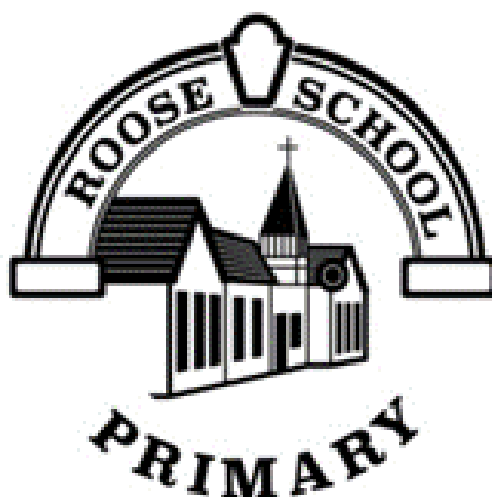


# **SEND policy and information report**

## **Roose Community Primary School**



Approved by: J.  
Redhead

Date: 12.9.23

Last reviewed on: September 2023

Next review due by: September 2024



Roose Community Primary School is fully inclusive, aiming to ensure that all pupils achieve their full potential personally, socially, emotionally and academically in all areas of the curriculum.

Our policy ensures that teaching arrangements are inclusive and the majority of students will have their needs met through classroom arrangements and appropriate differentiation.

Through Quality-first teaching, we use appropriate teaching methods to match pupils' learning styles, within whole class, small groups or on a one to one basis, depending on need. This is supported using differentiation, modification of curriculum objectives and learning outcomes and the use of appropriate resources, interventions and continuous assessment. These are carefully matched to pupils' individual abilities and needs.

This document is intended to give you information about the ways in which we ensure that we support our SEND pupils to achieve their best.

We will follow the graduated approach (see Section 5.5) outlined in the SEND Code Of Practice (Section 6.44). We will monitor the progress of all pupils to aid the earliest possible identification of SEND.

### **Definition of Special Educational Needs (SEN) SEND Code of Practice (2015):**

*“A child or young person has SEN 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”*

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age in this case by a mainstream school.

## Aims

In providing for children with Special Educational Needs we aim to:

- Value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education within a caring and mutually supportive environment.
- Build upon the strengths and achievements of the child.
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEN are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

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The school aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.

The school is committed to following the guidance in the SEND (Special Educational Needs and Disabilities) Code of Practice: 0-25 (September 2014) and the Children and Families Act 2014.

Our SEND Information Report and Policy aims to:-

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Our SEND Information Report/Policy covers all required areas from the SEND Code of Practice, 0-25 years from January 2015. It gives information on making provision for pupils with SEND whether or not pupils have EHCPs (Education, Health and Care Plans).

### 3. Other relevant documents

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report.

## **Roles and responsibilities**

### **The SENCO**

The SENCO is Mrs Dawn Andrews, PGC NASENC

senco@roose.cumbria.sch.uk

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **The SEN Governor**

The SEN Governor is Gary Middleton

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **The Headteacher**

The Headteacher is Mrs Jenny Redhead

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **SEN information report**

**How can I let school know if I have concerns about my child's progress?**

- If you have concerns about your child's progress, you should speak to your child's teacher initially.
- The concerns may need referring to the SENCo if your child is still not making progress.
- If you continue to feel your child is still not making progress you should speak to the Head teacher or the school SEN Governor.

### **How will Roose School let me know if they have any concerns about my child's learning in school?**

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

If your child is identified as making slow progress the school will set up a meeting to discuss this with you in more detail.

- To listen to any concerns you may have too.
- To plan any additional support your child may receive.
- To discuss with you any referrals to outside professionals to support your child's learning.

### **Who are the other people providing services to children with an SEND in Roose School?**

In school provision:

- Support staff (teaching assistants; senior teaching assistants and Higher Level teaching assistants) working 1:1 and with groups of pupils. Our support staff have a large amount of expertise between them which is used to support all children in school and in particular those with a special educational need or disability.

ELSA

We have an ELSA trained member of staff who has successfully delivered group and 1:1 sessions over the past 12 months. The feedback has been very positive and a number of pupils have benefited greatly from this support.

What is emotional literacy?

- \* Understanding and coping with feelings about ourselves and others.
- \* Developing high self-esteem and positive interactions with others.
- \* Being emotionally literate helps children focus better on their learning.

