

# THE SYDNEY RUSSELL SCHOOL

Sydney Russell School: Primary Provision



## **SPECIAL EDUCATIONAL NEEDS STRATEGY**

*The SEN Strategy reflects the principles of the 2014 Code of Practice.*

**Written September 2018**

**Review date July 2019**

### **VISION STATEMENT**

**Sydney Russell Primary Provision is a new and innovative learning community committed to excellence.**

### **Sydney Russell Mission Statements:**

**We will endeavor to achieve our vision by:**

**Constantly striving to find and create better ways of pursuing our goals providing a happy, supportive and safe environment in which everyone can achieve their full potential**

**Being truly inclusive and giving every child the opportunity to develop talents**

**Encouraging everyone to become creative, motivated and life-long learners prepared for an ever-changing, global community**

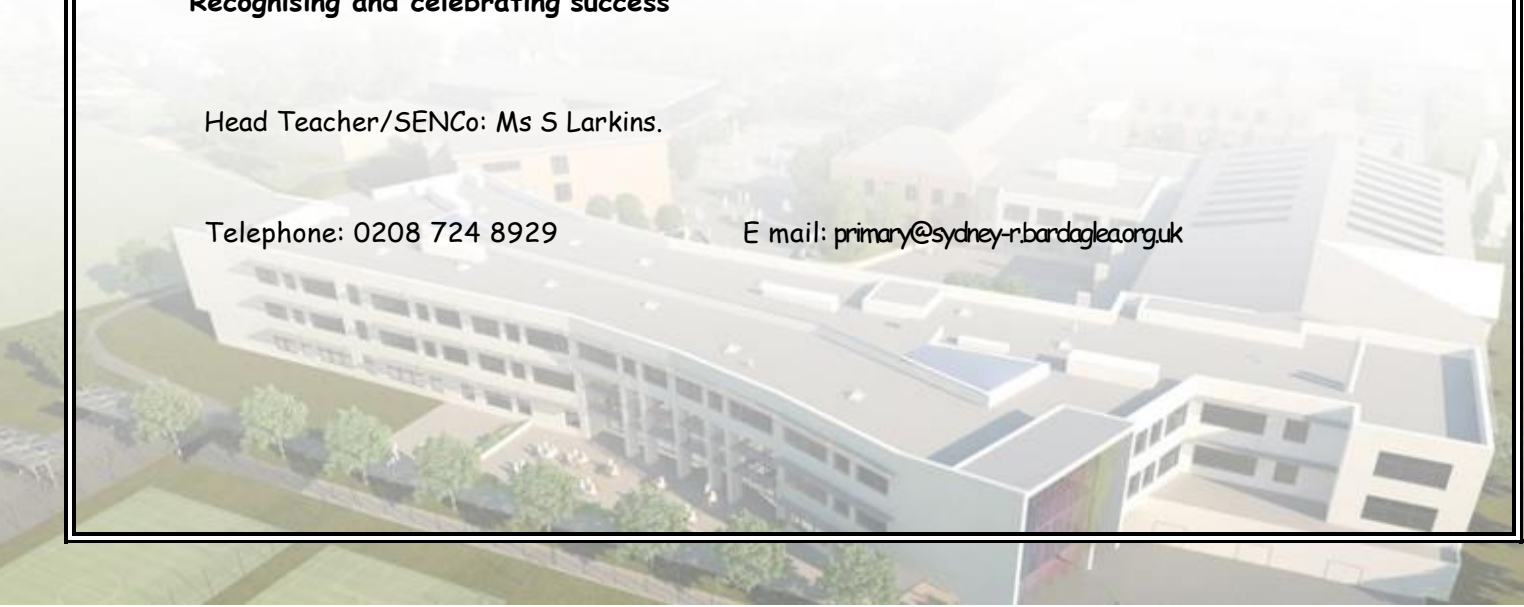
**Valuing and respecting every member of the school community**

**Recognising and celebrating success**

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## Sydney Russell Primary Provision SEN Strategy 2015

This Strategy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014.
- SEN Code of Practice September 2014.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
- The SEN Information report regulations 2014.
- Teachers standards 2012

### **Definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2014.**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they;

(a) have a significantly greater difficulty in learning than the majority of others of the same age, or

(b) 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Sydney Russell Primary is a new and growing provision.

