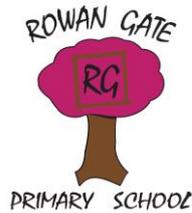


ROWAN GATE PRIMARY SCHOOL



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 April 2019 by

Laura Clarke

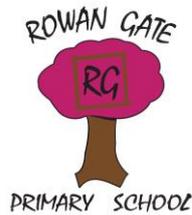
Reviewed in

by

Governors FGB

Policy will be reviewed again in September 2020

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 is fully compliant with 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. 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

At Rowan Gate Primary School we believe that all of our pupils, regardless of gender, ethnicity, ability, disability, religion or sexuality are entitled to a high quality education that will maximise their life chances.

All pupils are entitled to an education that enables them to:

- achieve their best.
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or high education or training.

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

1. Objectives

To ensure that SEN Code of Practice, the Equality Act and barriers to achievement are implemented effectively across the school.

To ensure equality of opportunity and to eliminate prejudice and discrimination.

To provide full access to the curriculum through differentiated planning and careful assessment

To provide specific input, matched to individual needs.

To ensure that all pupils meet their potential in learning through Individual Education Plans and a well differentiated curriculum.

To involve parents/carers at every stage of education.

To 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.

2. How the policy will contribute to meeting the objectives.

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

The Head will keep 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

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
Northamptonshire County Council,
One Angel Square,
Angel Street,
Northampton. Telephone (01604) 367125

We admit children from the age of 3 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.

Both buildings 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 wheel chair access) and a sensory courtyard.

Both buildings have a soft playroom, sensory room, music room and a library.

Rowan Gate, Wellingborough has 13 classrooms, Rowan Gate (East), Rushden has 8 classrooms.

Both buildings have large school halls that are used as multi-purpose areas.

Both buildings have grounds for outdoor educational and play pursuits, including adventure and climbing play equipment. In Wellingborough there is a wheel chair 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 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 employs part time Music therapist and commissions support from a Drama Therapist to meet the needs of pupils with complex learning difficulties and pupils with social and emotional difficulties.

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

The school runs a pre-school group on each site to offer support to families to parents of children with additional needs from 0 years – preschool age.

The school has Nurture Group classes on each site which offers additional support to pupils with social and emotional difficulties.

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

- 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.

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.

13. 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 (Andrew Scarborough.) The complaint will then be heard by a Governor committee and all parties will be listened to.

At the Year 5 Annual Review, parents are encouraged to discuss their child's transition and visit possible secondary schools. Year 6 Annual Review's are held in the autumn term so that the EHC Plan is updated for secondary school provision.

Arrangements are made for transitional integration to meet the individual needs of the child and the receiving school.

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 pupils access to special education. Pupil projects take part in joint lessons and learning opportunities allow pupils to integrate with one another and access facilities.

The school runs a weekly pre-school group on both sites to offer support to families of babies and young children with additional needs from 0 to 2+ years old. 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 Improvement 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, Assessment, Recording & Reporting, EYFS, 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.

Northamptonshire’s County Council’s local offer can be found on:

www.northamptonshire.gov.uk/localoffer

or by contacting Tel: 0300 126 1000
or email LocalOffer@northamptonshire.gov.uk.

19. Our school contributes to the Northamptonshire County Council’s local Offer. Further details can be found in the schools’ Specification of Provision.

20. Information, Advice and Support Service for Parents is a statutory service which is run at ‘arm’s length’ from the Local Authority and provides free, confidential, impartial advice, guidance and support to parents of children with special educational needs and children and young people with SEND.

- **Telephone:** 01604 636 111 (Monday to Friday from 9am to 5pm)
- **Email:** contact@iassnorthants.co.uk
- **Post:** Information, Advice and Support Service, Springfield, Cliftonville, Northampton, NN1 5BE

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 June 2019 and will be reviewed in September 2020.