

# ROWAN GATE PRIMARY SCHOOL



## SPECIAL EDUCATIONAL NEEDS POLICY

### POLICY REVIEW

This policy has been reviewed in line with the following: (Reviewer please tick box)

a) Ensuring the policy is up to date and meets mandatory requirements

☒

b) Ensuring the policy is fit for purpose and that practice adheres to the policy.

☒

*Updated in May 2023 by*

*Laura Clarke*

*Reviewed in May 2023 by*

*Governors*

***Policy will be reviewed again in May 2024***

# ROWAN GATE PRIMARY SCHOOL



## SPECIAL EDUCATIONAL NEEDS POLICY

*This school policy reflects the consensus of opinion of the whole teaching and support staff and has the full agreement of the governing body.*

*"This policy reflects the philosophy of the Equality Policy, the Mission Statement and the School Aims in relation to the whole curriculum."*

**This policy is constructed in line with the requirements set out in Part 3 of the Children & Families Act (2014) and associated regulations. The policy takes into account the Special Educational Needs and Disability Code of Practice: for 0 – 25 years (September 2014)**

### **Basic information about the school's provision.**

Rowan Gate Primary School is based on two sites in Northamptonshire – Finedon Road, Wellingborough and Hayway, Rushden. In addition, there is satellite provision (3 classes) at Tennyson Road Infant School, Rushden for some Reception and Year 1 pupils. This will increase to 4 classes in September 2024. The school admits pupils with a wide range of needs, moderate learning difficulties (MLD), severe learning difficulties (SLD) profound and multiple learning difficulties (PMLD) and autism, this requires us to consider what "special educational needs" means in our context.

In addition to the learning difficulties our children experience, there are many of whom have additional disabilities, which the school needs to acknowledge and make provision for. These additional needs may be broadly categorised under the following headings: speech and language impairment, movement impairment and sensory impairment – hearing and vision.

### **Guiding principles**

Rowan Gate Primary School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, and to do everything it can to meet the needs of the pupils, all of whom have been identified with SEND.

The school will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of pupils and their parents in decision-making
- The identification of pupils' needs
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of all our pupils
- Greater choice and control for pupils and their parents over their support

This special needs policy, therefore, comprises an overview of the workings of Rowan Gate Primary School.

## **Legal Framework**

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010/- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996/- Education Act 2002
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The UK General Data Protection Regulation (GDPR)

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Child Protection and Safeguarding Policy

## **2. Objectives**

The school will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
- To monitor the progress of all pupils to support the needs of the pupils on roll and to aid the earliest possible identification of additional SEND.

## **3. SEND**

The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.

- **The school will** ensure that SEN Code of Practice, the Equality Act and KCSIE are implemented effectively across the school and that barriers to achievement are removed.
- **The school will** ensure equality of opportunity and to eliminate prejudice and discrimination.
- **The school will** provide full access to the curriculum through differentiated planning and careful assessment
- **The school will** provide specific input, matched to individual needs.
- With the support of the SLT, classroom teachers will ensure that all pupils meet their potential in learning through Individual Education Plans and a well differentiated curriculum.
- **The school will** involve parents/carers at every stage of education.
- **The school will** involve the young people themselves in their progress and aspirations of achievement.
- All governors and staff at the school follow the principles outlined in our Mission statement and Code of Conduct., (Appendix 1 and 2) document.

#### 4. Roles and Responsibilities

The governing body will be responsible for:

- Communicating with pupils and their parents when reviewing policies that affect them.
- Ensuring that effective provision is in place for all pupils
- Securing the special educational provision called for by a pupil's SEND.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for all pupils
- Appointing a designated teacher for LAC, where appropriate.
- Ensuring that reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised in line with the Pupil Equality, Equity, Diversity and Inclusion Policy.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's Accessibility Plan on the school's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.

- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Preparing the SEND information report and publishing it on the website.
- Ensuring that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.

