



**Roe Lee Park  
Primary School & Nursery**

*Free to Flourish*

***SEND Policy***

## **SEND Mission Statement**

At Roe Lee Park Primary School we understand that, for the children with Special Educational Needs and their parents, school life and the learning process may present challenges.

Roe Lee Park Primary School's mission statement is "Children, parents, governors and all staff working together to ensure that EVERY pupil fulfils their potential and enjoys a rewarding experience. We hope that every child is ***Free to Flourish***"

We aim to make the school experience as focussed and worthwhile as possible by offering quality first teaching experiences, giving targeted support which is rigorously evaluated, providing appropriate equipment and resources, and giving space to develop. Listening and sharing information with children and their parents and valuing their contribution is at the heart of what we do. Every child in our school has an important part to play and is special to us. We will endeavour to encourage and support each child to provide for their special need and ensure progress is made. British Values play a large part within our SEND provision, ensuring all children learn the importance of tolerance and understanding the needs and qualities of others. Our six values of friendship, determination, kindness, respect, honesty and enthusiasm are embedded in our approach to teaching and supporting children with SEND.

## **Aims and Objectives**

In order to meet the needs of our pupils, the following principles and objectives are closely adhered to:

- To provide focussed, targeted support to those pupils identified as having a Special Educational Need or Disability and to recognise the need for continuum of provision – assess, plan, do, review.
- To ensure that pupils who experience difficulties are identified and assessed as early as possible and that teaching strategies be employed, matched to the children's needs.
- To ensure a broad and balanced curriculum that provides learning opportunities for all pupils, matched to the requirements of the EYFS framework and National Curriculum 2014.
- To readily encourage the involvement of parents in the education of their children. This is done by creating a welcoming atmosphere in school, ensuring that parents are well informed of their child's needs and are involved in all relevant discussion regarding the progress and development of their child
- To inform and include pupils of any developments regarding their education, e.g. testing and assessment, group teaching, introduce staff and explain resources being used.
- To assess pupils at regular intervals to ensure that focussed, challenging targets are set, work is appropriately differentiated and all individual requirements are catered for within the classroom and beyond.
- To implement assessment for learning opportunities, where possible and encourage children to assess themselves and the targets which have been set.

- To ensure that all staff are aware of their responsibilities regarding Special Educational Needs. All teaching staff have a responsibility towards the academic and holistic development of every child in their class.
- To ensure that the Code of Practice for Special Educational Needs 2014 has been presented and discussed, involving all staff and that recommendations regarding practice and policy are being acted upon.

## **Definition**

### **Special Educational Needs**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

This is if they have a significantly greater difficulty in learning than the majority of other children of the same age;

They have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

SEND provision at Roe Lee Park School is educational provision that is additional to and different from that made generally for other children of the same age in mainstream schools.

A child does not have SEND solely because the language at home is different from the language in which the child is taught. (Children and Families Act 2014)

The school takes seriously its responsibility to children covered by:

- SEND code of practice (2014)
- Children and Families Act 2014
- The Equality Act 2010
- Mental Capacity Act 2005
- The Special Educational Needs and Disabilities Regulations 2014 and seeks to uphold the high standards set by Blackburn with Darwen LEA.

Children with Special Educational Needs Special Educational Needs may include any of the following:

Cognitive or Learning Difficulties;

Social/Ethnic Difficulties;

Speech and Language Difficulties;

Physical/Sensory Difficulties;

General Learning Difficulties;

Specific Learning Difficulties;

Social, Emotional and Behavioural Difficulties;

Travellers and Asylum Seekers where missed schooling because of an Extended Homeland Visit.

### **The Role of the Special Educational Needs and Disabilities Coordinator (SENDCO)**

- The special educational needs and disabilities coordinator is responsible for the day-to-day running of the SEND policy.
- The SENDCO liaises with the Governors, Headteacher and other members of the Senior Management Team on matters connected with SEND.