The school has three phases:-

Phase One - Two Reception classes

Phase Two - Years One (three classes)  
and Two (one class)

Phase Three - Years Three (one class) and Four (one class).

Each phase has an Assistant Head - a staff list can be found on the school web site.

## **SECTION A – SPECIAL EDUCATIONAL NEEDS PROVISION AT SYDNEY RUSSELL**

### **PRIMARY PROVISION**

We have high expectations for all our learners and we aim to provide every child with equal opportunities to access a broad and balanced education. This includes the Foundation stage and National Curriculum in line with the Special Needs Code of Practice.

#### **1. Objectives:**

- To welcome pupils with SEN and meet their needs in a positive manner so they achieve their best.
- To identify and assess children with SEN as early as possible by gathering information from parents and other agencies.
- To provide an inclusive education for all pupils with SEN and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils.
- To identify and address pupils' needs through the graduated approach and the four part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- That where possible pupils participate and are involved in the process of information gathering and reviewing progress.
- To ensure funding is allocated to provide high quality provision for those with identified SEN.
- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the equality act 2010.
- To ensure that support agencies are used effectively.
- To encourage confidence and raise self-esteem by providing a caring and well organised environment so children with SEN can achieve their best.
- To ensure that SEN is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEN and to provide training and support as appropriate.

## **2. How we aim to meet these objectives:**

- Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical.
- Ensuring clubs, trips and activities offered to children at SRSP are available to children with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.
- Early identification of pupils who need extra help through: ongoing teacher observation and assessment, outcomes from baseline assessments, progress in Numeracy descriptors, performance against 'P' level descriptions and National Curriculum levels and standardised screening and assessment, discussions with parents and information gathered from outside agencies.
- We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. This is managed through teacher appraisals against the teaching standards, lesson observations and whole school monitoring.
- Ensuring that all staff receive training on the expectations of the most recent Code of Practice and are able to recognise emerging needs and implement a graduated approach to SEN.
- We follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.
- Termly planning and reviewing of Individual Education Plans for all pupils with SEN, involving both parents and pupils as much as possible
- Ensuring that advice from outside agencies is sought and incorporated into IEPs.
- To focus on outcomes not difficulties. Positive reinforcement to encourage pupil's achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued for their efforts
- Monitoring the provision and progress of pupils with existing SEN statements and Education Health Care Plans (EHCP).
- Ensuring that we have high expectations of pupils, set suitable and challenging targets with termly monitoring meetings including SLT, SENCo, Class teacher
- Listen to and value parents' concerns about their child's development; engaging in positive discussions to ensure the best outcomes for the child

## SECTION B: ARRANGEMENTS FOR FULL ACCESS TO A BROAD AND BALANCED CURRICULUM

*The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. (Code of Practice 2014)*

All children are entitled to full and equitable access to the National Curriculum and high quality teaching.

Sydney Russell Primary Provision sets out to ensure that:

- All efforts are made to overcome individual pupils' barriers to learning
- All classrooms have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task
- A range of teaching styles are used including auditory, visual and kinaesthetic
- The successes and achievements of all pupils are celebrated through the school's reward system
- All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued
- A range of different organisational settings are planned to provide class, group, paired and individual work

When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.



## **SECTION C:- IDENTIFICATION, ASSESSMENT AND RESPONSE.**

### **1. Identifying needs at SRSP.**

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEN Code of Practice September 2014.

- Communication and interaction.
- Cognition and learning
- Social, emotional and mental health.
- Sensory and/or physical

Many children will have inter-related needs; these broad categories give an overview of the range of needs we plan for at Sydney Russell Primary Provision but we consider the needs of the whole child which will include not just the special needs.

