

ROSE WOOD ACADEMY

SEND Policy



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Approved by the Governors on:

Date	Amendment	Signed
September 2020	Review	K.Tyerman
January 2022	Review	K.Tyerman

Aims

As outlined in the SEND Code of Practice, 2014;

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives

A pupil has Special Educational Needs 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 and is within the four broad areas of need.

- communication and interaction
- cognition and learning,
- social, emotional and mental health difficulty
- sensory and or physical need

At Rose Wood Academy our objectives are;

1. To identify and provide support for pupils who have SEN and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To provide an environment whereby a child has the opportunity to make progress academically, socially and physically as part of a mainstream school
4. To create a support structure to enable individuals to achieve

The role of the SEN Co-ordinator

The Special Educational Needs Co-ordinator for Rose Wood Academy is Miss Kim Tyerman.

The SENCo will:

- Work in conjunction with staff to identify and monitor children who have SEN
- Attend termly meetings with each year group to review progress
- Oversee the SEN records of all children on the SEN register
- Arrange for assessment, where appropriate and ensure parents are informed
- Liaise with external agencies e.g Educational Psychologist, Health and Social Services
- Work with Head Teacher, SLT and SEN Governor evaluating information and informing them of any issues

Identification, assessment and provision for pupils with SEN

In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgements about children's performance in relation to national expectation. These judgements will be discussed at Pupil Progress meetings, School Improvement Meetings and SEN meetings.

We also identify SEN needs through;

- information directly given by parents
- data gathered from in school assessments
- recommendations from other professionals; Health and Social Care

There should not be an assumption that all children progress at the same rate, a judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively.

Levels of identification of SEN need

Level	Triggers	Process
Cycle 1	<p>If a child has been identified by the Class teacher and year group team as failing to make progress they will raise concerns by completing a cycle 1 form for the child. These concerns will be shared with parents.</p> <p>Discussions will be held at Pupil Progress meetings and SEND meetings.</p>	<ul style="list-style-type: none"> • Areas of difficulty will be established • Some strategies and differentiation of the curriculum will be initiated • Wave 1 interventions
Cycle 2	<p>After a period of monitoring, If a child;</p> <ul style="list-style-type: none"> • continues to make little or no progress over a longer period, • is working at curriculum levels substantially below that expected of a child of a similar age • has sensory or physical needs and requires specialist equipment or regular advice or visits a specialist service • has on-going communication or interaction difficulties which cause substantial barriers to learning. <p>Even when teaching approaches are particularly targeted, in discussion with parents, they will be placed on the SEN register.</p>	<ul style="list-style-type: none"> • Specific targeted support will be initiated • Further assessments may be arranged • Referral to outside agencies e.g Educational Psychologist • Wave 2 interventions
EHCP Cycle 3	<p>If a child;</p> <ul style="list-style-type: none"> • continues to make little or no progress in relation to specific targets, • continues to work at curriculum levels substantially below that expectations • requires specialist equipment or regular specialist support <p>It may be decided, in discussion with parents and multi-agency meetings that there is a need to apply for EHCP.</p>	<ul style="list-style-type: none"> • Plan and track targets • Work with support services • Work with parents

Pupils with a medical need which does not affect their learning will be monitored on the medical register.

Children with Education Health Care Plans

Where the SENCO makes a referral for EHCP to the LA, the child will have demonstrated significant cause for concern. Parents will have been consulted as part of an on-going dialogue. The EHCP Pathway will be followed and schools will carry out the recommendations that are agreed to.

Monitoring

The SENCO evaluates the school's SEN provision annually. Regular meetings are held between the SENCO, Head Teacher and staff. The Designated Governor is kept informed about SEN developments at governors meetings and on visits round the school.

The SENCo is given release time weekly.

Intervention strategies to support children with SEN

Quality First Teaching	In-class support with TA Small group maths and English support ALS ELS Rainbow Readers 1:1 tuition BLAST Speech and Language Therapy Bounce Back Phonics Fast Track Phonics Launchpad for Literacy
Wave 2	Outreach Support eg The Bungalow CAMHs Play Therapy
Wave 3	Educational Psychologist Hearing/ Visual Services Overfields Speech and Language Occupational Therapy

Interventions for children with SEND are personalised based on recommendations from professionals e.g. Educational Psychologist, Speech and Language etc.

External Support Agencies

When children require additional support the SENCO may also seek advice from other professionals. These include;

- Educational Psychologist
- The Bungalow Partnership
- SEN Support Team
- Speech and Language Team
- Outreach support from other schools
- Counselling support services
- School Nurse
- Hearing/Visual services
- Physiotherapy/OT

These external services should advise teachers about targets, provide specialist assessments and advice on the use of new or specialist strategies and materials. They may also work with individuals or groups to support their learning and development. Parents will be kept informed of the support that is provided.

Supporting pupils with medical conditions

Rose Wood Academy recognises that pupils at school 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 schools will comply with its duties under the Equality Act 2010. Where medical needs do not affect learning, the child's name will be added to the medical register.

Supporting pupils with disabilities

Not all children with disabilities have SEN, many pupils will learn alongside their peers with little need for extra resources beyond that of a hearing aid, equipment to aid vision or a wheel chair. Teachers must however take action in their planning to ensure that these pupils are enabled to participate as fully as possible within the Curriculum and assessment arrangements.

Facilities currently in school are; disabled toilet.

English as an additional language (EAL)

Children with limited English do not necessarily have SEN. If a child is experiencing difficulties which appear to be more than language based then school will arrange for assessments to be carried out to establish whether or not they have learning difficulties.

Training

The SENCO will keep staff updated on any changes concerning SEN and encourage personal development in this field.

As part of the Enquire Learning Trust, Rose Wood Academy continues to be part of the SEN Network, having access to training and support from schools in the trust. The Academy also works with the northern hub, which has its own SEN networking group.

Partnership with parents

The school will endeavour to;

- Provide clear and accurate information about the child's SEN and purpose of any assessment, targets or intervention
- Ensure that parents have the opportunity to talk with SENCO so that they understand the agreed outcomes of any intervention and how they can be a partner in working towards their child's targets
- Inform parents before involving outside agencies for additional advice or assessments

Arrangements for considering complaints about SEN provision within school

Initially, complaints should be discussed with the class teacher.

Depending on the outcome of the meeting the SENCO should be informed or Head Teacher.

If no agreement can be arrived at, the parent can then approach the school's named governor with responsibility for the monitoring of the schools SEN policy. They would also be given the name of the LEA identified/nominated person who have been trained to help them deal with their problem, or the Parent Partnership Service.

It is hoped, however, that matters can be dealt with within the school domain.

Policy Review

Policy will be reviewed annually and discussed with SLT and Governors.