

Special Educational Needs Policy

Royal Cross Primary School is committed to meeting the special educational needs of all pupils and ensuring they make progress towards the objectives outlined on their statements / EHC Plans.

Royal Cross Primary School has a qualified SENCO (Post Graduate Certificate in Special Needs and Inclusion) - Jo White (Deputy Head).

Mission

- To develop communication as the key to individual well-being and academic success
- To provide an inclusive communication environment and personalised learning approach for all our children.
- To promote the importance of a peer group and role models in developing a positive self-identity for deaf children.
- To prioritise safeguarding issues and protect all members of our school community.

Priorities

- Developing language and communication skills
- Strengthening emotional wellbeing and self esteem
- Promoting protective behaviours for personal safety
- Supporting digital resilience
- Ensuring all pupils progress, achieve and enjoy learning
- Helping each child to develop skills, knowledge and understanding to confidently embrace new experiences in a multi-cultural society

Aims

- To nurture successful and confident learners
- To develop independent and responsible citizens
- To foster strong and positive relationships
- To build a strong, effective team of specialists in deaf education
- To provide children with an excellent education in a caring and understanding environment through a creative and practical curriculum

We believe in working in supportive partnerships with colleagues and across a range of services to safeguard positive outcomes for our children.

Objectives

In order to achieve our aims and ensure that pupils fulfil their potential we will

- Ensure that pupils have full access to all aspects of school life

- Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school.
- Ensure good working relationships with parents, carers and the community.
- Ensure the school offers a broad, balanced and relevant curriculum including personalised learning programmes and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils are identified and assessed as early as possible and their progress is closely monitored.
- Ensure all Teachers /Teaching Assistants are involved in planning and meeting the learning needs of pupils.
- Ensure the school liaises with mainstream schools, special schools and outside agencies effectively to meet the needs of staff and pupils.

Roles and Responsibilities

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. The SEN Governor meets regularly with the Head who is also the SENCO.

The Head is the school's 'responsible person' and manages the school's special educational needs work. As Royal Cross is a Community Special School where all pupils have Statements/ Educational Health Care Plan (EHCP) of special educational needs this policy applies to all pupils. The Head will keep the governing body informed about the special educational needs provision made by the school.

The SENCO/Head will work closely with the SEN Governor and staff to ensure effective day to day operation of the school's SEN policy. The SENCO/Head will identify areas for development in special educational needs and contribute to the School's Development Plan and coordinate provision in line with pupil's stated objectives.

All Teachers/Teaching Assistants will be involved in the formulation of the SEN policy. They are responsible for differentiating the curriculum and modifying the pace and style of delivery to take account of the individual needs of pupils. They are also responsible for assessment, setting performance targets and monitoring pupil progress and achievement of individual targets.

Teachers have responsibility for areas of the curriculum and will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. Use of assessment data informs the learning outcomes within Subject Leaders' Improvement Action Plans and contributes towards school evaluation and development planning.

Admissions

Pupils with special educational needs will be admitted to Royal Cross in line with the school's admission policy. The school is aware of the statutory requirements of relevant legislation concerning SEN and Disability and abides by these requirements. The school will use their induction meetings to work closely with parents. If the school is alerted to the fact that a child may have difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant and differentiated curriculum.

Accessibility

School premises, information and communication is provided in line with awareness of disability access including physical disabilities and deaf issues.

Resources

The Governors will ensure that the needs of the children are met by requiring the Head to act as SENCO. The SENCO/Head will use the child's Statement/EHCP to identify the areas of pupil need and make appropriate provision. The governors will ensure that sufficient support staff are employed to support the staff and pupils.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

The governors will ensure that funding is allocated to curriculum areas to develop resources. In addition, the governors will ensure that staff are kept fully up to date about SEN issues and undertake ongoing training to keep their skills up to date through INSET, courses and conferences, cluster groups, subscriptions to relevant publications.

School supports families through parent workshops and home visits. Resources and information are shared with families to support individual learning.

Identification, Assessment, Reviews

On entry

When children are first admitted to the school previous documentation is studied to ensure there is continuity in planning IEPs and advice is incorporated. The Early Years teacher will have attended pre-school review meetings and made home visits wherever possible.

Teacher referral

If a teacher has a concern about a child they raise this with the Head/Deputy so that appropriate levels of support can be provided or additional advice sought through other agencies.

Curriculum and assessment monitoring

The subject leaders will monitor the attainment and progress of pupils as part of their role. They will ensure that the SENCO is kept fully informed and if they have a concern they will raise this with the Deputy Head.

IEP Reviews

IEPS will be reviewed regularly and parents will be invited to contribute. A copy of the new IEP will be sent home for parents' to agree.

Statement/ EHCP Reviews

The school will arrange a review of pupils' statements of special educational needs annually. If there are concerns about a child's placement or provision a review meeting can be requested at any time and the school will arrange this within 6 weeks. Early Years pupils are reviewed at 6 monthly intervals and Year 6 pupils have an additional Interim Review before moving on to secondary provision.