The SEN Code of Practice (2014) describes adequate progress as:

- Similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- allowing the attainment gap to close between the pupil and children of the same age

### **2. Assessing needs**

**If a child does not make adequate progress compared to peers, their starting point or previous attainment this would raise concerns that they had learning difficulties.**

SRSP aims to identify if a child is not making adequate progress as early as possible, using a process of summative and formative assessments. The assessment process includes the child's learning characteristics, the learning environment, the tasks set and the teaching style. We may look at a child's emotional needs, social skills and behaviour in different situations. There are whole class formal assessments every term and individual assessments if requested by the class teacher.

Each term following formal assessments, tracking progress meetings are held to review the progress of every child in the school. Data is analysed and tracking meetings are held that include each class teacher, the Assistant Head for the relevant phase, the Headteacher/SENCo.

Parents are consulted to gain their insight into their child's progress. If after consultation with parents it is decided that a child has underlying needs then he/she will be put on the SEN register and an Individual Education Plan written to identify how the needs are to be addressed and outcomes identified.

### **3. Graduated Response**

***High quality teaching, differentiated for individual pupils, is the first step in responding***

*to pupils who have or may have SEN.*

*Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (Code of Practice 2014.)*

The graduated response is a four part cycle of assessment, planning, doing and reviewing which is recorded on the child's Individual Education Plan and provision map. This process will happen termly in line with the assessment and monitoring Strategy.

### **Assess**

The teacher identifies pupils with learning needs in the class; this involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

### **Plan**

Planning will involve consultation between the teacher, SENCo and parents to agree longer term learning objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded on the child's Individual Education Plan (IEP) with a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. To track child's long term progress and level intervention he/she will be included on the SEN register.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupils response to the support can help identify their particular need. The impact on progress, development and or behaviour that is expected will be recorded by class teacher and other staff and summarised on the IEP in preparation for the termly progress review.

### **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. If necessary outside assessments may be considered at the progress review with parents to inform a future cycle of response. Advice can be sought

from outside specialists at any point; to advise on early identification of SEN, where little or no progress is made over a sustained period, where the child is working at levels substantially below those of their peers. Advice is incorporated into the child's individual planning and targets.

**The majority of children and young people with SEN will have their needs met within the school - effectively at 'school level'.**

This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress **with** this additional and different intervention and their needs can be met within the school's SEN budget. We will continue to identify the child as having special educational needs.

If the child is able to maintain good progress **without** the additional and different resources he or she will not be identified with special educational needs and be removed from the SEN register.

However the special educational provision required to meet some children's needs cannot reasonably be provided from within the normal resources here at Sydney Russell Primary Provision.

Where this is the case, we will gather all the information in the format required by the LA to request an assessment of education, health and care needs.

### **Referral for an Education, Health and Care Plan**

If a child has significant long term difficulties he/she may undergo a Statutory Assessment process by the Local Authority which is usually requested by the school but can be requested by a parent. This would be discussed at a review meeting with parents and possible outside professionals.

A request for an assessment must be supported by evidence of long term and sustained need for support which cannot reasonably be met by the school SEN budget.



## **SECTION D: MANAGING PUPILS ON THE SEN REGISTER.**

### **1. Named Staff.**

*For contact details see web site*

Ms. S Larkins, Head of primary phase/SENCo, is the designated named person for SEN.

### **2. Arrangements and responsibilities for coordinating and monitoring the graduated response.**

#### **General Monitoring**

The SENCo updates information about pupils on SEN register each term through monitoring the IEP paperwork. Class Teachers and Assistant Heads meet with the SENCo to discuss pupils on the Register.

#### **2a. The Class Teacher.**

The Class Teacher is responsible and accountable for progress and development of all pupils in their class:

- The teaching and monitoring of all their pupils and identifying and reporting any concerns about SEN to the SENCO.
- Planning and delivering differentiated interventions for all pupils with identified SEN. These should be additional to or different from those provided as part of the school's usual differentiated curriculum.
- Reviewing the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support.
- To inform parents of concerns and the interventions that are proposed and involving them in any reviews of their child's progress.
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment.
- Completing SEN documentation in accordance with the COP and liaising with the SENCO, parents and pupils
- Collaborating with the SENCO to match classroom provision to the specific needs of the pupil
- As part of the graduated approach to collaborate with outside specialists and work with the advice of the specialists to plan outcomes and provision.
- Planning with teaching assistant to ensure quality provision for pupils with SEN

focused on outcomes.