- The SENDCO liaises with and advises colleagues about children with special needs and disabilities, their assessment and their provision. They will help colleagues to seek advice from other professionals and help to prepare IEPs when necessary.
- The school's central computer system holds a record of each child when they are identified as having a SEND. Records of assessment and testing is carried out and steps taken to meet the needs of the child are recorded. These records are kept in addition to normal school records and overseen by the SENDCO.
- The SENDCO is also responsible for liaising with parents of children with SEND (often along with the class teacher) and with external agencies.
- As Line Manager, Mrs Irving has responsibility for appointing SSAs across the Key Stages and overseeing their work with children with SEND. The SENDCO keeps staff up-to-date with changes at school, local and national levels and delivers/arranges INSET as and when necessary.
- The SENDCO attends relevant courses and will feedback information to staff as necessary.
- The SENDCO will keep the Governors and Headteacher informed and up-to-date. They will provide termly Reports to Governors.

**The Governors and the Headteacher have ultimate responsibility in the provision to children with SEND in school; the SENDCO is responsible to them at all times.**

- The Headteacher has responsibility for the day-to-day management of SEND along with all other aspects of school life.
- The governing body, in cooperation with the Headteacher, determine the school's general policy on SEND to establish the school's philosophy, funding and deployment of the staff. The governing body must report to parents annually on the school's SEND policy.

### **The Role of the Class Teacher The class teacher**

- plays an essential role in early identification of SEND, completing intervention registers and keeping a chronology of intervention, which can be passed up at the end of each year. A Pupil Passport will be completed at regular points to keep all information relevant and up to date.
- is responsible for ensuring that IEPs are up-to-date and reviewed termly.
- delivers Quality First teaching in all lessons which are suitably differentiated to provide access to the curriculum for all children in the class. All children must be catered for in the classroom.
- contributes to review meetings and EHCP applications.
- liaises with parents, SENDCO and outside agencies.

### **The Role of the SSA/TLA**

The SSAs and TLAs work closely with the class teacher and SENDCO to

- support the child(ren).
- help with differentiation of work.
- help identify signs that the child(ren) may be experiencing difficulty.
- help with home/school liaison where appropriate.
- help to keep the child(ren) on task.
- help the child(ren) to follow instructions and access the curriculum.

- provide feedback (oral or written) regarding the child(ren)'s achievement.
- value the child(ren) and promote positive self-esteem and self-worth.
- encourage and reward appropriate behaviour.

### **Admission Arrangements**

All children with Special Educational Needs have a right to be educated in a mainstream school. If a child has a statement of SEND or an EHCP, the LEA, following consultation with parents and others, will name a school on the document, where the child's needs will be met. The LEA will take into account whether the school is suitable for the child and whether the child's attendance at the school will be compatible with the efficient education of the other children. If parents disagree with the LEA's decision to name a particular school, they will be informed of their right to appeal to an independent tribunal.

### **Inclusion**

Roe Lee Park admits all pupils in line with Blackburn with Darwen policy. No child is refused a place because they have a Special Educational Need or Disability, with or without a statement or EHCP. The school has an inclusive policy and aims to integrate and include children with SEND wholly into school life whenever possible and make the schools EYFS framework and the National Curriculum accessible to all.

The pupils are encouraged to help and support children with SEND and to value diversity. School trips take into account the nature of the child's SEND and provision will be made in order to allow all children to take part. The school is proud of the achievements of children with SEND, who have completed challenging visits successfully.

Some children coming into Reception have already attended the school's Nursery. There are ongoing links throughout the EYFS and children in Nursery are familiar with Reception and are included in special assemblies/events. Children who have not been in Roe Lee Park Nursery are welcome to visit with parents. Prospective parents and children are welcome to look round school at any time, preferably by appointment. In addition, parents and children starting Nursery or Reception receive the benefit of a parent/teacher meeting with the Nursery/Reception teacher. The Headteacher and the SENDCO are always available to discuss concerns prospective parents may have regarding their child's needs.

