provision for pupils with SEND. This may include:

- CAF (Common Assessment Framework) process
- Psychology and Therapy Services
- Speech and Language Therapists
- Occupational therapists and Physiotherapists
- Community Paediatricians
- Special Education Services (SES)
- County Inclusion Support Service (CISS)
- School Medical Services-School Nurse/GP
- Support for Hearing or Visually Impaired children
- Well-being Hub
- Children and Young People's Mental Health Services (CYPMHS)
- Others as appropriate

7 Complaints Procedures

The governing body will ensure that anyone who wishes to make a complaint in relation to children with SEND, whether they have an EHC plan or not, is treated fairly, given the chance to state their case, provided with a written response (including the rationale for any decisions) and informed of their appeal rights in line with the school's complaints procedure.

In the first instance, any parent or carer with a concern about the implementation of the SEND policy should speak to their child's class teacher. If the concern is not resolved then an appointment should be made to discuss the issue with the SENDCo. If parents wish to pursue a complaint they should contact the headteacher and follow the school's complaints procedure.

APPENDIX: GLOSSARY OF TERMS

Annual review: the review of an EHC plan which the local authority must make as a minimum every 12 months.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Early Years Foundation Stage (EYFS): The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

National curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Parent: Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Quality First Teaching (QFT): In Tilian, we define QFT as teaching that demonstrates

- highly focused lesson design with sharp learning objectives and success criteria which are understood by the pupils and focused at their needs
- high demand of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of feedback during the lesson and
- use of authentic and specific praise to engage pupils and inform them of their achievements and next steps

This is explained in detail in the [Tilian Effective Teaching Policy](#).

Special Educational Needs and Disabilities (SEND): 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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her 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.

Special Educational Needs Co-ordinator (SENDCO): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEND provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENDCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENDCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.