

John Ruskin Primary School and Language Classes

SEND Policy

Co-ordinators: **Suzy Gregory (Teacher in Charge of the Language Unit)**
Donna Brooks (Main School SENDCo)

Last review: November 2020
Next review: November 2023



“Be responsible, be fair, stay positive and care”

John Ruskin Primary School

Whole School SEND Policy

Introduction

The Children and Families Act (2014) sets out requirements to be implemented for supporting children with special educational needs and disabilities. We work in partnership with external agencies and the appropriate Local authority services to ensure that all children, including those with SEND make the best possible progress. This policy also complies with the statutory requirement laid out in the SEND Code of Practice 0-25, 2015 (updated April 2020-). This policy should be read in conjunction with the school's Safeguarding Policy, Medical Conditions Policy and SEND Information Report.

The head teacher has identified Donna Brooks and Suzy Gregory as designated special needs coordinators for SEND. Suzy Gregory and Donna Brooks are members of the Senior Leadership Team (SLT). The Governing Body has an identified responsible person with specific responsibility for the overseeing of SEND provision in the school.

We have a Resource Base for children with Developmental Language Disorders (DLD) and Specific Language Impairment called the Language Unit. Suzy Gregory is responsible for managing the SEND provision in the Language Unit. Donna Brooks is responsible for managing the special needs provision in the main school. There is a named SEND governor.

The role of the special needs coordinators for SEND is to oversee the day-to-day operation of the school's SEND policy and co-ordinating provision for children with SEND.

- To support and advise staff (teaching and non-teaching).
- To monitor and evaluate SEND provision in school.
- To manage the assessment of children with SEND.
- To manage the EHCP (Education Health and Care plan) applications with the local authority and outside agencies.
- To liaise with outside agencies.
- To conduct the annual review for children with an EHCP.
- To attend LA meetings.
- To disseminate information when received.
- To order SEND resources.
- To plan in-service training for staff.
- To liaise with Head and Governors concerning allocation of resources and drawing up criteria for evaluating the success of the school's SEND policy.
- Working with parents of children with SEND.

The Legal Framework

The Education Act 2011, places clear responsibilities upon the Governing Bodies of all mainstream schools for identifying, assessing and making appropriate provision for the wide range of children who are considered to have special educational needs.

Defining “Special Educational Needs and Disabilities” (SEND)

Children have special education needs if they have a “learning difficulty” or a medical need which calls for special educational provision to be made for them.

“Learning difficulty” is defined in terms of children who have a significantly greater difficulty in learning than the majority of children of their age, or have a disability, which either prevents or hinders them from making effective use of the educational facilities provided by our school. (This definition excludes more able and talented children).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

SEND Code Practice 2015

The SEN Code of Practice offers guidance designed to help schools plan and make provision for pupils with SEND. Children have needs and requirements which may fall into at least one of four categories. We understand that many children will have inter-related needs.

The SEND Code of Practice identifies the following four broad areas of need:

- Cognitive and Learning Difficulties
- Communication and Interaction Difficulties
- Sensory and Physical Difficulties
- Social, Emotional and Mental Health

Children with special educational needs are not seen as different from other children but as part of a continuum of need, they take part in the activities of the school together with children without SEND as far as possible. Some children will have special educational needs, which are relatively short term.

The School Ethos

The school encourages every member of staff and every child to adopt a positive attitude to others with special educational needs and disabilities. We have high expectation and aspirations for all pupils with special educational needs and disabilities. We believe that all children with a special educational need or disability must have their needs recognised and assessed, with appropriate and timely

intervention put in place to remove barriers to learning and to enable them to meet their full potential.

John Ruskin recognises the importance of equality and diversity in children with additional needs. John Ruskin values difference whilst also holding on to what we all have in common. We aim to celebrate diversity with greater social inclusion and cohesion. See *John Ruskin Single Equality Scheme*

The school's statement on Equal Opportunities clearly state that the school environment we create should be somewhere where everyone has the right to feel safe, cared for and supported whatever their race, colour, gender, class, physical challenge, faith, sexual orientation or lifestyle.

The statement acknowledges that everyone in school has rights. Children with special educational needs have a right to full access to the National Curriculum and the Early Years Curriculum. They have a right to expect to learn in a caring and considerate environment where staff and children value their contribution to the life of the school.

Schools setting works with the principal the at the child's behaviour is a product of other issues which may be a response to one or more of the four areas of SEND.

The school is committed to the early identification of children with special educational needs and adopting clear and open procedures involving close co-operation with parents and the LA. Parents are actively involved in all decisions that affect their children's education.