- Regularly reviewing the support provided by staff and the impact on the progress of SEN pupils.

## **2b Teaching Assistants (TA)**

They are responsible for the following:-

- Collecting evidence of progress through observations both formal and informal.
- Alerting the class teacher to concerns which have been observed through close working with the pupils.
- Tracking progress towards outcomes set by a class teacher for specific SEN pupils.
- Providing effective feedback to the teacher on interventions.
- Collaborating with the SENCo to match classroom provision to the specific needs of the pupil.
- Contributing to progress reviews or annual reviews.

## **2c. The SENCo**

**In line with the recommendations in the SEN Code of Practice 2014, the SENCo will oversee the day- to-day operation of this Strategy in the following ways:**

- Maintenance and analysis of whole-school SEN register.
- Identify through provision mapping those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care Plans.
- Coordinating provision for children with special educational needs
- Liaising with and advising teachers to identify pupil's needs; arranging any in-school specific assessments or monitoring to help identify the barrier to learning.
- Managing and supporting other classroom staff working with vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Liaising with and advising all staff on the graduated approach.
- Liaising with parents of children with SEN, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Overseeing and supporting staff in identifying key needs and outcomes to be recorded on IEPs.
- Termly review of progress against expected outcomes as identified on IEPs by the class teacher; ensuring learning objectives are revised and reviewed.
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with a statement of special educational need or Education Health Care Plan.
- To implement a programme of six monthly reviews for Early Year pupils with statements or Education Health Care Plans.
- Working with Early Years staff and LBBB Early Year support team to ensure successful transition into school/nursery or from other EYs settings for children with identified SEN or disability.
- Ensuring interventions for SEN pupils are effective and evidence based.

- Evaluating regularly the impact and effectiveness of additional interventions for SEN pupils.
- Arranging specific SEN resources.
- Key point of contact with external agencies especially the LA.
- Liaising closely with a range of outside agencies to support SEN/vulnerable learners in consultation with parents.
- Attending LEA SENCO network meetings and training as appropriate.
- Working as part of the Senior Leadership team to ensure SEN information is shared with staff and SEN is included in the school development.
- Reviewing the SEN Strategy annually and ensuring up to date information is on the website.

### **2d SLT/Assistant Heads for each Phase**

The Assistant Heads are responsible for the following in their phase group.

- Liaising with the SENCo to timetable and direct the work of support staff working in their phase.
- To identify vulnerable learners in their phase who are not on SEN register to ensure they are making adequate progress.
- To monitor the outcomes of additional support for vulnerable learners.
- To work with the SENCo to ensure provision maps are kept up to date.
- Attend termly monitoring and tracking meetings.
- Attend Annual Reviews when a child is moving into their phase, or as deemed necessary by the SENCo.
- Support teachers in their phase with parent meetings when requested.
- To ensure that any special arrangements are in place for SEN pupils when taking formal end of KS1 and KS2 tests.
- The day to day management of the SEN Strategy and the Disability Equality Duty Scheme and Accessibility Plan
- Allocating and monitoring appropriate resources for SEN from the delegated budget and statement funding together with the SENCo
- Ensuring the effective use of the COP (Code of Practice) especially through professional development and appropriate time allocations.

- To ensure that staff are delivering high quality teaching differentiated for individual pupils through the teacher appraisal process using the teaching standards.
- Monitoring teachers' planning and pupil achievement each term and ensuring action points are followed through.