Curriculum

All pupils are entitled to a broad, balanced and relevant curriculum that will prepare them for the opportunities, responsibilities and experiences of adult life. At Royal Cross access to the curriculum is ensured through the use of appropriate communication methods and a modified pace and style of delivery where necessary. We use a themed approach to curriculum planning enriched by a wide range of creative and sporting activities. National Primary Curriculum and Strategies are supplemented by Deaf Studies as part of PSHE and there are inclusion opportunities through our links with other schools in addition to educational visits. Children are taught in class groups with a high ratio of staff with arrangements for 1:1/larger group work as required. Groups of children are identified for intervention support on a weekly basis to offer both support and additional challenge.

- Teacher planning – takes account of IEPs
- Differentiation – for individuals and small groups
- Disapplication – all pupils take part in National Curriculum tasks/tests
- Withdrawal – for individual behaviour management / nurture mentoring / work on communication targets / speech and language therapy / BSL Communication / physiotherapy programmes
- IEPs in relation to curriculum – all pupils have targets for Communication, English, Maths and PSED linked to their annual review targets.

- Resources – Royal Cross is well equipped with specialist resources for children who can benefit from sign language / visual presentation of information / amplification aids.

Access to the full life of the school

All pupils have access to the full life of the school and every effort is made to ensure that the usual childhood experiences are made accessible to pupils through the provision of appropriate communication. Staff are expected to adhere to the Communication Policy which ensures that all members of the school community have full access to communication at all times. Pupils therefore have opportunities for incidental learning and can interact with each other, participating fully in the life of the school and feeling included in every part of the school day.

Complaints

If parents/carers have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty the parents concerns should be put in writing to the SEN Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

Information on the Complaints Procedure and the relevant forms are on the school website.

Training

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/SENCO. Additional information and links are available on the Governors section of the school website.

The SENCO/Head will keep fully up to date about special educational needs issues through attendance at training and special school networks, discussions with outside specialists, reading and subscriptions to professional bodies. Teaching staff will be kept up to date informally by the Head/SENCO and formally at staff meetings, INSET and relevant courses.

Teaching Assistants who support individuals and groups of pupils need to have a wide range of curriculum and SEN knowledge. This will be updated through attendance on relevant courses, school based INSET and circulation of information.

Outside Agencies Including Health Services

Speech & Language Therapy is provided 2 mornings a week and liaison with Cochlear Implant Teams takes place as necessary.

Advice regarding individual pupils with additional needs is sought in where required e.g. VI teacher

Occupational Health and Physiotherapy services are provided by the local health care trust and liaison with paediatricians and dieticians is carried out where relevant via the School Doctor.

Ashton Health Centre provides the school with a medical service including input from school nurses and the school doctor for medical reviews, eye tests, height and weight checks, immunisations and advice.

Audiological assessments and reviews are carried out by the audiology clinics in pupils' home areas.

Educational Psychology Service (EPS) involvement is arranged where required and the school adviser visits regularly.

Where appropriate the following agencies would also be involved – Attendance Officer, Social Care, Parent Partnership, NDCS, CLA team, CAMHS (for deaf children and their families/professionals).

Parents

Royal Cross is keen to maximise the involvement of parents and families and appreciates that particular efforts need to be made to ensure good communication between home and school due to the distances involved for many families and the use of different languages.

To this end:

- Identified staff have specific responsibilities for home/school liaison
- Families have access to instant messaging through Class Dojo
- Families have access to class email communication
- For families without internet access a home / school book is provided
- A Text Messaging Service is used for reminders about meetings or school events
- Newsletters are sent home
- Home Visits are arranged termly
- Parent Workshops / Family groups are provided
- Support is provided with developing communication or finding suitable out of school activities
- Interpreter support is available for phone calls in parents' preferred language or access to meetings
- Parents are warmly welcomed into school and kept informed about the provision that is being made for their children.

- Parents are encouraged to keep in touch through a variety of methods – email, textphone, fax and Parent Contact Forms ensure any issues are addressed.
- Parents are closely involved in any planning for behaviour management.

Links

- Continuity and progression of curriculum provision is important. Staff are encouraged to use consistent formats for planning and recording pupil attainment. Records are passed on before children move into a new group and all staff have open access to IEPs etc in the classrooms.
- Transfer arrangements and reviews are carefully planned to allow time for the handover of information and liaison with other schools. Year 5 reviews raise the issue of secondary transfer so that there is time for parents to visit schools. In Year 6 an Interim Review meeting is held including the receiving school and transition arrangements are planned.
- There is a liaison programme with Ashton Community Science College (Deaf Support Dept). There is also a developing liaison programme with Sir Tom Finney Community High School.
- Royal Cross also has links with mainstream and special schools, other HI provision, voluntary services, the Deaf Community and other services for HI children locally, regionally and nationally.

See the following related documents on the school website:

- SEN Information Report
- School's Local Offer
- Provision map
- Prospectus