### **SEND specialisms all units**

The SENDCO has achieved the National Qualification for SEN Co-ordination.

There are no specialist units in school.

- Roe Lee Park School has had training on Trauma and Attachment Disorders.
- We have a number of Mental Health First Aiders who offer counselling to children that need it.
- We have a Nurture Room specifically designed to meet the wellbeing needs of all our pupils. We have a Pupil Wellbeing Coordinator to run sessions 5 days per week and a practitioner from Child Action North West who works with targeted children every Friday.

### **Special facilities which increase access to the school by children with special needs**

There is a ramp from the main entrance into the school to permit access by wheelchair. Doors at the back entrance from the field and the office entrance are double to provide extra width when required. There are also double doors in the main hall which will open

out onto the path by the playing fields. There is one adult toilet for use by those with a disability, created as part of the new building. There is also a disabled toilet near our Nurture Provision and also one in the EYFS unit fitted with a lift to accommodate the needs of pupils with physical disabilities. All classrooms have blinds and carpets to aid the acoustics for children with a Hearing Impairment. The main hall has been fitted with a loop system and a tiled floor to aid all children with some degree of hearing loss.

### **Information on the Identification, Assessment and Provision for All Pupils with SEND**

#### **Allocation of resources to and amongst pupils with special needs**

Mainstream schools receive a notational budget to support children with SEND. Roe Lee Park School will fund the first £6000 of support if deemed necessary. The child can benefit from this without an EHCP. If further support is required, school will formally request a 'top up' to this funding and the child may be allocated an Education and Health Care Plan. It is the policy of the school to ensure that any money or resources are used specifically for the benefit of SEND children, whether in the form of staff allocation, courses for staff relating to SEND or equipment. The SENDCO attends all relevant LEA courses and cluster meetings whenever possible. We encourage all children to be taught within their classrooms with Quality First Teaching being a priority but we also have designated areas in school where the children can be taken to access intervention programmes. The provision/allocation of Special Support Assistants and Support Teachers is in line with the outcomes and provision sections of the child's EHCP.

#### **Identification, assessment and review procedures**

It is important that a child with special educational needs and disabilities is identified, assessed and supported as early as possible. Some children with SEND are identified before they start Nursery and these children may come into school with an Assisted Nursery Place, i.e. with support from a Specialist Support Practitioner (SSP). Such support staff will be provided by the Early Years SENDSS Support Team. The SENDCO will work closely with the Advisory Teachers from the LEA in order to plan and review a child's programmes of learning/IEP.

Across the key stages, identification may be informal teacher assessment or by set screening procedures and formal testing. Some of the children admitted to the schools Reception have attended the Nursery. The Nursery assessment data provides valuable information to help make an initial identification of any early problems. In May of each year, all pupils in Years 2 and 6 take part in the national SATs, the results of which can be useful in identifying any children with special educational needs, if they have not already been identified earlier. The SENDCO liaises closely with the staff involved to identify any specific problems which may arise as a result of the SATs and other testing. The Deputy Head, alongside the Key Stage Leaders, have a data collection tool to assess progress of all children. Children working below Age Related Expectations are identified and from this suitable, targeted intervention is put into place. When a child's EHCP plan is due for review, a PIVATS (Performance Indicators and Value added Target Setting) assessment is carried out in order to ascertain progress and areas of strength and weakness. A PIVATS assessment is also carried out at another point in the year to assess progress. Each teacher has received PIVATS training to enable them to assess more precisely the level of the individual child and set targeted, appropriate work. Where necessary throughout the year,

the SENDCO liaises with teaching staff to discuss children with SEND in the class. This usually takes place prior to parents' evening and IEPs are reviewed and updated in readiness for discussion with parents and pupils.

### **Organisation and Provision**

The school works within the Code of Practice 2014 and provides a graduated response according to need.

The school uses 'Provision Map' to log interventions and support provided. This enables the correct funding and support for children with SEND is allocated and will provide support and evidence when applying to the Panel for additional support. It is a valuable tracking system to ensure children are progressing and that the support put in place has value to the child.

