THE ROWANS SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Introduction

This policy takes into account:

- The Equality Act 2010;
- The Children and Families Act 2014;
- The SEN and Disability Code of Practice 0-25 years 2014 (SEND Code 2014); and
- The General Data Protection Regulation 2016 (GDPR).

This policy is applicable to all pupils, including those in Early Years Foundation Stage (EYFS).

This policy reflects the school's philosophy regarding inclusion and safeguarding and must therefore be read in conjunction with the school's Safeguarding Policy and Inclusion Policy.

Aim

The aim of the policy is to detail the provision that The Rowans School makes for children with special educational needs and disabilities (SEND), in order for such children to reach their full potential. The policy makes it clear that the provision for pupils with SEN and disabilities is the responsibility of all staff at the school and that, in order to maximise the provision, it is essential that there is good liaison between staff, parents, outside agencies and the children themselves.

General Admissions Policy

The Rowans School is committed to equal treatment for all, regardless of an individual's race, cultural background, sexual orientation, gender re-assignment, religion and belief, linguistic background, SEN and disability. However, we advise parents of children with special educational needs or physical disabilities to discuss their child's requirements before they apply for a place. We will discuss thoroughly with parents and their medical advisors the adjustments that can reasonably be made for the child if he becomes a pupil at the school. The school recognises that it must be prepared to make reasonable adjustment to accommodate the needs of any prospective pupil under the Equality Act.

Educational Inclusion

In our school we aim to provide a stimulating environment which enables all our pupils to feel secure, happy and motivated to reach their potential, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;

- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Definition of SEN in relation to The Rowans School

Every child should be given appropriate provision for their needs whatever their ability, strengths and weaknesses. Thus, for The Rowans School purposes, a child with special needs must be one who continues to cause concern in any area, despite the individual attention given as standard, and for whom a specialised approach is required, likely to result in treatment/provision out of the norm. The Rowans School uses the definition of SEN given in SEND Code of Practice (May 2015):

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Pupils with special educational needs or those with learning difficulties and/or disabilities
A child who finds a particular subject difficult does not necessarily have a 'learning difficulty' in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and their general acumen.

Children with special educational needs or those with learning difficulties and/or disabilities (LDD) call for special provision to be made. Children have a learning difficulty and/or disability if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Learning Enrichment means:

Educational enrichment and provision which is additional to, or otherwise different from, the educational provision made for pupils at The Rowans School.

School's Objectives in relation to Learning Enrichment

- To meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning needs and integrate them as far as possible into the school. By doing this effectively we aim to increase the self-esteem and self-image of each individual child and ensure that he or she achieves his or her full potential.
- To satisfy the requirements of the Education Reform Act 1988 and subsequent amendments to this Act, that all children should have equal access to the National Curriculum (or The Rowans School Curriculum where the National Curriculum is not followed), taking into account children's strengths and weaknesses. This means that teachers may be required to differentiate by task or outcome for children with SEND. It is the responsibility of teachers to respond to children's diverse learning needs.
- To involve the parents, class teachers, subject teachers, learning support staff, outside agencies (when appropriate) and children, in decisions about the provision so that the views of all these people can be considered before action is taken.
- To make the best use of the available resources (both human and material) for helping children with SEND.
- To have regard to the SEN and Disability Code of Practice 0-25 years 2014 (SEND Code 2014) and the Equality Act 2010.
- To ensure those children with special educational needs are identified and assessed as early as possible and the appropriate provision made for them. The progress of these children must be monitored and reviewed regularly and further provision made if necessary.

The Rowans School will ensure that procedures for behaviour and discipline, school trips and examinations take account of pupils' learning difficulties and/or disabilities, or other specific needs such as English as an additional language.

Access to the Curriculum

Early Years Foundation Stage

It is a requirement of the Early Years Foundation Stage that each child is valued as a unique individual and that the curriculum is made available to them, whatever their age and ability. Activities are adapted to the individual needs of each child and so will be presented at a level accessible to all pupils. In the case where a child has additional needs which require a significantly different delivery of the curriculum, an Individual Education Plan will be created for the child and implemented by the Class Teacher and Learning Enrichment Teacher.

Key Stage 1

- The curriculum will be made available to all pupils. Where pupils have special educational needs a graduated response will be adopted. The School will, where appropriate, make full use of classroom and school resources before drawing on external support.

- The school will make provision for pupils with special educational needs and learning difficulties and/or disabilities to match the nature of their individual needs. The Class Teacher, Learning Enrichment Teacher and the SENCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes. All records will be stored securely.

- There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

- Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Responsibility of the SENCO (Special Educational Needs Co-ordinator) and Learning Enrichment Teacher

Responsibility for monitoring and managing provision of this type at The Rowans School has been allocated to specific members of staff trained to fulfil this role. They are as follows;

Lead Professional Mrs Alexandra Crook and in her absence, Miss Elizabeth Spratt.

The responsibilities include:

- Managing the day-to-day operation and application of the SEN and behaviour policies
- Coordinating the provision for and managing the responses to children's SEN
- Supporting and advising colleagues
- Ensuring that all staff are made aware of the needs of all children with SEN and are given help and advice on how to provide for these children
- Ensuring that children with SEN are identified as early as possible
- Overseeing the records of all children with SEN
- Coordinating communication with parents
- Acting as the School's link with external agencies and other support agencies
- Monitoring and evaluating the SEN provision, and reporting to the Head Teacher
- Managing a range of resources both human and material, to enable appropriate provision to be made for children with special educational needs
- Contributing to the professional development of all staff, including in-service training

Identification of Children with Special Needs

1. Children who are making little or no progress, are working at a level significantly below those expected for a child of their age, have communication and/or interaction difficulties, present persistent emotional and/or behavioural difficulties, or have sensory or physical problems, should be identified and assessed as early as possible.

