



*Roman Road Primary School
Special Educational Needs and Disability
Policy
Local Offer – Autumn 2021*

Reviewed by Roman Road Primary School:

July 2021

Agreed by the Governing Body:

Nov 2021

Date next full review is due:

July 2022

Roman Road Primary School
Special Educational Needs and Disability Policy

The policy is to promote the successful inclusion of pupils with Special Educational Needs and Disabilities (SEND) at Roman Road Primary School.

- ❖ The definition of SEND is that a child's needs are different from, or additional to, other children.

The school supports children with the following types of SEND:

- Specific Learning Difficulty i.e. Dyslexia
- Moderate Learning Difficulty
- Attention Deficit Hyperactivity Disorder
- Speech and Language Difficulties
- Autistic Spectrum Disorder/Social Difficulties
- Emotional and Behavioural Difficulties
- Dyspraxia/difficulties with fine and gross motor control
- Physical Disabilities/Hearing impairment/Visual Impairment

The objectives of the policy are:

- To identify pupils with SEND and to ensure their needs are met.
- To ensure that children with SEND join in with all activities at school.
- To ensure that all learners make the best progress.
- To ensure that parents are informed of their child's SEND and that there is effective communication between parents and school.
- To ensure that pupils express their views and are involved appropriately in decisions relating to their education.

Roman Road is an inclusive school and we ensure that pupils are included in all aspects of learning, and of school life. This includes after school clubs, educational visits and visitors to school e.g. artists, musicians, dancers, Bike-It etc. There will be times when some children will require additional support for a period of time to help meet their needs or improve their learning. The following document will explain how SEND are identified, how much, and what type of support is given, and how parents are informed about all aspects of their child's SEND education.

The Special Educational Needs Coordinator (SENDCo) is responsible for the organisation and monitoring of Special Needs in the school.

Section 1 Organisation of Special Needs at Roman Road

At Roman Road Special Needs is organised following national guidelines.

When a child is identified as having SEND, they will be added to the SEND register at SEND support (The SEND register is a system for ensuring that the special needs of all children are known to every member of staff.)

- They will have a class-based IEP and will receive differentiated support in class.
- Some children will require a higher level of support. They will receive differentiated support in class, as well as additional support in a small group or 1:1

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- If the child does not make the expected levels of progress, or gives other cause for concern, parents/carers will discuss this with school staff. This means that outside agencies may be asked to assess the child and they will then advise the school on further strategies. The child will continue to receive differentiated support in class and an increased level of support.
- For children with greater need, the school may decide that it is appropriate to apply for an Education and Health Care plan EHCP Level. An application is sent to the Local Authority by the SENCo and the LA decides whether they will grant the EHCP. The child continues to have differentiated support in class and an increased level of support.

Section2 Identification and Assessment of SEND

Early identification of SEND is extremely important and a range of measures is in place to support this.

- All new admissions are tested on reading and spelling within 3 days of entry to the school to determine whether results indicate any difficulties.
- Every child in school is tested on reading and spelling in July to identify those who have difficulties or are making less progress than expected.
- Parents who have any concerns about their child's learning, or behaviour, should discuss their concerns with the class teacher initially, following that with the Headteacher or SENCo if required.
- Class teachers carry out ongoing monitoring and assessment of the child and collect a range of evidence to inform them of the child's needs.
- If the Class Teacher has any concerns about the child's ability or progress they will discuss these concerns with the SENCo and Headteacher.
- The SENCo will then complete all necessary standardised tests and assessments to ascertain difficulties and will discuss the results with the Class Teacher. (See Appendix for details)
- All Year 3 children are tested on their vocabulary and comprehension, to identify children with language difficulties.

Section 3

What happens when the school and parents/carers have decided that a child has SEND.

- If it is considered that a child requires additional support the child's name will be added to the SEND Register. If, after differentiated work in class, it is thought that the child needs further support, they will receive additional support either in class or 1:1
- When the child is on to the SEND Register, at any level, they will receive an Individual Education Plan (IEP) which will be written by the Class Teacher and SENCo. Copies will be given to parents/carers, Class Teacher, SENCo. and Teaching Assistants (TA).
- The IEP will contain targets which are specific to the child, which are measurable, achievable and realistic, and which must be completed within a certain time-scale.