### **Monitoring**

Prior to any stage recognised by the code of practice, staff monitor children about whom they have a concern before bringing this to the attention of the SENDCO. The concern may be registered by the class teacher, parent or involved professional.

- Staff will complete an Identification of Need assessment and a Quality First Teaching document to track what is already being completed in class.
- If there are still concerns, staff will then complete a Referral Form to request additional support from the SENDCO. This will involve observations and assessments.
- A chronology of Intervention will be documented on CPOMS which will also begin to track any outside agency involvement. Information is required:
  - from school; about class performance, attendance, health and behaviour
  - from parents; about health and development, what they feel about their child's progress and behaviour at home and at school, any contributory factors, any other agencies that they would like to be involved
  - from the child; about what they find difficult, on what help and support may be needed.
- There will be a review at least twice a year but expected on a regular basis led by the needs of the child.

### **Graduated Response**

If this level of intervention is not sufficient, the SENDCO takes the lead and the child is given support in addition to and different from the other children in the class. The child will have an individual education plan (IEP). At this stage the class teacher will record with the SENDCO the difficulties that the child is experiencing, agreed targets and monitoring arrangements and set a review date.

Parents will continue to be informed and involved and will sign IEPs at Parents' Evening. During the review process the child will be invited to give their views on progress and to attend the review, when appropriate, at least part of of the time and the outcome will be discussed with him/her

- In class support is usually given by both teaching staff and SSAs/TAs
- If children need extra intervention outside of the classroom SSAs will use the rooms provided for focussed individual work.
- All IEPs are recorded on Provision Map as evidence for any later applications to panel for an EHCP.

The SENDCO may need to draw on the advice of outside agencies. The child's parents are consulted and IEPs drawn up, using the specialist's advice during the Assess Plan Do Review meetings.

Progress is monitored and reviewed regularly. At this stage extra support is given. The agencies involved may be the SENDSS team (including complex needs, general and specific learning difficulties, social, emotional and behavioural difficulties, visually impaired, hearing-impaired and physically disabled), the Educational Psychologist, SALT, the school nurse and doctor, Consultant Paediatrician and specialist nurses. The Education Welfare Officer and social services could also be involved.

At a SEND review, the contributors may decide that a request should be made for statutory assessment or the obtaining of EHCP. If this is agreed, advice will be sought from all professionals involved along with the parents and child. A request will be put forward to the panel (LEA officials, headteachers, SENDCo and educational psychologists). They will consider the request which has to meet criteria:

- Has the school used all available resources in order to help the child?
- Has the school made use of all the appropriate agencies?
- Are the child's difficulties exceptional?
- Are the child's difficulties long term?

If the LEA accept the referral, an EHCP will be given. A child who has an EHCP will have additional funding allocated by the LEA. This may be additional teacher time and/or SSA support (amount of money specified by the Blackburn with Darwen SEND department). The top up is specified on the EHCP and is reviewed annually at a meeting with all relevant professionals, parents and the child. Funding for support is guaranteed to the end of the child's current Key stage i.e. either end of Key stage one or end of Key stage two, at which time a full and more formal review takes place and an LEA representative will attend. The school does not seek to promote the 'Velcro' image with i.e. SSA with a child at all times. In order to encourage independence, the SSA will work with the child in a group when appropriate, or give distance support. We will encourage the 'elastic band' method to accommodate this.

### **Access to a broad and balanced curriculum**

All children, including those with special educational needs and disabilities, are expected to follow the National Curriculum. However we use 'scaffolding' approaches to enable us to meet the needs of every individual child's needs and abilities. This is apparent in schemes of work (including weekly/daily plan lesson plans) and a variety of methods that teachers use to ensure access to the curriculum. Teachers ensure differentiation and scaffolding by:

- task or outcome by using a variety of teaching styles and modelled examples,
- considering the learning styles of the children and using a multisensory approach,
- adult or peer support given where appropriate and
- accepting differing learning responses, allowing additional time and alternate ways of recording.