The Governing Body has identified governors to oversee subject areas of the curriculum and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The Assistant Head at Rowan Gate Primary School East is the school's "responsible person" and manages the schools SEN curriculum. Contact details are:

Rowan Gate Primary School East, Hayway, Rushden, NN10 6AG  
Tel: 01933 351200. Email: [SMorris@rowangate.northants.sch.uk](mailto:SMorris@rowangate.northants.sch.uk)

**The headteacher and relevant strategic leads (SENCO/Curriculum Lead /DSL /Teacher for LAC) will be responsible for:**

keeping the governing body informed about the provision made by the school.

The Deputy Head and Head will work closely to ensure the effective day to day operation of the school's special education needs policy. The Deputy Head and Head will identify areas for development in special educational needs and contribute to the school's development plan

- Collaborating with the governing board, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.
- Liaising with the headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils, including where families may be facing challenging circumstances.
- Taking responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils are experiencing or have

experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.

- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online

All teaching staff will be involved in the formulation of this policy. They are responsible for differentiating the curriculum so that it meets the needs of all pupils. All Subject Leaders will review and monitor the progress of pupils in their subject area and the effectiveness of resources and other curriculum material.

The practice that the school articulates here should influence:

Job Descriptions, Staff handbook, Questions at interview and Induction of new staff.

### **3. Admissions to the school**

All children at Rowan Gate Primary School have an EHC Plan (Education, Health & Care Plan) and admission follows the protocol established by the Local Authority (LA).

Admission to the school is through the Local Authority based at:

Education, Health & Care Team  
North Northamptonshire County Council,  
One Angel Square,  
Angel Street,  
Northampton.

Telephone (01604) 367125

We admit children from the age of 4 years to 11 years of age.

The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their admissions meetings to begin to establish a close relationship with parents of all children who are admitted to the school.

### **4. Facilities for Pupils**

Being a school for pupils with SEN, our school in Wellingborough is all on one level and therefore is suitable for all pupils or parents with disabilities. Our School in Rushden is an old Victorian building. Classes are on one level but access for those with physical difficulties is via ramps at the front and the rear of the building. The satellite provision at Tennyson Road Infant School is also an old Victorian building. Classes are all on one level as well as having access to additional resources such as soft play and sensory.

All sites have facilities to enhance and extend the children's curriculum and learning experiences.

At the Wellingborough site there is a hydrotherapy pool which is used by pupils in the Early Years Foundation Stage and pupils with physical difficulties. There is a multi-use games area (which is suitable for wheelchair access) and a sensory courtyard.

All sites have a soft playroom and sensory room.

Rowan Gate, Wellingborough has 14 classrooms, Rowan Gate (East), Rushden has 8 classrooms. 2 satellite classes are based at Tennyson Road Infant School, Rushden with an additional class opening in September 2022.

All sites have large school halls that are used as multi-purpose areas.

All sites have grounds for outdoor educational and play pursuits, including adventure and climbing play equipment. In Wellingborough there is a wheelchair roundabout.

At the beginning of Year one, or at any time after this, the nature of the pupils' difficulties will determine which site can best meet their needs. This may mean that a pupil transfers site at the end of the Early Years Foundation Stage.

## **5. Resources**

Children are allocated to class groups, according to their age and needs, as detailed in the Education Health & Care Plan. Teaching Assistants are allocated to class groups to meet the individual needs of the children.

Class sizes are dependent on the needs of the children. Most classes are split year classes and are organised with the pupil's need in mind, not exclusively the year group.

Some pupils have full time 1:1 support due to their medical or behavioural needs.

The school commissions a part time Music therapist to support the needs of pupils with complex learning difficulties and pupils with social and emotional difficulties.

The school employs three Family Liaison workers to offer support and training to parents, and to support the Leadership team in Safeguarding all pupils.

The school runs a Stay and Play School Group to offer support to families to parents of children with additional needs from 0 years – preschool age. The stay and Play school group is based at Rowan Gate East..

