



**The RJ Mitchell  
Primary School**

**Special Educational Needs &  
Disability Policy**

**Review due July 2017**

At this school there is equality in access to the curriculum for every child. No child will be prejudiced against for this subject regardless of nationality, race, gender, religion or sexual orientation. We have reviewed this policy and can confirm that we believe that no individual or group is disadvantaged by the processes outlined. We do acknowledge that our policy is in English and should a family whose main language is other than English, become part of safeguarding processes we will make sure their language needs are conveyed to social care and hold social care to account in providing translation and support services as needed.

This policy has been reviewed and no individual or group in the school community is disadvantaged by the policy and processes. We do acknowledge that this policy is in English and we have families that are speakers of other languages. Should these families be part of child protection processes we will, supported by other multi-agency partners involved, ensure that language is not a barrier to clear access to this policy and the processes that may ensue.

## **R. J. Mitchell Primary School**

### **Special Educational Needs & Disability Policy**

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#### **Introduction**

This policy should be read in conjunction with the policies on Admissions, Inclusion, Equality and Behaviour (Social Policy).

The policy was reviewed and updated in July 2016.

At R.J. Mitchell we are committed to offering an inclusive curriculum to ensure the best possible progress for each of our pupils whatever their needs and abilities. Our Admissions Policy is non-discriminatory and we are in the process of reviewing our disability access and provisions for disabled people.

The specific objectives of our SEND Policy are as follows: -

- To identify pupils with special educational needs and disabilities, assess these needs and ensure their needs are met.
- To ensure that pupils with special educational needs and disabilities are able to join in with all the activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate ensuring that all partners are aware of their responsibilities.

The success of this policy will be judged against the above objectives. The Governors' annual report will detail the successful implementation of the policy and effectiveness of the provisions made. An annual review is undertaken by the Governing Body and any amendments made in the light of review findings.

The SEND Co-ordinator for the school is Margaret McCarthy. The Governing Body as a whole is responsible for making provision for pupils with special educational needs and disabilities.

The school is committed to early identification of special educational needs and adopts a graduated response to meeting need in line with the Code of Practice 2014. A range of evidence is

collected through the regular assessment and monitoring arrangements. If this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional and/or different provision is necessary. (see Appendix, Triggers for SEN Support/ Application for Education Health Care Plan). There is no need for a pupil to be identified or registered as having special educational needs unless the school is taking additional or different action. Many children are helped by interventions at an early stage. New children joining the school are tracked by the SEND team and records passed to the SENCO after checking by the Head Teacher. Groups of children considered 'at risk' for any reason are closely monitored through Achievement Team or Pupil Progress meetings and our SAFSS system e.g. EAL, CP, LAC, and Pupil Premium.

Provision/action that is different or additional from that available to all will be recorded on a Provision Map/TLC paperwork. Targets will be identified and a programme of support will be put in place by the class teacher in consultation with the SENCO or SEND team keyworker, pupils, parents, carers and other teachers when appropriate. It may also involve consultation and advice from external agencies.

Targets to be addressed will be set in the Termly Learning Agreements. The Provision Map and targets will be reviewed termly, in Termly Learning Conferences and outcomes will be discussed with Parents/carers who will be invited to participate in the target setting and review process. After a review either new targets will be set or the learner removed from the SEND register. Evidence of progress will come from termly assessments which feed into Compass (progress tracker) and will be discussed at pupil progress meetings.

If, despite significant intervention at SEN Support (including 1:1 support for 12+ hours), the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals. Pupils and parents/carers will be fully involved and kept informed about the involvement of external agencies and proposed interventions. We have developed strong links with the Local Authority SEND Team and a variety of Professionals funded from our own budget. We have regular visits from our appointed Educational Psychologist, Education Welfare Officer, School Nurse, Speech and Language Caseload team and SEND Advisor. Following these consultations the pupil may remain at SEN Support or we may make an application for an EHCP.

The school's complaint procedures are set out in the school prospectus. The child's class teacher should be the first port of call in case of any difficulty regarding special needs as for any other

matters.

The school will continually audit training needs for all staff and training for special needs intervention will be arranged by the SENCO as part of this audit. Any child starting at R.J.Mitchell with identified special needs will be supported by staff trained before their arrival, wherever possible.

## **Appendix**

### **Triggers for SEN Support**

Our initial responsibility is to provide first quality teaching in each lesson delivered. It is normal to differentiate each lesson taught in class for differing ability groups. Every child is assessed half termly in the core subjects. When a child falls below the level of their peers and is not achieving their potential or making expected progress, it may be necessary to put the child on SEN Support. SEN Support would ensure that the child receives something additional to first quality teaching and could take the form of support in class, supported group work outside of a classroom, one-to-one intervention programmes.

If a child on SEN Support is still not making expected progress then we may ask for advice from an outside agency such as the Local Authority SEND team, Speech Therapy or Educational Psychologist. They may suggest an intervention or may advise that more input is needed, where outside agencies will support us with the teaching of the child on a more regular basis. This often involves input from a teaching assistant trained to deliver the programmes set by other professionals. Provision Mapping, Termly Learning Agreements and Termly Learning Conferences will still be the vehicle for setting and reviewing of targets each term.

### **Triggers for Application for Education Health Care Plan**

If a child has a special need which cannot be met by the school providing additional support of up to 12 hours, the school or the parents will make an application for an Education Health Care Plan. This involves ensuring that a set of criteria are met and evidence of this provided with the application. The information gathered will then be looked at by the local authority panel who will make the decision to proceed with the application or return it as not meeting the criteria. If an Education Health Care Plan is given with attached hours, it is then the responsibility of the school to ensure that the hours of support are in place, outcomes and provisions are met and that this is reviewed annually.

It is important to remember that whilst we refer to the monitoring of progress and need for academic support there will be many children who also present with physical, medical, visual, hearing, behavioural and emotional difficulties, who will also be supported through SEN Support or Education Health Care Plan. Any children who still have a Statement of Special Educational Needs, which will be transferred to EHCP, will have hours catered for and needs met until transition.