They may:

- provide smaller steps to achieve success
- give opportunities for reinforcement
- give opportunities to recall
- give additional thinking time
- ensure that a newly acquired skill has meaning by being applied to a regular lesson



- allow more time to complete a task, including time to answer a question
- compile individual educational plans
- prepare worksheets with a simplified text
- accept different responses-verbal responses and pictures

Teachers are able to cater for children with special educational needs by making use of other approaches.

- Enhancing a child's self-esteem by: creating opportunities for success and praise, value individuals as full members of the class and by giving responsibility. When praising children with SEND, it is especially important to describe why they are being praised e.g. you have remembered all the capital letters to start your sentences.
- Particularly with SEND children, a variety of teaching styles is important to support children's learning in line with the schools focus on accelerated learning and recognition of multiple intelligences.
- Peer group: encouraging good modelling and shared or co-operative tasks.
- A wide variety of resources are available in the library's learning area. Where possible other members of staff are also involved. Support teachers, nursery nurses and bilingual assistants may help by either working with the child, in a small group, or in a one-to-one situation, or by taking all the children in the class, giving the teacher time to work more specifically with children with SEND.

All staff have training in working with children with special educational needs and disabilities and are aware that help/support is available. In exceptional circumstances the headteacher may give permission to disapply the National Curriculum for a child, for a period not exceeding six months.

### **Integration of pupils with SEND within the school as a whole**

There are no special units within the school. Pupils with SEND are fully integrated within the school as a whole. Some children with an EHCP may be withdrawn to work with a support teacher for short periods of time where appropriate or with the SENDCO or SSA. Support is given within the classroom during Quality First Teaching. This may be on a one-to-one basis, a small group or in a whole class situation.

All children in the school have the opportunity to attend after-school clubs such as: Sports clubs; craft club; cookery clubs; gardening club; sewing club; cheerleading club; street dance and bowling or lunchtime activities such as: PE club; dance club; drumming classes; guitar club; choir and cheerleading.

All children in school are included in all events held in school e.g. class assemblies; special assemblies and events such as school outings and residential trips.

### **Arrangements and criteria three evaluating the success of the school's SEND policy**

The Policy for Special Educational Needs and Disabilities will be reviewed regularly to ensure that it continues to meet the needs of pupils with special educational needs and disabilities and to ensure that it continues to fulfil the statutory requirements. The school

will continue to assess children and measure progress; thus staff will be able to modify the approach to accommodate the need.

The governing body will review the policy using information from the SEND register and progress made by the children along with comments made to governors by staff and parents.

IEPs will be reviewed specifically, two to three times each year and written using SMART targets.

### **Safeguarding**

Children with special educational needs and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

being more prone to peer group isolation than other children;

the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;

and communication barriers and difficulties in overcoming these barriers.

All members of staff would follow the school safeguarding policy should any safeguarding concerns arise.

### **What extra pastoral support do we offer & what pastoral support arrangements are in place to listen to pupils with SEND?**

Our SENDCOs have times of the week available for meeting with children who may need support on a one-off basis or to provide longer term support. Many of the children who access this support are on the SEND register. Our SENDCOs are also Designated Safeguarding Leads and Mental Health First Aiders. They will make contact with other agencies for targeted support if needed. The SENDCOs work closely with the Pupil Wellbeing Lead to ensure a rigorous and

### **Partnership with Parents**

The school encourages a good relationship with parents, recognising them as the child's first educators and valuing their knowledge and wishes. At all times parents will be informed of an involved in their child's progress through the various stages. It is hoped that they will become involved in and support the individual educational plans.

The school welcomes their comments and welcomes them to come into school regularly to discuss the progress of their child on an informal basis, or a formal basis at review times and parents' evenings. For those parents who are in need, support meetings can be provided in conjunction with Blackburn with Darwen Parent Partnership. These will enable parents to meet professionals from outside agencies, learn about the Code of Practice and enable them to support each other.