2. Provision for all children requiring special attention should be made by the most appropriate agency. In most cases this will be The Rowans School. Every effort will be made to accommodate the needs of the child.

3. Provision will be most effective when those responsible take into account the ascertainable wishes of the child concerned, considered in the light of his or her age and understanding.

4. There must be close cooperation between all the agencies concerned and a multi-disciplinary approach to the resolution of issues.

Identification, Assessment & Procedures Learning Enrichment

A staged model of provision for children with special needs is adopted as follows:

1. Assess

Any concerns about a child should be raised by the child's class teacher by completing an Expression of Concern form. This is then shared with the SENCo and Learning Enrichment Teacher. At this point, targeted observations are undertaken by the Learning Enrichment Teacher. If close observation results in a decision that no special attention is required, no further action will be taken at this point. However, further action must then be taken if the child:

- makes little or no progress even when teaching approaches are targeted to improve the child's identified area of weakness
- continues working at levels significantly below those expected for children of a similar age in certain areas
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the School
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

Should this be the case, arrangements for a meeting with the child's parents should be arranged for either the class teacher or lead professional or both. The parents will be encouraged to contribute their knowledge and understanding of their child, raise any concerns they may have about their child's needs and the provision that is being made for him/her.

2. Plan

An Individual Support Plan should be devised by the child's teacher in conjunction with, the SENCo, Learning Enrichment Teacher, the child and his/her parents to enable the child to learn more

effectively and thus achieve progress that:

- closes the attainment gap between the child and the child's peers
- prevents the attainment gap growing wider
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour.

Should a series of targeted support fail to promote significant progress, parents will be asked to give consent for professionals from health, social services and educational psychology to be consulted. This would be advocated after a number of different strategies had been employed prompting recognition that the input of outside agencies would be beneficial.

Should this expert help prove ineffective, a request for statutory assessment will be made to the LEA whose procedures and requirements will be followed, with the completion of an Education, Health and Care Plan Assessment. Further information about what is available to parents and children can be found here https://www.afclocaloffer.org.uk/ .

3. Review

Review meetings should be agreed at regular, termly intervals and attention should be given to:

- the progress made by the child
- the contribution made by parents at home
- all updated information and advice

Review meetings should detail all future action. Children deemed to no longer need additional support will continue to be monitored.

Children who require Special Provision due to an allergy, medical or physical difficulty
The Rowans School closely monitors the well-being of all pupils in the school. Information about all children who might need special provision due to an allergy or a medical or physical difficulty is given to all staff and accessible on the school MIS.

Provision for Children with Behavioural Problems
If children show a pattern of inappropriate behaviour, to the extent that special provision has to be made for them and their learning is being affected, then appropriate provision will be made for them (with additional specialist support from outside agencies as outlined above). In all other cases the class teacher will take the appropriate measures when children have behaved inappropriately as outlined in the Behaviour Policy. Where a pupil has a recognised behavioural problem, due regard will be shown to their specific difficulties when managing disciplinary incidents.

Welfare Needs

The school recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The school has an Anti-Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. If parents are concerned about their child's welfare they can approach the pupil's teacher or the Head Teacher to discuss their concerns.

Partnership with Parents

Parents hold key information and have a critical role to play in their child's education. They have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. It is therefore essential to work with parents and value the contribution they make. Parents are given the opportunity to give feedback and discuss their child's Individual Education Plan at termly meetings (or more frequently if deemed necessary).

Pupil Participation

Children and young people with special educational needs have a unique knowledge of their own needs and circumstances and their own views about what short of help they would like to help them make the most of their education. They should, where possible, participate in all the decision-making processes that occur in education including the setting of learning targets. They should feel confident that they will be listened to and that their views are valued. Ascertaining the child's views may not always be easy. Many of the pupils at The Rowans School are very young but the principle of seeking and taking account of their views is an important one. Their perceptions and experiences can be invaluable to teachers in reaching decisions.

Links with Outside Agencies

The SENCo and Learning Enrichment Teacher are able to advise parents on suitable outside agencies that they can contact for information, assessment or therapy. These outside agencies include educational psychologists, optometrists, speech and language therapists, dyslexia organizations, developmental therapists, attention deficit specialists etc. Parents are required to let the SENCo have copies of assessments and are encouraged to provide details of progress so that suitable information can be disseminated to staff and used in planning targeted support for these children.

Staff Development

The Rowans School is committed to staff professional development in the following ways

- to provide staff with the opportunity to take part in courses concerning special needs;
- to organise regular and relevant INSET meetings to further advise and inform staff on how best to help children with special educational needs.

Complaints Procedure

If parents have a complaint they can contact their child's class teacher, the SENCo or the Head Teacher. All complaints will be dealt with in accordance with the Complaints Policy.

Health and Safety

The school's Health and Safety Policy will be applied at all times.

- Any concerns about health and safety are raised with the Health and Safety Officer as and when they arise.

This document will be reviewed annually
Policy Owner: Learning Enrichment Teacher, Curriculum & Assessment Lead
Approved: TR Head
Date of last review: July 2026
Next review: July 2027