The school has gained the Nurturing Schools Award and all classes can offer additional support to pupils with social and emotional difficulties, where this is not their primary need.

## **6. The school and staff work as part of a multi-disciplinary team including:**

- Special school nurse
- physiotherapist
- occupational therapist
- wheelchair services
- speech therapist
- educational psychologist
- advisory teacher for children with hearing impairment
- advisory teacher for children with a visual impairment
- health authority – 1 medical officer
- community nurses
- social worker
- educational entitlement officer

Contact with these agencies is dependent on current situations. Staff liaise with colleagues as appropriate.

The governors ensure that the needs of pupils are met by monitoring provision, visiting the school and reviewing attainment and progress.

The governors will ensure that funds are set aside to develop resources in curriculum areas, that staff are kept fully up to date with SEN issues and undertake relevant training (external and in house)

## **7. Assessment & Review procedures**

Pupils' progress is tracked every term by the class teacher. All children have an individual education plan (IEP) which meets their individual needs.

All pupils have an Annual Review Meetings where their progress against the outcomes of their EHC (Education, Health & Care) Plan is assessed and new outcomes agreed where appropriate. Individual targets are also considered and agreed for the IEP.

Parents and supporting colleagues are invited to attend. At the Annual Review, the EHC (Plan) suitability of the placement is also considered.

Children's progress is monitored and recorded regularly by the Class team, and Learning Outcome labels are used to advise pupils of their progress and their next steps for learning, as well as to record pupil progress.

Formative assessment is undertaken and begins upon entry using the Onwards and Upwards Assessment tool.

Statutory Assessment takes place at the end of the Early Years Foundation Stage using the Early Years Foundation Stage profile and is recorded on Onwards and Upwards Assessment tool as a baseline for future learning.

Statutory Assessment takes place in Year 2 using the Key Stage 1 SST's

Statutory Assessment takes place in Year 6 using the Key Stage 2 SST's

Phonics Screening Test is carried out with those Year 1 and Year 2 pupils who have clearly demonstrated through ongoing assessment and summative assessment that they may be able to score on the test. Children who are working well below expected levels, will not be subject to formal testing and this will be reflected in the statutory data submission.

## **8. Access to the National Curriculum**

All pupils have full access to the National Curriculum at a level which is differentiated to meet their needs.

All children follow the National Curriculum differentiated to meet their needs. Children of Nursery and Reception age work within the Early Years Foundation Stage Framework.

KS1 and KS2 classes have daily English and Mathematics lessons, a Key Skills session and a wide variety of topic-based foundation subject lessons.

ICT is taught as a standalone subject. All classes have EBoards which allow the pupils to access ICT and bring subjects to life.

ICT in the form of word processing is used for pupils to record their knowledge if necessary.

Teacher planning includes differentiation to meet the needs of the children in their class.

## **9. Staff Development**



Rowan Gate Primary School has an on-going programme of training and professional development. The programme reflects the changing needs of the school and the School Improvement Plan. These opportunities are available to all staff, teachers, support staff and lunch time supervisors.

## **10. Access to the full life of the School**

All pupils at the school regardless of their SEN are involved in the full life of the school. *This is a fundamental element to the school meeting their responsibility under the SEN and Disability Regulations 2014. The Schools Accessibility Plan is regularly reviewed and updated.*

## **11. The role played by parents**

All parents and carers of pupils at Rowan Gate Primary School are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their pupil's entitlement within the SEN framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

### **To make communications effective staff at Rowan Gate Primary School will:**

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

## **Pupils**

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil. Pupils will be enabled and encouraged to participate in all decision making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. Staff will strive to ensure that pupils are listened to and that their views are valued

## **12. Induction/Transition**

Pupils who are new to the school or who are moving onto secondary schools are supported well. All new pupils receive a home visit and are given a booklet detailing the school. Pupils who are moving on receive visits to their new schools supported by staff and take part in Year 6 transition work building their self esteem ready to leave primary education.