Some of the areas the ELSA may work on with a student;

- Recognising emotions-how they make our bodies feel and what we might see in others.
- Self-esteem
- Social skills
- Friendship skills
- Anger management.
- Loss and bereavement
- 

How does the ELSA work?

- The student will be given a timetabled session during the school week which will last 30-40 minutes.
- Session can be individual or in small groups and will be tailored to the student's individual needs.
- Sessions are fun, relaxed and not pressured. There are lots of different activities that can be carried out during these sessions.
- The sessions include 'time to talk'.
- A student's progress is reviewed on regular basis with the school SENCO Mrs Andrews and Mrs Redhead.
- 6-8 weeks sessions.

School Counsellor

We are proud to have our own school counsellor delivering 1:1 sessions on a weekly basis to those pupils who need additional emotional support. Speaking to a school counsellor can be a transformative experience for children and young people. It can help them cope with the difficult circumstances they face in their lives - and to go on and flourish in the future. Counselling has a positive effect on young people's confidence, resilience, sense of self-worth, family relationships, friendships, school attendance and academic achievement.

External provision (usually delivered in school):

- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Educational Psychology Service



- Specialist Advisory Teachers for Autism, Severe Learning Difficulties, Physical and Medical needs and Development Language Disorder
- Adoption Support Services
- Children looked after support services
- Family Action

**How is extra support allocated to pupils and how do they move between the different levels of support?**

- The school budget, received from Cumbria County Council Local Authority, includes money for supporting children with SEND. Children who have Education, Health and Care Plans (EHCPs) will be supported using the designated funding received from the Local Authority plus the required funding from school.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including
  - Pupils getting extra support already
  - Pupils needing extra support
  - Pupils who have been identified as not making as much progress as would be expected and decide what resources and support are needed.

All resources and support are reviewed regularly and changes made as needed.

**How are the teachers and support staff in Roose School supported to work with children who have SEN and what training do they have?**

- The SENCO's job is to support the class teachers and support staff in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASC, Speech and language difficulties and the use of resources to support pupils learning.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

**How will the teaching be adapted for my child with learning needs?**

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

- Senior and Higher Level Teaching Assistants can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

### **How will you measure the progress of my child in school?**

- Your child's progress is continually monitored by the class teacher and support worker.
- Progress is reviewed formally every term.
- Progress of pupils with SEN will be measured against age related expectations.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

### **What support does Roose School have for parents of a child with SEN?**

- We would like you to talk to your child's teachers regularly so we know what they are doing at home and we can tell you about what we are doing in school. Home to school books are a good way to communicate with your child's class teacher if you are not usually available at drop off and pick up times.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you directly, or where this is not possible, information will be sent in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Cumbria SEND IAS Service (which was formerly known as the Parent Partnership Service) offers up to date information, impartial advice and practical support to parents/carers of children with special educational needs or severe medical conditions (disabilities), which affect the way their child can access education. This support now includes signposting to health and social care advisory services.

Cumbria SEND IAS Service staff will make sure that parents/carers of all children (0-25 years old) with additional needs have access to information, advice and support. Confidential and impartial support is offered to parents/carers so they can make informed decisions about their child's education.

Generally, they can offer information, advice and support around education issues, although they can signpost parents on, with their permission, to other agencies who can

help with different problems such as benefit claims.

<https://sendiass.cumbria.gov.uk/aboutcumbriasendiass.asp>

### **How have you made Roose School accessible to children with SEN?**

The following adaptations have been made to the school environment:

- Grab rails placed next to the steps going into the playground.
- Ramp entrance next to two external doors.
- One toilet has been adapted to ensure accessibility for visitors with a disability.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information and is available via the school website.

### **How will you support my child when they are leaving Roose School or moving to another year?**

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

- If your child is moving child to another school:
  - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will arrange transition visits for your child and support staff.
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving years in school:
  - Information about your child will be shared with their new teachers.
  - If your child would be helped by a personalised plan for moving to another year, we will put this in place. An example of this would be a "passport" style booklet with pictures and a description of staff for the new academic year.

### **The local authority local offer**

Our local authority's local offer is published here:

<https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/localoffer.page?localofferchannel=0>

## **Monitoring arrangements**

This policy and information report will be reviewed by the Headteacher and SENCo **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.

## **Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions