

# Rosslyn Park Primary and Nursery School



## Special Educational Needs and Disabilities Policy

June 2021

## Principles and objectives

In planning and teaching the National Curriculum, Rosslyn Park Primary and Nursery School is committed to the inclusion of all pupils and to providing effective learning opportunities for all pupils. To meet this objective the school will follow the Fundamental Principles of the DfE SEN Code of Practice.

- A child with SEN or a disability should have their needs met
- The SEN or disability of a child should normally be met within a mainstream setting
- The views of the child should be sought and taken into consideration
- Parents have a vital role to play
- Children with SEN or a disability should be offered full access to a broad, balanced and relevant education.

## Special Needs Coordinators

The people with the responsibility for co-ordinating day to day provision of education for pupils with SEN at Rosslyn Park are the Special Needs Coordinators. Since 2007 the school has had two SENCOs, Diane Macedo for Key Stage 1 and EYFS and Glenn Hickson for Key Stage 2.

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## Coordinating Support

The Governing Body in conjunction with the Head Teacher are required to have regard to the Code of Practice and determine and oversee the school's general policy, provision, staffing and funding for SEN. They are required to report annually to parents. The SEN governor (Rachel Meli) will meet regularly with the SENCOs and feeds back information to the Governing Body. The SENCOs have weekly non-contact to support the role.

## SENCOs

- Oversee the day to day operation of the school's SEN and Disabilities policy
- Liaise with and advise fellow teachers
- Manage the SEN work of the Teaching Assistants
- Conduct performance management of the Teaching Assistants
- Coordinate provision for pupils with SEN Support
- Liaise with parents/carers of pupils with SEN
- Hold progress review meetings for children with HLN funding or outside agency support.
- Contribute to in services training of staff
- Ensure website is relevant and up to date.

## Allocation of resources

The allocation and use of resources promote and underpin inclusion within the school. When budgeting for SEND, the Head Teacher and Governing Body consider the following:

- Staffing
- Resources to meet the needs identified in the SEN Action Plan
- The head teacher and the SENCO meet to agree on how to use funds directly related to HLN funding.

### Admission Arrangements

Admission arrangements for pupils with SEN will not differ from the arrangements for other pupils. The school regards all children living in the catchment area as its moral responsibility.

### Specialist Support

As a school we are committed to ensuring that each staff member has access to a programme of professional development and the school has the staffing levels and skills to meet the learning needs of the children who attend the school.

### Universal Provision

Our school has a range of out-of-class provisions which are “universal” and can be accessed by all children. These include:

- Learning Mentors
- Lunch time activities
- Place to Be/Place to Talk
- Breakfast Clubs
- Homework Clubs
- A range of after School Clubs
- School visits and residential trips
- Music specialists

At present the extra- curricular activities are not taking place due to Covid restrictions.

As an inclusive school, we encourage participation of children with SEN and make adaptations where necessary to facilitate this.

### Identification and Assessment Procedures

Early identification of SEN is crucial and a range of assessments is used for identification. We will follow the guidance set out in the Code of Practice with regard to identification and assessment. The SENCOs use assessment data and liaise with the class teachers in their key stage in termly meetings to identify children with specific learning difficulties and/or those who are working significantly below age related expectations. Where necessary, a member of a specialist team may become involved in the assessment process. We have a TA trained in carrying out Dyslexia assessments in school.

The code sets out a model of action and intervention that is designed to help children towards independent learning. In many cases action will be taken that will mean the child’s needs are resolved. Only for those whose progress continues to cause concern should additional action be taken. When a child is

identified as having SEN the school will intervene and place them on the SEN Register as **SEN Support**. At this stage a Provision Map is drawn up by the class teacher to meet the needs of the child. This is discussed with parents and, of course the child. Children with more complex needs may need their Provision map written by the SENCO and any other professionals involved will meet to agree this in consultation with the class teacher. This records any provisions that are additional to or different from the differentiated approaches and learning arrangements normally provided for all children. These will be reviewed termly and also at specific review dates in some cases.