### **Transferring between different phases of education**

EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The review and amendments will be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.

The key transfers are as follows:

- Early years provider to school
- Primary school to secondary school

## **13. Homework**

Rowan Gate Primary School is a school for pupils with profound and multiple learning difficulties (PMLD), severe learning difficulties (SLD), moderate learning difficulties (MLD) and autism. As such the needs of the children and their families with regards to homework are varied. Thus the interpretation of 'homework' is wider than would be expected in a mainstream setting.

The staff at Rowan Gate Primary School endeavour to work in partnership with parents and carers to facilitate the development of each pupil. For this to be successful, Rowan Gate responds to the needs of parents, carers and pupils.

For some children homework will include:

- Reading with parents or carers.
- Games or activities to practice English, Maths or other skills.

For other children homework will be related to communication, personal or social activities.

The type and frequency of homework is agreed between the pupils, class teacher and parents, in consultation with the Head Teacher.

Further information is detailed in the Homework Policy.

## **14. Remote Learning**

Following lessons learned through the Covid-19 Pandemic, Rowan Gate Primary School has developed a detailed Remote Learning plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

Detailed information regarding our Home Learning can be found on a separate document 'Remote Learning Plan on our school website.

## **15. Complaints**

Should a parent or carer have a concern about the special provision made for their children they should in the first instance discuss this with their child's teacher. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher. If the Head is unable to resolve the difficulty, the parent's concerns should be put in writing to the Chair of Governors (Mrs Sam Baker.) The complaint will then be heard by a Governor committee and all parties will be listened to.

## **16. Integration**

The school currently has community links with a number of primary schools in the locality and this allows for pupils to access mainstream lessons and for mainstream pupil's access to special education.

The school runs a Stay and Play School Group to offer support to families of babies and young children with additional needs from 0 years – preschool age. The Stay and Play school group is based at Rowan Gate East. Anyone can refer a baby or child to the group, including Parents.

## **17. Monitoring and evaluating of the policy**

The success of the Special Needs Policy will be monitored and evaluated by the Schools' Leadership team and Governors of the school, considering the following indicators:

- Relevant targets achieved in the School Development Plan
- Relevant targets achieved in the Ofsted action plan.
- Feedback from parents in Annual Review
- Progress shown by pupils in our various record keeping systems.

The policies in school which should be considered and implemented alongside this policy are Safeguarding & Child Protection, Behaviour Management, Administration of Medicines, EYFS, Children in Care and Previously Looked after Children.

## **18. Local offer – What is the Local Offer?**

Northamptonshire County Council is required to publish information about services available for children and young people with special educational needs and disabilities. This is called the local offer.

**North Northamptonshire's County Council's local offer can be found on:**

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/service-finder/advice-and-support/11920-the-local-offer-northamptonshire-county-council>

or by contacting Tel: 0300 126 1000

or email [LocalOffer@northamptonshire.gov.uk](mailto:LocalOffer@northamptonshire.gov.uk).

## **19. Our school contributes to the North Northamptonshire Council's local Offer. Further details can be found in the schools' Specification of Provision.**

20. **North Northamptonshire SEND Information, Advice and Support Service for Parents** provides free, confidential, impartial advice, guidance and support to parents of children with special educational needs and children and young people with SEND.

Telephone: [0300 373 2532](tel:03003732532)

Email: [sendiass@northnorthants.gov.uk](mailto:sendiass@northnorthants.gov.uk)

**IPSEA – Independent Provider Special Educational Advice** is a registered charity which offers independent legal based advice

<https://www.ipsea.org.uk/contact-ipsea>

SEN Jungle is a website which offers parent led information and resources for SEN.

<https://www.specialneedsjungle.com/>

## 21. **Review**

This policy has been constructed in line with the requirements set out in **Part 3 of the Children & Families Act (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs and Disability Code of Practice: for 0 – 25 years (January 2015)**

This policy was updated in May 2023 and will be reviewed in May 2024.