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- The IEP will detail the targets, teaching strategies, level and type of support and the date when targets are to be reviewed.
- The IEP will be reviewed by the Class Teacher and SENCo twice a year, the outcomes recorded and new targets written. Parents/carers will have an

opportunity to contribute to IEP targets. Copies will be given to parents/carers, Class Teacher, SENCo. and TAs.

- Pupils who are making limited progress or give other cause for concern will require support from outside agencies. They will then receive additional focused time. IEPs will be reviewed twice-yearly by outside agencies, parents/carers and school staff.
- Most pupils with a higher need will have support from the school's Educational Psychologist, who will carry out assessments and observations of the child which will be used to inform IEP targets. Some may be supported by the Behaviour Support Service or other outside agencies.
- Pupils with an Education and Health Care Plan (EHCP) will have an annual review and a report of the review will be sent to the Local Authority. The LA will decide whether the EHCP is to be retained and whether they will accept any changes to it. IEP targets will be reviewed twice a year in school.

Section 4 Provision in place to support children with SEND.

- The SENCo will support and advise staff in relation to their concerns about a pupil.
- Children on the SEN register will receive support from the class teacher/teaching assistant with small group or 1:1 support. Class Teachers will facilitate access to learning through appropriate differentiation of tasks and activities.
- Class Teachers share individual targets with children to maintain focus on learning.
- The SENCo will provide Class Teachers with teaching materials which will support the child's needs.
- The LST and Class Teacher will work towards achieving individual IEP targets.
- Children will be supported by individual 1:1 sessions e.g. reading
- The Governing Body makes any decisions about issues relating to SEND.
- The Governing Body links directly with SEND provision throughout the school with monitoring reports and discussions in committee meetings

Section 5 Access to a Supportive Learning Environment

- Regular access to computers.
- Use of Interactive whiteboards.
- Provision of resources to enhance independent learning including High Frequency Word lists, shaped writing tools, angled writing board and multi-sensory resources.
- Targeted computer programmes.

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Strategies used to Support Children with SEND

Section 6 Strategies to support/develop Numeracy

- Targeted small group support in class.
- Use of specialist support resources such as The Power of 2.
- Withdrawal of small groups or individual pupils for additional Numeracy support.
- Provision of table top resources to ensure that learning is multi-sensory and practical.
- Differentiated class work for pupils with SEN.

Section 7 Strategies to support/develop Literacy

- Targeted small group support in Read,Write Inc.
- Targeted small group support with Learning Support Teacher.
- Additional individual support from Teaching Assistant.
- Handwriting programme implemented throughout the school.
- Provision of table top resources to ensure that learning is multi-sensory and practical.
- Differentiated class work for pupils with SEN.

Section 8 Strategies to support/modify behaviour

- Consistent whole-school implementation of the school's behaviour policy.
- The Frog Factor behaviour support scheme implemented throughout the school.
- Use of Home/School diary to share daily information about behaviour.
- SEN registration for pupils with persistent behaviour difficulties.
- Close collaboration with parents.
- Referral to Behaviour Support service for children with persistent behavioural difficulties.
- In-school short periods in another class where the child feels safe and supported.
- Self-regulating strategies – when experiencing difficulties the child will access a designated quiet area independently.
- Chill-out time supported by a TA.

Section 9 Strategies to enhance self esteem/promote emotional well being

- Staff who are experienced in dealing with issues as they arise e.g. friendship problems, playground difficulties, self-esteem issues.
- Circle Time
- Educational Psychologist working closely with children at Stage 3, and their parents.
- Use of lunchtime Chill Room.
- Children with SEND are part of the School Council and other groups such as being an Arts Ambassador.
- Small group support with the Home/School Liaison Officer
- PSHE activities
- Open door policy for parents.

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Section 10 Strategies to support Speech and Language

- Referral to the Speech and Language Department.
- Subsequent assessment and intervention from a Speech and Language Therapist.
- The Speech and Language Therapist working in school , giving 1:1 support.
- Targeted small group work with the Learning Support Teacher.
- Whole school programme to introduce new vocabulary.
- Speaking and Listening work in all classes.
- Year 3 vocabulary and comprehension screening tests.
- Use of the Talking Table in Early Years.

