



**FAIRCHILDES  
ACADEMY  
COMMUNITY  
TRUST**

Executive Headteacher: Miss R. Sandell



**ROWDOWN PRIMARY SCHOOL**  
Calley Down Crescent,  
New Addington, Croydon, CR0 0EG  
[admin@rowdown.croydon.sch.uk](mailto:admin@rowdown.croydon.sch.uk)  
Tel: 01689 843367 Fax: 01689 843523

Head of School: Mr J. Green

## **Special Educational Needs Policy**

### **Definition and Aims**

Central to all of our policies at Rowdown is the opportunity for all children to achieve and to know success. Within our school we have children who have been identified as having Special Educational Needs (SEN). The term “special education needs as defined by the SEN Code of Practice 2015 is as follows:

*‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her, if he or she*

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’*

For these children, as with all our pupils, we aim to enhance their knowledge, experience, imaginative understanding and capacity for enjoyment, to enable them to become active and independent learners with an awareness of moral values.

The governors and staff of Rowdown recognise and accept their responsibility for ensuring that those children with special educational needs should have their needs met. As well as having full access to a broad, balanced and relevant curriculum, they will receive educational provision, which is additional to, or otherwise different from this. At all times, the school, and any outside agencies involved, will be working in partnership with the parents and the views of the child will be sought and taken into account.

### Roles and Responsibilities

The school SENCO is responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs at the school. The identified governors responsible for Inclusion will work in partnership with the SENCO to ensure the governing body's responsibilities are fulfilled.

The SENCO:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN (including resources, equipment and deployment of personnel).
- Liaising with and providing professional guidance to colleagues to secure high quality teaching of SEN pupils.
- Overseeing the records of all children with SEN, keeping an up-to-date provision map which links to each child's assessment and preparing Educational Health Care Plan applications.
- Contributing to the in-service training of staff.
- Liaising with external agencies, including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Keep up to date with current good practice by attending courses and meeting other SENCOs.
- Play a key role in the development of SEN provision in the school in order to raise the achievement of children with SEN – ensure SEN provision is an integral part of the School Improvement Plan.
- Managing teaching assistants to ensure appropriate support for targeted pupils.

In fulfilling the above responsibilities, the SENCO, with the support of the Inclusion Manager, Head Teacher and colleagues, will seek to develop effective ways of overcoming barriers to learning and ensuring effective teaching for pupils with SEN through analysis and assessment of needs and pupils' achievements, monitoring teaching and target setting for improvement.

## GOVERNING BODY:

- Ensure all governors are up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed.
- Do its best to ensure that the necessary provision is made for any pupil who has SEN.
- Ensure the school's Inclusion Policy is fully adhered to in relation to pupils with SEN.
- Regularly monitor, evaluate, review and develop the school's SEN policy.
- Have regard to the SEN Code of Practice 2015 when carrying out its SEN related duties.

## SCHOOL:

- Provision for pupils with SEN is a matter for the school as a whole. The SEN code 2015 states that the first response to SEN should be *'high quality class teaching targeted at the pupil's area of weakness.'*
- Rowdown staff acknowledge that parents want what's best for their child, this is reinforced in the SEN Code of Practice 2015:  
*'the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions'*  
Parents should be involved at every stage of the SEN process, including setting targets for their child and evaluating provision.
- Rowdown staff will listen to the views of the pupil and address any concerns that are raised by them.
- Rowdown staff will endeavour to work closely with all other services for the benefit of our children.

## Identification, Assessment and Provision

SEN is divided into 4 broad areas of need:

1. Communication and Interaction.
2. Cognition and Learning.
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs.

### Allocation of Resources

The school and governing body will ensure that it makes appropriate provision for all pupils identified as SEN.

