



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Ratification

Date Approved:
SIGNED:
SIGNED:

July 2021
Fiona Pearson, Chair of Governors
Mrs Pavan Chandhoke, Principal

Review Date: July 2022

Context and Purpose

The aims of Rosecliffe Spencer Academy link with those values derived from the statement of Principle adopted by Nottinghamshire County Council and guided by the Code of Practice for Special Educational Needs 2014.

Rosecliffe Spencer Academy are committed to the equality of opportunity and the provision of the highest standard of education for all our pupils.

Whole School Approach

This policy should be read in the context of The Rosecliffe Way, which underpins everything that is done in the Academy:

With the love and care of our families and with the help of our teachers, we:

- *care for each other and ourselves*
- *care for our Academy*
- *care for our community*
- *show resilience in our learning*

Our curriculum is broad, balanced and relevant to a changing society. Our children are actively engaged in their learning. We aim to ensure all children, including those with special educational needs and disabilities, have full curriculum entitlement and access. All members of the school work to maximise integration commensurate with meeting individual needs, the highest quality of education for all students and the efficient use of resources. To support these aims, the following approach, structures, procedures and systems are in place.

Objectives of the Policy

The specific objective of the Policy is:

- To ensure equality of opportunity and the provision of the highest standard of education for all pupils at Rosecliffe Academy

Roles and Responsibilities

Principal

To set high expectations and monitor teaching and progress.
Encourage a whole school approach and keep parents, governors and all support staff well informed.
Support the co-ordinator and individual teachers.

The SENDCo

To work alongside the Principal to monitor and evaluate special educational needs.
Identify In Service Day Educational Training (INSET) needs, monitor and deliver INSET.
Offer support and advice to teachers on completing provision maps, resources available and possible teaching strategies.

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| | <p>Refer children to outside agencies when necessary. Liaise with staff, governors, outside agencies, parents etc. Maintain the learning support register. Attend SENCO briefings, meetings and courses as appropriate. Be responsible for organising annual review meetings. Refer children for EHCP assessment as necessary.</p> |
| Teachers | <p>To set 'Specific, Measurable, Attainable, Realistic/ Relevant, Time bound' (SMART) targets to enable each child to experience success. Provide appropriate learning opportunities, resources and support to allow each child to access the curriculum. Report progress to parents and keep parents informed at all times. Liaise with HOLS if additional support/advice is needed.</p> |
| Pupils | <p>To feel confident and enjoy their work. Be involved in planning their own provision and take responsibility for working to meet their targets.</p> |
| Support Staff | <p>To be included in appropriate training where appropriate. Feed back to the class teacher any difficulties which may arise.</p> |
| Parents / Carers | <p>To be aware of the special educational needs and disability policy. Work with the teacher to support their child at home. Be well informed of their children's progress through regular meetings.</p> |
| Governing Body | <p>To support the implementation of the policy and to give advice and guidance where relevant Be kept well informed by regular reports from the SENCO and the Principal.</p> |

Key Elements of the SEND Policy

Admission Arrangements

Admission arrangements are determined by Nottinghamshire County Council. The Academy would not discriminate against the admission of any child on the grounds of his/her Special Educational Needs or Disability.

For pupils with statements of Special Educational Needs or Education, Health and Care plans Nottinghamshire County Council determines admission, having regard to parental preference and in consultation with The Academy's governing body.

Places at Rosecliffe Spencer Academy are allocated according to the governors' admissions policy which does not allow for any discrimination for or against the admission of a child to the main school on the grounds of their Special Educational Needs or

Disability.

Specialist Provision

Although Rosecliffe Spencer has no specialist unit or provision for pupils with specific difficulties, Rosecliffe Spencer Academy is an inclusive school. The state-of-the-art academy has provisions and features in its design to meet with the needs of the pupils who are admitted.

Facilities & Equipment

Being a brand-new school, the buildings, access and facilities are of a high standard. A development plan for Special Educational Needs and Disability will be produced by the SENDCo. This will set the main priorities for developing the SEND provision.

A dedicated learning support room has been set up to provide an area for interventions and meetings. There is also a separate nurture room which provides a location for nurture groups and positive play sessions.

Specific resources for Special Educational Needs are purchased and will be added to over time. These resources are housed throughout school to best meet the needs of the current cohort.

The Academy has regard to the Equality Act 2010.

The Accessibility Plan was written in June 2019.

How resources are allocated amongst pupils with SEN

The Standards Fund is used to develop expertise in the area of Special Educational Needs and Disabilities. The aims for professional development, outlined in the school improvement plan, inform training in Special Educational Needs strategies. When Special Educational Needs is identified as a school priority, allocation will be specific and the budget and spending will be established.

The school receives funding for pupils with Special Educational Needs and Disabilities through Nottinghamshire County Council. This funding is to support work with pupils with and without an Education, Health and Care Plan (EHCP). The allocation is made following needs analysis discussions and work between the senior management team and the governors. The funding is used to purchase classroom support and resources.

Arrangements for providing access by pupils with Special Educational Needs and Disabilities to a balanced and broadly-based curriculum (including the National Curriculum)

All pupils in school study a full range of subjects, including the National Curriculum. All teachers recognise their responsibility to provide access to the curriculum for all pupils in their class.

The Academy planning policy stresses the importance of planning for assessment and differentiation at both the medium and short-term stages. The Academy aim to provide work that is matched and therefore accessible to the broad range of pupils taught at Rosecliffe Spencer.

The in-class support provided by teaching assistants, SSEN (Support Service Special Educational Needs) and other agencies is carefully considered by each class teacher when planning in order to ensure all pupils with Special Educational Needs and Disabilities continue to receive a broad and balanced curriculum. When pupils are withdrawn in order to meet their Special Educational Needs, the class teacher will ensure that this does not affect the pupil's access to the full range of curriculum activities.