Within available resources, the school is committed to providing the highest possible quality support for children with special educational needs.

Identification, Assessment, Monitoring & Review Procedures

- The school's agreed procedures for the identification, assessment, monitoring and review of children with special educational needs are based on what is prescribed in the new Code of Practice. (Appendix 1).

Graduated response and SEND support

- Early identification and appropriate early support should take place. Discussions with parents and/or the child's previous setting may alert class teachers to any potential difficulties or needs. Baseline assessment takes place within a child's first term at school. Teachers are responsible for identifying the first stage of the graduated response, the SENDCo will then work with the teacher, parents and appropriate outside agencies, such as speech and language services and the educational psychologist to identify appropriate support for the child.

- We recognise that differentiated personalised approaches and learning arrangements are normally provided as part of high quality teaching for all children.
- School uses a range of assessment strategies. Please see assessment policy and guidelines. Any child who shows significantly lower achievement compared to that of the rest of the class may have SEND. Teachers are responsible and accountable for the progress and development of all the children in their class whether or not they are on the SEND register.
- We have evidence based assessments (QCA test, NFER reading assessment, PIP assessment) and interventions (Direct Phonics, Power of 1, Beat Dyslexia, PIRA and PUMA) that support the process of identifying children with possible additional needs. Observation of a child may be needed to identify some difficulties e.g. Speech and Language difficulties.
- Southwark Local Education Authority (LA) provides school with base SEND funding. Funding for additional Education Needs are met by delegated funding and for Southwark Special Needs Service. At present we buy a speech and language service from the LA and in the Language Unit our speech and language service is provided by Unlocking Language.

Initial Assessment, graduated response and SEND support

- If a child is showing signs of having additional educational needs, his or her class teacher will share the initial concerns with parents and the SENDCo or the LA if they are the local carer for the child. A record of concern and if necessary an Early Help referral or Evelina referral form is completed with parents', class teacher and SENDCo. This engagement happens through a graduated response which then leads to SEN support. The SENDCo and Teacher will meet with parent and describe how their child will be supported and whether their child's needs will require additional support from outside agencies (SALT, OT, VI) and how and when the support will be reviewed.
- Once a child is identified as having special education needs an IEP (individual Educational Plan) will be drawn up. The class teacher and SENDCo are responsible for this at the SEND support stage. This should include up to five *Smart* targets (Specific, Measurable, Active, Realistic and Time) and details of evidence based interventions.

The SENCO will monitor the IEPs in consultation with the class teacher, outside agencies, child and parent.

Help and advice may also be sought from TA working with the child, SENDCo and other colleagues.

The IEP will be reviewed termly and at Annual Reviews for children who have an ECH (Education, Health and Care Plan). We encourage and value the child and parents involvement in the planning and reviewing of the SEND support and target setting process.

Educational Health and Care Plan. (EHCP)

- When a child requires additional support over and above universal SEND support an EHCP may be requested. This is done in consultation with the Educational psychologist, SENDCo, class teacher, parent and child.

Initial planning meeting

At the outset of SEND support if the SENDCo and parent feel that the child requires external support the school psychologist will meet to consider the most appropriate kind of external kind of support for the child concerned. This will depend on the support available to the school. It could be support from:

- the EP
- a member of the learning support team
- Place To Be
- Speech and language therapy
- other specialists, independent of Southwark
- specialist clinics (e.g. Nuffield, SLAM)
- specialist medical agencies

SEND support

- All class teachers have a responsibility for all the children in their class.
- Children with special educational needs are educated with their peers in mixed ability classes.
- Some additional programmes may be run with children which may require them to be withdrawn from class for short periods.
- A range of SEN strategies, interventions, programmes and resources are used in school including. Speech therapy, occupational therapy, TEACCH, visual timetables, Direct phonics, Beat Dyslexia, Letters and Sounds, Stiles, Communicate in Print, LTR, Precision Teaching Gross and fine Motor programmes.
- The information to support children with additional needs will be collected and recorded by the class teacher this could include:

From The School:

- observations
- records of achievement
- reports from previous classes or previous schools
- known health or social problems
- reports from outside agencies
- class teacher assessments

From The Parent:

- view on the child's health and development
- perception of the child's performance, progress and behaviour in school
- factors contributing to any barriers to learning
- other agencies or individuals that the child would like involved

From The Child

- personal perception of any difficulties
- how the child would address them
- any other adult the child would like involved

Additional Information Gathering

If the SEND co-ordinator considers it necessary, additional information is sought immediately from:

- Educational Psychologist
- Child's GP / Paediatrician
- Social services
- Speech therapist
- Occupational therapist
- Health visitor
- School nurse

Review

Progress is reviewed by the class teacher and parent and SENDCo. Reviews will normally be held during parent evenings and during annual reviews if the child has an EHCP.