Section 11 Strategies/Programmes to Support Physical needs

- School nurse will advise parents/carers and school staff.
- The school building has been adapted to be accessible to children with a physical disability.
- The school has six staff trained in paediatric first aid.
- Trained staff administer medication.
- Visits from specialists to support the needs of individual children.
- Staff training is provided to ensure specific and appropriate support for a child's physical needs.
- Staff support children with physical needs such as difficulties with walking and toilet training.

Liaison/communication with parents/carers

- Parents are involved with all decisions concerning their child's special needs.
- Parents/Carers will receive copies of all documents produced by all parties regarding their child's special needs.
- Parents/Carers will be informed at every stage of their child's progress.
- Opportunity to meet new teacher at the start of the academic year.
- Regular Open Evenings for parents/carers to meet teachers
- Opportunities given to discuss IEP targets and progress made and to contribute to new IEP targets
- Open door policy to discuss concerns with any teaching staff who work with the child.
- Parents are invited to formal reviews for children at Stage 3 and Stage 4.
- The staff and SENCo meet with parents, whenever they have concerns regarding a child's development or progress.

How children are involved in the SEND process

- Children write their own targets, and review them, twice a year.
- Children discuss their IEP targets with their Class Teacher and the LST so that they have a clear understanding of the targets they are working towards.
- They are invited to Stage 3 and 4 reviews where they can express their own views.
- If they choose not to come to reviews, the class teacher or SENCo will talk to them about the review.
- They may participate in after school discussions with parents and teachers.

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Section 13 Arrangements made to involve external support services outside school

- Early identification of needs which require referral to external professionals.
- Discussion with parents/carers about the reasons for referral.
- Discussion with parents/carers about the type of support available and the benefits of referral.
- The SENCo will refer the child to the most appropriate agency: Educational Psychologist, Behaviour Support Service, Language Liaison Teacher, Speech and Language Department, Hearing Impaired Liaison Teacher etc

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- Sharing of all professional reports with parents/carers.
- Multi-agency meetings held with social services, health and education agencies to share information.

Section 14 Support given to SEND children when they leave Roman Road

- The Roman Road SENCo meets with the SENCo from the child's new school to discuss their needs.
- All SEN documents are sent to the new school so that staff are fully informed about the child's Special Needs.
- Children will visit their new school where they will meet their new teachers.
- Children will be accompanied when they visit their new school by school staff or representatives of other agencies when necessary.
- When choosing a school, parents/carers may visit a number of schools with the Parent Partnership Officer or a representative from another agency, who will give support.

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APPENDIX 1

Standardised and Diagnostic tests used by the SENCo to determine difficulties and provide information for school staff and outside agencies.

Standardised Tests

Reading Tests

The Salford Sentence Reading test – tests reading ability

The Neale Analysis – tests reading, comprehension and reading speed for KS2

The Macmillan Word Reading Test – tests word reading ability

York Assessment of Reading for Comprehension - tests reading ability, comprehension and reading speed for KS1

Spelling Tests

Diagnostic Spelling Test – tests spelling ability and diagnoses difficulties

Vernon Spelling Test – tests spelling ability

Speech, Language and Vocabulary Tests

Assessment of Comprehension and Expression – tests understanding of language, how a child expresses themselves, and tests a child's acquisition and understanding of words

The British Picture Vocabulary Test – tests a child's acquisition and understanding of words

Mathematics tests

Access Mathematics Tests – diagnoses difficulties and gives levels of mathematics knowledge

Diagnostic Tests

The Phonological Assessment Battery- assesses ability to distinguish between sounds in words, hear rhyme,

The Aston Index – diagnoses difficulties with reading, spelling, handwriting, visual and auditory memory, vocabulary

Non-Verbal Reasoning Test – assesses visual discrimination and visual memory, understanding patterns

SENTER Pre-Literacy Skills Checklist- assesses pre-reading skills

SENTER Early Literacy Screen - assesses early reading skills

LDA Handwriting Assessment and Speed Up Handwriting Assessment

AFASIC Speech and Language Screening Test

APPENDIX 2

SEND Training for Staff

- All staff attend appropriate training for SEND with specific training to meet needs as required
- Whole school training e.g. from the Educational Psychologist, Team Teach etc
- SENCO gives whole school training once a year e.g. handwriting etc
- SENCO gives ongoing advice to staff as required

SENDCo - Mrs L. Stewart
Roman Road Primary School