Children with **High Level Needs** may be entitled to additional funding. However, support for most children with SEN is funded through Formula Delegation which is allocated within the schools budget. This funding is generally used to provide Teaching Assistant time.

Where a more coordinated process across education, health and care services needs to be in place, an Education, Health and Care Plan or **EHCP** can be put in place. An initial assessment can be applied for to the Local Authority by the school or by family. This replaces the Statement of SEN formally used. Details can be found on the Local Authority website and parents can approach either of the School SENCOs for more information. At Rosslyn Park we believe provision for children with SEN is a matter for the whole school. All teachers are teachers of children with SEND. At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of the children.

## SEN Provision

### Wave 1

Children identified as having a Special Educational Need are the responsibility of the class teacher as well as the SENCOs and are entitled to quality first teaching. This would typically entail differentiation of learning materials and adaptation of resources to meet their needs in line with the targets included in their IEPs. Attainment of these children is carefully monitored to ensure they are making adequate progress. Where necessary, children may require additional small group or one-to-one support. Children with Social, Emotional and Mental Health issues are assessed using the Routes to Inclusion Toolkit. This ensures a graduated response is used and all appropriate strategies are in place within the classroom, to support a child before considering moving them to Wave 2.

### Wave 2

The school runs a wide range of interventions intended for small groups of children identified as SEN Support who are not making sufficient progress through normal differentiation strategies alone. These are different from and additional to the provision most other groups of children their age would normally access. The children are identified by class teachers in consultation with the SENCO and planned for over a set period. The progress of children is monitored and reviewed periodically to check the effectiveness and/or appropriateness of the intervention. It is not our policy to keep children on any group intervention indefinitely. If it isn't working alternative strategies need to be considered.

### Wave 3

Where children require specific SEN support or a one-to-one intervention the SENCO in liaison with the class teacher and teaching assistant will plan and map their provision. At this stage an outside agency would be likely to become involved to give specialist advice. If a child has a High Level Need, the SENCO may apply for additional funding from the Local Authority.

At Rosslyn Park, we have a wide range of interventions and provision intended for children with SEN which are additional to and different from that which the majority of children would normally access. These include:

- Additional Phonics

- Reading Recovery
- Switch-On
- Facilities and Equipment
- Toe-by-Toe
- School sourced Speech and Language Therapy
- The Sensory Room
- Music Interaction
- The Power of 1 maths scheme
- Alternative Provision groups
- Teach for Ten
- Alternative Curriculum
- Sensory breaks
- Enhanced Provision Room

### The Local Offer

The Local Authority publishes on its website the support available for parents with children who have Special Educational Needs. This is linked to our school. A list of current interventions for children with SEN Support at Rosslyn Park can be found on our Provision Map on the school's website and on the Local Authority website.

### Effectiveness of Provision

Meetings are held with parents to discuss the progress of children with SEN Support with teaching staff and the SENCo. As part of the discussion, assessment data is looked at to see if the provision in place is having an impact on their child's progress. If a child is working below the school tracking system, they are assessed using B Squared which breaks their learning down into small steps and enables progress to be carefully monitored and celebrated. We look at the rate of progress the child was making up to the implementation of the intervention and track to see if this has improved. This information is shared with parents so they know how well their child is doing.

When looking at progress data for the whole school, the SENCOs use Analyse school performance to compare the progress of children with SEN Support with national average figures as well the Local Authority average. This information helps us to measure how effective we are at targeting SEN children and identify areas for improvement. Progress meetings with the Governing Body involve looking at the progress of different groups including SEN Support.

As mentioned earlier, in addition to interventions, the curriculum and learning for a child with SEN is adapted to meet the needs of individuals. This is done by class teachers and teaching assistants through differentiation, one to one support and small group work. Learning resources are also adapted where necessary. If a child needs an auxiliary aid to improve their access to learning this can be arranged by the SENCOs who can make purchases through the school's budget or arrange the loan of equipment through the Local Authority.

The school is accessible to all. The school budgets and plans ahead to ensure the right equipment, access and staff training meets the needs of any children may enter the school regardless of their needs or disabilities. The school has an Access Plan which is available from the Site Manager.