Differentiation will be provided in a range of ways, depending upon which is most appropriate, and will include but is not limited to; differentiation by task, by ability grouping, by the level of adult support, by the level of expectation, by the allocation of appropriate resources or by outcome.

Arrangements for Inclusion

All aspects of school life are available to children on the academy's Special Educational Needs and Disabilities register. Where special arrangements are required these will be made (e.g. extra support in PE).

How pupils with Special Educational Needs are identified and their needs determined and reviewed

Pupils with Special Educational Needs and Disabilities are identified as early as possible.

To ensure that a pupil's Special Educational Needs and disabilities are known to Rosecliffe Spencer at transfer and known to schools to which they will transfer, a clear common system of record keeping and communication is to be followed.

A process for identification, assessment and provision in accordance with the Code of Practice (2014) has been established. The approach recognises that there is a continuum of Special Educational Needs and that the majority of pupils with Special Educational Needs and Disabilities will be supported at the SEN support level.

1. Initial Concerns

The class teachers identify pupils with additional needs and consult the SENDCo, gather information and take initial action to address those needs by differentiating class work. Parents are consulted. Where concerns or needs remain after initial support and differentiation, a child will be placed on the SEN support register.

2. SEN Support

SEN support is characterised by interventions that are different from or additional to the normal differentiated curriculum. SEN support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy and numeracy skills
- Show persistent emotional / behavioural difficulties which are not affected by behaviour management strategies
- Have sensory / physical problems, and make little progress despite the

- provision of specialist equipment
- Experience communication and / or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

The involvement of external services will be sought as required after full consultation with parents. External support services will advise on provision and provide specialist inputs to the support process.

Advice from external agencies will be sought when a pupil

- Still makes little or no progress in specific areas over a long period
- Continues to work at a National Curriculum stage considerably lower than that expected for a pupil of a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Parental consent is sought before any external agencies are involved. The resulting provision map will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

3. Request for Education, Health and Care Plan Assessment

The Academy will request assessment for an Education, Health and Care Plan from Nottinghamshire County Council when there are concerns regarding any two of the categories from education, health and social care.

The Academy will request assessment when despite an individualised programme of sustained intervention within SEN support the pupil remains a significant cause for concern. An EHCP assessment might also be requested by a parent or outside agency. The Academy will have the following information available:

- The intervention at SEN support
- Current and past provision maps
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Attainment and progress information
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents
- Where possible, the views of the pupil

- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

4. Education, Health and Care Plan (EHCP)

An Education, Health and Care Plan will normally be provided where, after an assessment period, Nottinghamshire County Council considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for EHCP assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the statement of shorter term
- Established through parental/pupil consultation
- Set out in a provision map
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified.

Additional Family Funding (AFN)

A source of funding is available to enable schools to access a higher level of funding without the necessity to request an EHCP for pupils with significant barriers to learning. If additional funding is needed to support the needs of a pupil who meets these criteria, the class teacher and the SENDCo will formulate an application for additional funding from Nottinghamshire County Council.

Reviews of Statements/EHCPs

Statements / EHCPs must be reviewed annually (biannually for Early Years children). Nottinghamshire County Council will inform the Principal at the beginning of each school term of the pupils requiring reviews. The SENDCo will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- The Local Inclusion Officer
- The Educational Psychologist
- Any other person considered appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year.

At the end of Key Stage 2 transition reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCo will complete the annual review form and send it, with any supporting documentation to Nottinghamshire County Council. The academy recognises the responsibility of Nottinghamshire County Council in deciding whether to maintain, amend, or cease the EHCP.

Partnership with Parents/Carers

The Academy aims to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Nottinghamshire IASS and any other support services they could access.

Involvement of Pupils

Rosecliffe Spencer recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. The Academy endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition, pupils who are identified as having SEN are invited to participate in:

- Setting of targets
- Regular meetings with named adults
- Working with adults in small groups and one-to-one sessions
- Annual reviews

Links with Education Support Services

The Academy aim to maintain useful contact with support services in Children and Young

People's Services. For pupils at SEN support any one or more of the following agencies may be involved:

- Educational Psychology Service EPS
- Educational Welfare Service
- Behaviour Support Service
- Physical and Sensory Support Services

The SENDCo will maintain links with other schools SEN specialists through the SENDCO network meetings.

Links with other services

Effective working links are maintained with:

- Speech and Language Therapy Service
- Occupational and Physiotherapy
- Other Children and Young People's Services
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service

Transition

The Academy will work to develop links with the secondary schools that pupils transfer to. The Year 6 and 7 staff will meet to discuss all children who will be transferring. The SENDCo also meets with the SENDCo at our secondary schools to discuss those children who are transferring and who have special educational needs. All school records are sent to ensure that new staff are as informed as possible about a child's special educational needs and disabilities.

Dealing with Complaints

Parents are encouraged to discuss any problems or concerns with school. These should be raised initially with the pupil's class teacher. Most problems can be resolved in this way, but if this does not happen, parents may raise concerns with the Principal. If necessary parents may complain to the governors and, if they are still dissatisfied may take their complaint to Nottinghamshire County Council.

Supporting Documentation

- [The Local Offer](#)
- [SEN Code of Practice](#)
- [National Curriculum](#)
- [Teaching and Learning Policy](#)

Review & Monitoring

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| <u>This policy will be reviewed:</u> | <u>Annually</u> |
| <u>By:</u> | <u>Pavan Chandhoke</u> |
| <u>Last Reviewed:</u> | <u>July 2021</u> |
| <u>Next Review date:</u> | <u>July 2022</u> |
| <u>Changes made:</u> | <u>Reformatting only</u> |