Discussion should focus on progress made by the child, the effectiveness of the IEP and whether or not the child has met the targets set in the IEP, updated information and future actions to be taken. These will be the criteria by which a decision is made about whether progress has been satisfactory.

If progress is judged to be satisfactory, new targets are set and a new review date arranged. If however targets have not been met the SENDCo in consultation with parents, the child and teacher may seek advice from outside agencies and specialists teachers.

Partnership with parents/carers/children

The Code of Practice reinforces the importance of working in partnership with the parents/carers and children.

Parents/carers/children are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision making process in the school. Parents/carers contribution to their child's education is valued highly by the staff of the school.

Parents/carers are encouraged to involve their child/children in the decision making processes, including recording children's views and implementing and reviewing where necessary the IEP. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school.

At John Ruskin School we encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Information Report

Parents can access information about SEND at John Ruskin and how their children are supported by referring our Information Report on the school website.

<http://www.johnruskin.southwark.sch.uk/>

If parents do not have access to the internet, they can request support from the Parent Support Advisor who can be contacted through the school office.

LA's Local Offer

Parents can access information about the LA's Local Offer referring

<http://localoffersouthwark.gov.uk/>

Access to the National Curriculum

The Warnock Report (DES, 1978) and the 2011 Education Act advocates the right of pupils with special educational needs to have access to the curriculum experienced by all pupils.

At John Ruskin Primary School we aim to offer a differentiated curriculum in response individual needs. The purpose of differentiation is to maximise motivation, progress and achievement for each pupil.

“Differentiation is the process of matching learning targets, tasks, activities, resources and learning support to individual learner’s needs, styles and rates of learning, in such a way as to maximise individual achievement and progress.”

As well as a differentiated curriculum, children with special educational needs will have a IEP drawn up for them by the class teacher and SENDCo at the SEND support Stage.

Supporting SEND children’s learning and access to the curriculum following absences from school.

Children on the SEND register who have absences from school are supported upon their return in the following ways:

- The Teacher or the T.A will explain/demonstrate the previous day’s learning as necessary in order for the pupil to access the class work.
- The child is supported in a group in class by the T.A to build their confidence when there are gaps in understanding due to absences.
- When a child is absent for long periods of time. The SENCo and Class teacher will liaise with the parents and or hospital staff/school to provide appropriate homework and learning resources to enable the child to keep up with their school work as appropriate.

Inclusion of children with special educational needs

Most special educational needs are met within the classroom setting by the staff in the school, sometimes with the help of external agencies. Children are provided with a differentiated curriculum, modified teaching, behaviour or learning programmes and planned help and attention.

Whatever the special educational need, the class teacher is the key figure in intervention and assessment.

At SEND support the child may need additional support from a teaching assistant, this support will usually often be in the form of an individual learning programme. In order to carry out the programme effectively, the child may be withdrawn from the classroom either individually or in small groups for a short period of time each day. This may often be to limit the distractive influence of a busy classroom.

The child may also receive support from outside agencies and this may include periods of withdrawal from the classroom to work either 1:1 or in small groups for short periods of time following the objectives in the child’s individual educational plan.

There, are however conditions which must be satisfied. Children with special educational needs are educated in main stream schools, provided that account has

been taken of parent's views and education in a main stream school is compatible with:

- The child receiving the special educational provision which he or she requires.
- The provision of effective education for other children with whom he or she is to be educated.
- The effective use of resources.

Those responsible for providing education for children with special education needs in main stream schools must ensure that the child engages in the activities of the school together with those who do not have special educational needs provided that the conditions are met and it is "reasonably practicable"

Provision for Children with Educational Health Care Plans

The responsibility for drawing up EHCPs lies with the school and the LA. Once the EHCP has been agreed by the parents a copy is sent to the school together with authorisation to provide appropriate support.

The School must ensure that all EHCPs are reviewed annually. The purpose of the review is to evaluate a variety of perspectives on the child's progress, to ensure he/she is achieving the desired outcome and, if necessary to amend the EHCP to reflect newly identified needs and provision.