At present we offer:

- One level school access
- 3 unisex disabled toilets fitted with panic alarms
- Medical room with toilet and shower equipped with handrails and frames
- All staff are trained in First Aid
- The Key Stage 1 SENCo has training in Child Protection
- Designated staff are trained in Positive Handling in both Key Stage 1 and Key Stage 2.
- Sensory Room
- 4 Disabled parking spaces, space for van with tail lift
- Induction loop for hard of hearing (reception, hall ICT room and a class room)
- Enhanced Provision Room
- Sensory Garden to provide outside space for those who struggle with crowds and noise

## Staff Training

At Rosslyn Park we have received whole school training in Autism and we have a number of staff with considerable experience in dealing with children on the Autistic Spectrum. We have also had whole staff training in Dyslexia and have a dyslexia screening program to assess children who show signs of a specific learning difficulty with their literacy. There are also staff members with experience of supporting children with Muscular Dystrophy, Cerebral Palsy, Cystic Fibrosis, Downs Syndrome, Epilepsy, and ADHD. All staff members have received training around differentiating work in order to include children with special needs. Specific staff are also trained in undertaking 1:1 observations for the Engagement model of Assessment.

All staff are trained in First Aid and specific training is made available for staff who support a child with a disability. Those children who require medication have a designated person who keeps the medicine safe and administers it. Where personal care is required, a trained member of staff with responsibility for the child and who is a familiar face does this. There is a fully equipped medical room which enables personal care is carried out safely and with dignity. Parents of children requiring regular Intimate Care will be provided with an additional policy and consent form.

The SEN training and development needs of teaching assistants are identified and planned for through the Performance Management process. All TAs have Performance Management Interviews and Review Meetings throughout the year and courses are arranged as appropriate where training issues arise.

## Support Services

The school works with a range of professionals from specialist SEN teams within the Local Authority including Learning Support, Behaviour Support, Community Educational Psychology Service, the Disabilities Team, Speech and Language and the Autism Team. We also work with health care professionals. The school holds twice yearly "Team Around the School" meetings to discuss children who require multi-agency support and professionals from the appropriate agencies are invited to these. In addition, the SENCos have regular meetings with key workers to discuss individual children. Parental consent is required for any outside agency involvement and the SENCos are responsible for signposting other organisations for support.

## Involvement of Parents

Parents are welcome to contact the school if they have a concern or want to talk with someone about their child who already has SEN Support or if they would like them to be assessed. At the same time, teaching staff and/or the SENCo will ensure that parents are informed about their child for example, if they are newly identified as having a special educational need or if they have been put on a new intervention. At parents evenings, IEPs are updated and shared with parents. Longer IEP review meetings are also held for children with higher levels of need which parents and the child are invited to attend. Here, the views of parents and children can be shared with teaching staff and specialists involved. Support and training can sometimes be offered to parents who face the challenge of a child with high level of need. If parents are worried about something or have a question and would like to speak with one of the SENCOs, an appointment can be made through contacting the office.

### Pupil Voice

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' ability to make informed decisions about their learning and future.

Rossllyn Park will do this by:

- Supporting pupils to understand their strengths, needs and approaches to learning and having the confidence to voice their concerns and aspirations.
- Pupils with SEND are involved in monitoring and reviewing their progress, wherever possible and in an age appropriate manner. They are invited to their reviews, or present their views through an advocate, and consult on their individual targets.
- All staff listen to and address any concerns raised by children themselves.
- Pupils with SEND are encouraged to stand for election to the School Council

### Transition

During their school careers, children make several transitions. For example, when changing year groups and key stages within the school or when being newly admitted or moving to another school. The SENCOs role involves ensuring that appropriate support is planned for in advance and is in place to make the transition successful for children and their families. The SENCOs at Rossllyn Park liaise with each other, with class teachers and with staff from other schools share information in order to achieve a smooth a transition as possible.

### Role of Governors

As outlined in the Code of Practice the governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

Glenn Hickson Key Stage 2 SENCO

Diane Macedo Key Stage 1 SENCO

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