



## The Raleigh School

### Special Education Needs and Disability Policy

Updated February 2021

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#### Glossary of Terms

- SEND Special Educational Needs and Disability
- SENDCo Special Educational Needs and Disability Co-ordinator
- SMART Specific Measurable Achievable Realistic Time-bonded
- EHCP Education Health Care Plan
- SSAP SEND Support Arrangement Plan

#### Introduction

At The Raleigh Primary School, all children are valued as individuals and their varying needs are dealt with sensitively and effectively. We believe that each child should receive a broad, balanced and differentiated curriculum ensuring self-esteem and confidence are enhanced and a positive attitude is developed. However, some children will need additional support in order to achieve their true potential and if/where appropriate, may benefit from external support.

#### Aims

We aim to ensure that:-

- All children have an equal opportunity to participate fully in school activities.
- All children have opportunities to experience success.
- Early identification of special needs via 'Quality First Teaching' is made.
- Appropriate provision of resources and support staff for children with SEND is given.
- A close and positive partnership with parents or carers and outside agencies is maintained in order to meet pupils' needs.
- Children's views are sought, heard, valued and acted upon where appropriate.
- There is appropriate delivery of relevant In-Service Training.

#### Training of Staff

The SENDCo is responsible for the co-ordination of in-service training of all staff and the involvement of outside agencies with regards to SEND provision.

## Involvement of Outside Agencies

### We currently work with:

Language and Learning (LLS)  
Educational Psychologist (EP)  
Speech and Language (S+L)  
Visual and Hearing Impairment Service (VI/HI service)  
Home School Link Worker (HSLW)  
Child and Adolescent Mental Health Service (CAMHS)  
School Nurse

The SENDCo liaises with these outside agencies regularly throughout the school year, making necessary referrals and plans for both children and staff.

## Involvement of Parents

We value the role of parents in their child's school life. If a teacher has an ongoing concern about a child (after liaising with the SENDCo) they will contact the parents and arrange a meeting to discuss this further. If a parent has a concern they are invited to contact the school office to arrange an appointment with the class teacher or with the SENDCo to discuss the available and appropriate provision for their child.

## Involvement of Pupils

For those children who have a SEND Support Arrangement Plan, we encourage an active role in the decision making process for their education, by asking them to review and discuss their targets termly with a school adult and to reflect on how successful they think they have been by colouring a ring on the target board at the top of their document (1 ring = 1 target). Children with an EHCP also share their views/feelings/successes/difficulties during their annual review meeting.

## Role of the SENDCo

The SENDCo is responsible for the school's SEND policy, purchase of appropriate resources to match provision for individual pupils and the co-ordination of all special needs activity throughout the school. The SENDCo is supported by a TA to carry out these responsibilities.

## Role of the Teachers

All teachers are teachers of children with SEND. For these reasons they work towards the aims of this policy by:

- Reporting any concerns they may have concerning a child's progress to the SENDCo.
- Liaising closely with the SENDCo in the identification, assessment, planning and monitoring of provision.
- Writing and working towards a child's SSAP targets by providing specific support throughout the course of the week/term.
- Devising strategies and identifying appropriate methods, alongside the SENDCo, to enable all pupils to have access to the curriculum.
- Measuring the impact of these interventions and amending where necessary. Impact trackers are used to measure impact of interventions and class teachers will work alongside Teaching Assistants to review impact of interventions on a regular basis.
- Recognising parents as partners in the educational process and discussing with them their child's special educational need.

## Role of the Teaching Assistants

Teaching Assistants support the teaching and learning of individual or groups of children by:-

- Delivering specific programmes written to support individual needs.
- Undertaking precision teaching with individual children as appropriate, ensuring that progress is closely monitored and that impact is fed back to class teachers.
- Annotating SSAP targets in preparation for pupils termly reviews.
- Measuring the impact of these interventions, using impact trackers and regularly updating teachers so that amendments can be made where necessary.
- Maintaining contact through the use of the Home School book with a pupil's parent as and when appropriate.

## Governing Body

The Headteacher and the SENDCo are responsible for the implementation of this policy throughout the school. The Governing Body is responsible for having an up to date knowledge of school 'SEND' and monitoring the implementation and effectiveness of the Policy. Within the Governing Body there is a Governor responsible for SEND who meets at least annually with the SENDCo to review the effectiveness of the action plan and interventions.

## Assessment and Provision

At the beginning of each school year (Years 1-6) the children are assessed in Reading, Maths and Spelling whereas in Reception they are assessed against the Development Matters document on entry. This information is used to help identify children about whom we may have a concern and school and home may need to discuss. They may benefit from additional support in the interim thorough 1:1 programmes, Focus Groups or additional monitoring. Provision mapping is used to fully utilise the adult resources available and to provide pupils with the maximum amount of adult support, possibly by grouping pupils according to need. Therefore pupils across year groups, who require similar support may work together towards a common goal. Groups are assessed using clear input/output data, outlined on an impact tracker, which teachers use to support their teacher assessment half termly data. Teacher assessment and standardised scores are used to inform decisions about pupil progress.

The School, in line with SEND's recommendations, places children who have very slow rates of progress on the SEND register. Parents' knowledge, views and experience are highly valued and parents are involved at all stages. Parental permission is always sought if the school feels it necessary to involve outside agencies.

## Current Stages of the Code of Practice:

- Pupils who need interventions which are additional to or different from a differentiated curriculum, due to current rates of progress being inadequate are given a SSAP and termly targets are written and reviewed by the Class Teacher. The category SEND Support is used. Termly targets are SMART, include strategies and the frequency at which they will be delivered is noted before a copy is sent home for parents to comment on (if they choose). This is then reviewed a term later and comments/observations are recorded by the staff involved and children are encouraged to colour-in rings on a target board; one ring per target they perceive they have achieved. Continuous monitoring and systematic review enable children to currently move flexibly across the stages and hopefully come off the SEND support category over time.
- After careful monitoring, if our concerns are heightened we may request support from outside agencies. Once again, parents are consulted about this initially. Should we still be

concerned, after outside interventions, then a SEND Support Review Meeting will be arranged (previously known as a “Team Around the Family Meeting”) and parents, professionals and a representative from Surrey SEND would be invited to attend. This meeting will review the pupils’ progress towards outcomes, consider any unmet needs and discuss the next appropriate action.

- Following this meeting, it may be agreed by all parties to conduct a statutory assessment and to apply for an EHCP (Education and Health Care Plan) from the Local Authority. At this point a wide range of in-depth written evidence, monetary support and scores will be collated to support the application.

### Arrangements for EHCP Reviews

An Education, Health and Care plan review meeting takes place approximately one year on from the previous meeting and the attendance of both parents and relevant outside agencies is desirable.

At transition points (Year 1 and Year 5) parents request their preferred school for the next key stage. During their review in Years 2 and 6, teachers from the next school are invited to attend in order to ensure a smooth transition.

Our school is committed to inclusion and aims to provide equality of opportunity for all pupils. Work is differentiated by task, support, input or outcome to meet the individual needs of all our pupils.

### Links with other Policies:

This policy should be read in conjunction with:

Learning and Teaching  
Equal Opportunities  
Child Protection  
Assessment  
Responding to children’s work  
Medical  
Touch and the use of physical interventions  
Behaviour, anti-bullying and rules  
Early Years  
Curriculum