

RBWM JOINT STATEMENT for Mainstream Schools Special Educational Needs & Disability (SEND)

Taken from: SEN Code of practice for 0 to 25 years-statutory guidance: *'High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people. Some children and young people need something additional to or different from what is provided for the majority of children; this is special educational provision and schools and colleges **must** use their best endeavours to ensure that provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.'*

Local Authority responsibilities:

- Ensure sufficiency of provision for pupils with SEND and keep under constant review
- Make arrangements for the statutory assessment of pupils and maintain and review statements of SEND and Education, Health and Care (EHC) plans
- Publish information on SEND funding and provision
- Monitor the progress of children with statements and EHC plans
- Provide information, support, advice and guidance to parents and children/young people with SEN, including the Local Offer.

Governors' and Schools' responsibilities:

- Identify pupils with SEND and ensure provision is made in line with SEN and Disability Code of Practice and complying with Children and Families Bill legislation
- Publish the SEND policy and the school's Local Offer (in conjunction with the Local Authority) on the school website
- Publish information on SEND funding and provision and monitor expenditure
- Appoint an SEND governor and SEN Coordinator
- Maintain a current record of number of pupils with SEND
- Ensure SEND provision is integrated into the school improvement plan
- Monitor progress of SEND pupils and ensure provisions specified in Statements/EHC plans are in place
- Keep under constant review the arrangements for pupils present and future with a disability.

Policy & Provision: Core Standards for all pupils in our schools

The quality of teaching is fundamentally important to the achievement and life chances of every child. It is the responsibility of schools to provide good teaching for all pupils. It is particularly important that pupils who have most difficulty with their learning are taught by good quality teachers.

Whole School Response

The school has an **Equality Scheme and Accessibility plan** that ensures that current and future pupils with SEND have full access to the life of the school to enable good progress in their learning.

Use the analysis of pupil data to inform practice and ensure progress of all SEND pupils.

The school ensures smooth transitions within the school and when moving on.
The school ensures that staff are well trained and the **learning environment** of the school is supportive to all learners, offering a **curriculum and accreditation** to pupils which meet the diversity of learning needs.

All teaching staff have basic understanding and a skill level that ensures they understand how to make their teaching accessible for learners with high incidence SEN and a willingness and expectation to undertake training in low incidence needs should the need arise (e.g. visual timetables, alternative recording, personalised activities etc.).
All staff understand the overarching teaching and learning policy which reflects Equalities Legislation and accessibility requirements which actively promote overcoming barriers to learning for all children, taking into account individual differences (SEND or otherwise), and promoting understanding and acceptance in the peer group.
Teachers can demonstrate good teaching where the large majority of pupils make good progress as evidenced in the school's regular scrutiny of quality of teaching and learning . Staff have the confidence and capability to take account individual children's learning needs and adjust their teaching accordingly.
The school inspires parental confidence by establishing a reciprocal relationship with them as partners in their children's learning and development through good exchange of information and by using resources flexibly to meet needs.
All pupils are regularly assessed during the year and their progress tracked . Where insufficient progress is noted, the quality of teaching is reviewed and where this is good, pupils are given additional intervention to secure their progress.
Staff are able to implement a care plan for pupils who require one to maintain their health.
Teachers are able to respond to unpredicted need by flexible use of the environment e.g.sp[ace for 'time out'.
The school provides a warm, safe and empathetic ethos where children have the confidence to share their concerns with staff, and know that they will be addressed, in order to support their emotional well-being .

Targeted support for Individual and small group: Short term interventions

In addition to whole School Response to SEND

Additional assessment/information to understand the lack of progress at the whole school level, and therefore the choice of intervention and composition of groups
Some staff have undertaken specialist training in high incidence needs, in order to understand the range of assessments available, the most effective strategies to support learning and provide individual and group tuition where indicated.
Staff trained to implement short term interventions to secure improved progress for children and young people, enabling them to benefit from whole class teaching and promote social development.
A provision map which has a range of small group interventions available for the high incidence needs. The time-limited, evidence-based interventions will include SMART targets so that they can be used by trained staff with minimal adaptation. They may include training the pupil to be competent and independent in use of curriculum aids e.g. appropriate computer software.

The effectiveness of **interventions is evaluated** by the teacher and monitored by the Senior Leadership Team (SLT) to determine the impact on pupil academic and personal development. The intervention should have the impact of **accelerated progress** with a review every short term.

The SLT applies a **greater level of scrutiny** of pupil progress through the use of interventions to ensure that learning is sustained within the classroom.

The **location of the group tuition** will be carefully considered to provide the optimal conditions according to the profile of need.

The selection of targeted interventions for any individual pupil will be complementary to the teaching offered at whole class level as demonstrated by the **balance of whole class / group** lessons in order to maintain the continuity of whole class learning.

Personalised / Individualised Learning: Long term interventions

In addition to Whole School Response and Targeted Support for Individual and Small Group Short-term Interventions

Pupils **may** have a **statement of SEN or an EHC plan** which describes the strategies required to meet needs, some of which may need to be delivered on an individual basis. This will include detailed planning on the use of individual funding and delegated funding, with an agreed joint action plan. Annual review will be required which shows tracked progress towards outcomes in EHC plan.

Any pupil referred to an external support service will require evidence of in-school assessment and action taken to meet needs. Any **external advice given in reports** for individual pupils has been implemented by the school.

For pupils with a need which is long term and low incidence (***with no peers requiring the same intervention***), the planning for intervention is personalised and specifically formulated to take account of the **unique individual need**.

A **Common Assessment Framework (CAF)** may have been completed in conjunction with parents for a pupil who has additional needs and requires the support of the team around the child. The **lead professional** may be a member of the staff.

Staff are able to **create and implement a care plan** for pupils who require one to maintain their health, which is then monitored by specialist staff and/or IEPs.

Low Incidence Need: SEN that does **NOT** occur frequently, e.g. severe learning difficulties, severe visual/hearing difficulties etc.

High Incidence Needs: Lower level SEN needs that occur more frequently, e.g. specific learning difficulties, communication difficulties, behavioural difficulties, sensory impairment etc.