The annual review should aim:

- To assess the child's progress towards meeting the objectives specified in the EHCP and to collate and record information which the school and other professionals can use in planning their support for the child.
- To assess the child's progress towards meeting the targets agreed following the issuing of the EHCP, in the case of the first review: and the targets set at the previous annual review in the case of all other reviews.
- To review the special provision for the child, including the appropriateness of any special equipment provided, in the context of the curriculum and associate assessment and reporting arrangements. Where appropriate the school should provide a profile of the child's level of attainment in literacy, numeracy and a summary of progress achieved in other areas of the national curriculum.
- To consider the appropriateness of the child's EHCP in the light of progress made during previous year and any additional special educational needs, which may have become apparent during this time, and thus to consider whether to cease or maintain the EHCP, or whether to make any amendments.
- If the EHCP is to be maintained, new targets for the coming year will be set. Progress towards these targets will be reviewed in the following year.

Staff Development

The school recognise that supporting children with special educational needs involves the acquisition of special skills to be developed through appropriate training and staff development.

The SEND and professional development co-ordinator is responsible for the provision of regular training for teachers and support staff.

Training needs for teaching staff and support staff in SEND is also addressed in the school development plan.

We respond to needs of individuals or groups of children by providing specialist training to staff to support their needs. E.g epipen, epilepsy, diabetes, positive handling (SEMH) and mentoring.

Links with other schools

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to schools and early years settings. Children are invited to visit us for induction visits. If necessary the school liaises with the agencies at this stage.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher and SENCO to ensure that they have a smooth transition.

Liaison from year 6 to 7 ensures a smooth transition. Staffs from secondary schools usually visit us, a specialist staff from the learning support faculty also maintain liaison which continues into year 7.

Arrangements for Considering Complaints

When a complaint is made about special educational needs provision in the school, in the first instance, this should be heard by the “responsible person” identified by the governing body i.e. the head teacher. Complaints should be in writing, and a written response should be given to the complainant within a reasonable time. Where this response is not acceptable, the complainant has a right to put the complaint to the complaints panel of the governing body. This panel is made up of three governors from the discipline/capability/grievance panels.

Southwark Council also has clearly laid down procedures for complaints. These are explained in the leaflet “Education – How to complain” Copies are available from the head teacher.

John Ruskin Language Unit

Who Attends the Unit?

Children age 5-11 attend fulltime.

All pupils will have been diagnosed with a Developmental Language Disorder and have an EHCP.

They will have difficulty using and/or understanding spoken language apparent in both languages if bilingual.

Children may have associated difficulties such as poor fine or gross motor co-ordination short attention span or difficulties with understanding social situations and interactions.

Aims

Children attend the unit to develop skills and strategies to help them access the curriculum and wider curriculum. They have the opportunity to practice their skills through integration into the mainstream school with the overall aim of working towards full inclusion.

Who works there?

There is a range of staff working within the Unit, including teachers, learning support assistants and speech and language therapists.

All staff work together to promote a safe learning environment for all.

There is an Educational Psychologist who visits termly; staff also get advice from occupational therapy on fine and gross motor programme as necessary.

Staff are trained in the use of Cued Articulation and Makaton signing to support the learning of speech and language.

What do the children do there?

Work is planned following the National Curriculum. Speech therapy provision is intensive and integrated through close planning with education staff.

Teaching is multi-sensory with much repetition and consolidation work. Emphasis is on developing foundation skills such as:

- Attention and listening
- Organisational strategies
- Memory
- Comprehension monitoring
- Social skills which are necessary for equipping children to return to large mainstream classes.

How are children referred?

Children are referred by the local authority special needs section, based on recommendations by professionals such as speech and language therapists, SENCOs, or Educational Psychologists and by agreement with parents. There is an entry criteria agreed by LU, Local Authority and SALT Department.

What happens next?

The length of stay will depend on each individual child and their progress. Once sufficient language skills and strategies are developed, most will return to mainstream education in their local area.

For those children who require continued support, parents are advised of specialist schools and provision.

Are there links to the mainstream school?

Inclusion is our primary aim.

Children begin with integration as it encourages social interaction, academic progress and increased confidence for the child.

They join their mainstream peers for play, lunch and assemblies and gradually increase time spent in their mainstream class.

Children often join their mainstream peers for school journey, special events and trips out.

What does the unit offer?

- Small classes where teaching is delivered to the language levels of the child.
- An integrated education programme, which combines speech and language therapy with teaching.
- Full access to the curriculum as part of the children's wider curriculum.
- Opportunity for teaching and therapy on a one-to-one basis.
- Gross and fine motor skills programme.
- Opportunity to integrate into mainstream classes where appropriate.
- Visual systems such as signing and picture symbols to aid comprehension, expression and concept development.

SEND Policy

Main school SENDCo - Donna Brooks

Teacher in charge of John Ruskin Language Classes - Suzy Gregory

Policy Document

John Ruskin School

Revised November 2017