#### **2e. The Governing Body is responsible for:**

- Ensuring that the best possible provision is made for all pupils with SEN
- Monitoring the quality of SEN Provision
- Ensuring information about the implementation of the Strategy for SEN is published on the school website and this is updated annually.
- Ensuring the integration of pupils with SEN in the school community
- Ensuring that the budget for SEN is allocated appropriately
- Electing a designated SEN Governor to liaise with the SENCo
- Defending the school should a complaint be brought to the SEN and Disabilities Tribunal

### **3. ADMISSION ARRANGEMENTS**

Pupils identified with low level SEN have the same rights of admission as all other prospective pupils.

The school follows the LBBD Admissions Strategy.

Pupils with Statements or Education Health Care Plans are admitted following LEA Strategy and ensuring that the school can meet their needs under the new Code of Practice.

### **4. Transitions**

Early Years staff make contact with other Early Year providers in the term before the child enters reception. Home visits are made for exchange of information. Additional visits are made for children with identified SEN



## **SECTION D: SUPPORTING PUPILS AND FAMILIES.**

### **1. Contacts and meetings**

Parents and carers are always welcome to the school. At Sydney Russell Primary Provision working as a partnership is recognised as an essential element in the successful education of all pupils, in particular for those pupils with special needs; therefore we maintain an open door Strategy.

There are regular, planned meetings with parents in the Autumn, Spring and Summer term to set up and review progress documented on IEPs. Pupils and parents are both involved in the target setting and review process. When setting outcomes and progress areas where parents/carers can support this process will be identified on the IEP.

For children with Statements or Education Health Care Plans, the annual review is held around the date of issue and a representative from the LEA SEN Team is invited to attend. For Early Years children with a Statement or Education Health Care Plan there are 6 monthly reviews. Parents/guardians and pupils contribute to all reviews as well as staff from any outside agencies who are involved with the pupil. If parents or staff have additional information or concerns an interim review can be arranged at any time throughout the academic year.

Pupils in Early Years may require family meetings with the Early Years Inclusion Team these may take place in the EYs setting or at home.

Following consultation parents may be invited to meetings with professional specialists in school or as a result of a referral in a clinic setting.

### **2. Parent and pupil views.**

One of the key principles of the 2014 Code of Practice is that it puts children, young people and their families at the heart of the legislation.

At Sydney Russell Primary Provision parents' opinions and aspirations for their children will be taken seriously.

In the four part cycle of assess- plan - do - review parents will have an opportunity to be part of the planning process for both short and long term outcomes.

For formal annual/ interim reviews pupils contribute their voice in a style and format most suited to their age and aptitude.

When applying for an EHC plan, part of the formal application is for families to outline their short and long term aspirations for their child. The SENCo will discuss this process with them before an application is completed and support can be arranged if required.

### 3. Dealing with Complaints around SEN.

Parent/carers complaints are dealt with at the school in the following ways:

- Discussed informally with the Class Teacher and/or the Assistant Head for the Phase.
- Referred to the Head teacher/SENCo
- In writing to the Governing Body, following which a written reply will be given
- The parents may contact the LEA who will then contact the school
- The parents may go to SEN/Disability Tribunal.

#### **SECTION E: SUPPORTING PUPILS WITH MEDICAL CONDITIONS OR A DISABILITY.**

SRSP recognises that children with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case SRSP will comply with its duties under the Equality Act 2010.

Some children may also have SEN and may have a statement or Education Health Care Plan which brings together health and social care needs, as well as their special education needs provision; SRSP follows the 2014 SEN Code of Practice for these children.

## **SECTION F: STORING AND MANAGING INFORMATION**

All staff are aware of sharing information on a 'need to know' basis.

Class teachers have the most recent and relevant documents stored in their classrooms.

More sensitive information is stored in locked filing cabinets in the Head teacher's room.

Medical care plans are available for relevant pupils in their classroom and in the school office in case of emergency.

### **Reviewing the Strategy**

This Strategy will be reviewed annually in line with the Code of Practice and shared with the school governors, all school staff and placed on the school web site.

**Written: January 2017.**

**Date**

**Review Date July 2017**

**Signed by**

**Sandie Larkins.....**

**Date...19th January 2017.....**