### **The Voice of the Child**

Where appropriate, the school involves the children in decision-making and encourages them to take some responsibility for their role progress in the individual education plan.

Taking into account, the age of maturity of a child, school encourages children to have

their say. Children are invited to attend review meetings for part of the time. They are encouraged to have their views written for them by an adult of their choice of sibling or a friend to present for review advice or for a request for formal assessment

### **Arrangement of the resolution of disagreements**

Parents may complain about the provision of the children with SEND at any point. They may

- speak to the class teacher,
- then speak to the SENDCO, with or without the class teacher, then
- if provision is still not satisfactory, the SENDCO will arrange a meeting with the headteacher, parents, class teacher and SENDCO. The stages are all informal. If the parents are still dissatisfied, that they may formally complain
- to the governing body and if still dissatisfied
- to the LEA

The school welcomes meetings with parents and would always seek to resolve any disagreement informally. Information about Blackburn with Darwen parent partnership is clearly displayed around the school.

The parent partnership aims to

- Offer support to parents during the educational assessment processes
- provide training for parents on all aspects of SEND assessment processes (Independent parent supporter - IPS)
- Link parents with a trained volunteer
- improve communication between LEA, parents, schools and other professionals
- encourage links between parents and voluntary groups and support organisations
- encourage and support schools and further developing links with parents

### **Staffing policies and partnerships with agencies beyond the school**

SEND staff are allocated according to need and the SEND staff work with the least able children in the school or work alongside the class teacher in order to allow the class teacher to work with the least and most able children.

The school is proud of the relationships built up with outside agencies and values their input greatly. They are helpful in suggesting strategies and resources. They identify these after observation of children in discussion with the class teacher and SENDCO. The agencies involved are listed above. School are able to refer directly to SEND Support Service, Educational Psychology, SALT, Occupational Therapy, Physiotherapy and Paediatricians.

### **Arrangements for in-service training**

The SENDCO has attended courses run by the LEA, twilight courses run by other agencies and cluster group meetings. Internal staff development and individual training takes place during staff meetings, lunchtimes and after school. There has also been whole school training on INSET days. Needs are identified using Teaching and Support Staff Audits and training is planned accordingly. Training can be both in person or online. Newly qualified teachers (ECTs) gain valuable support in their first year from the SEND support team.

### **Use made of teachers and facilities from outside of school/support services**

This is to be used:

- to assess children identified by class teachers for possible support and information to inform IEPs
- to work alongside staff to provide support and advice free teaching, use of resources and strategies
- identify extra resources if needed
- provide detailed diagnostic testing when required
- support the SENDCO in review processes
- assess identified pupils who do not have an EHCP
- to liaise with and to support the SENDCO
- work with the SENCO to help LEAs to develop their role working with children with SEND
- work with SSAs

### **Links with other schools, including special and transition/liaison arrangements**

The school values linked with other schools:

- The SENDCO attends SEND cluster groups to enable the sharing of good practice and for training
- if a child changes school all records relating to assessments are transferred via CPOMS
- when a child transfers to secondary school all documents relating to SEND are transferred and there is a meeting with the teacher representative from the secondary school, the class teacher and the SENDCO.
- The SENDCO liaises with various secondary school SENDCOs and may arrange meetings for parents and organise pre induction visits to the high school.

### **Links with health, social and educational welfare services and voluntary organisations**

The SENDCO holds discussions with the Educational Psychologist, the school nurse or the school doctor and liaises with consultant paediatricians where necessary. As a team the SENDCOs, DSLs and Wellbeing Lead take responsibility for liaising with CAMHS, the EWO and social services. The sharing of knowledge, always with the parents concerned, provides valuable background information on the nature of a child's difficulties and helps with the decision making in school.

Special Educational Needs Governor Representative: Miss A Diwan

Special Educational Needs Coordinator: Mrs Sara Irving

***Policy written by: Sara Irving***

***March 2022***

***Edited Sept 2022***

***Next review: March 2023***