The SENCO will ensure that delegated funding is used to provide support for targeted pupils in line with the school provision map. Support may take the form of additional adult intervention, the purchase of specific resources or additions to the timetable. Support for pupils with Statements/ EHCP is given following the objectives on their statutory paperwork. SEN funding is also used to provide additional support from outside agencies, e.g. the Croydon Literacy Centre, SALT, OT etc

### Assessment, plan, do and review

All staff at Rowdown are responsible for identifying pupils with SEN. The SENCO works with staff to ensure that those pupils who need additional support are identified at an early stage. *'All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.'* ( SEN COP 2015)

The progress made by all pupils will be regularly monitored and reviewed. There is no need for pupils to be registered, or identified, as having SEN unless the school is taking additional, or different action.

In consultation with pupils, parents/carers and SENCO, the teachers may write an Individual Education Plan ( IEP) for pupils with SEN or a statement/ EHCP. This may involve consultation and advice from external agencies. The IEP will set targets for the pupil and will detail these as well as the strategies and provision to be put in place. The IEP will be reviewed once a term. Parents and pupils must have an input into the review and the new targets that will be set.

Additional support will be provided and will be monitored and reviewed on a regular basis. The range of support available will be intensive, individualised and sustained. The current range of support offered for pupils with SEN is detailed in the school offer on our website [www.rowdown.croydon.sch.uk](http://www.rowdown.croydon.sch.uk)

If a range of evidence collected through the usual assessment and monitoring arrangements suggests that a learner is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional provision is necessary. Where there is evidence that a pupil is making insufficient progress despite significant support and intervention, the pupil will be seen by the school's attached Educational Psychologist and further advice and support from outside professionals may be sought. Pupils and parents will be fully involved in these processes. Advice from outside professionals will be incorporated into the IEP and these professionals will be invited to contribute to the monitoring and review of progress. Some pupils may have statements/EHCP of SEN. In addition to the regular review of their IEPs, their progress and the specific support outlined in their statements/EHCP, will be reviewed annually and a report provided for the LA.

### Transition

SEN support will include planning and preparation for the transitions between phases of education. In agreement with the parents, Rowdown will share information with the school or setting that the child is moving to.

Rowdown has good links with local high schools. Pupils are able to visit the schools before transition and good relationships between schools means that information is transferred with enough time to ensure the necessary provision is made. High school representatives are invited to the annual review of all Year 6 pupils.

### Curriculum access and inclusion

*Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. (SEN COP 2015)*

Teachers are required to differentiate tasks according to a child's ability. This is indicated in the short term planning. There is a statement on Inclusion in each of our curriculum subject policies and subject co-ordinators, as well as the SENCO, will provide suggestions for differentiating tasks across the curriculum. Provision will be made for pupils taking into account three key principles for inclusion:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning for individuals and groups of pupils

We recognise that a variety of approaches, resources and groupings are necessary if we are to provide a lively, stimulating and satisfying learning environment for all of our children, regardless of ability. Children are usually supported within the classroom; if pupils are withdrawn, it is for an identified purpose.

## Partnership within and beyond the School

### Links with other agencies

External and internal support services play an important part in helping Rowdown identify, assess and make provision for pupils with SEN. The school has a strong Inclusion/Pastoral Team, including Learning Mentors, SPIL counselling service, in house speech and language support and attendance support. External Support is provided by our attached Educational Psychologist, Health, & Speech and Language Therapist. In addition, the school may seek advice from specialist advisory teaching services for children with sensory impairment, or physical difficulties.

### Partnership with parents

At Rowdown, parents are informed when the school first identifies that a child has SEN. The class teacher will work closely with parents at all stages in a child's education and consultation will take place in reviewing progress and target setting.

Croydon has a Parent Partnership service, offering independent support for parents and carers with children with SEN. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice.

### Staff Development

The school makes an annual audit of training needs for all staff, taking into account school priorities as well as personal professional development. The Inclusion Manager is responsible for arranging inset training to staff, whenever need arises. Staff and governors are kept fully informed of changes and developments in SEN.

### Admission arrangements

Rowdown admission policy follows the guidelines laid down by the LA. Arrangements for the

admission of children with SEN who do not have a statement and who fulfil the usual criteria for admission do not differ from the arrangements for the other pupils

### Complaints procedures

If a parent is unhappy about the provision that is being offered to their child by Rowdown, he/she should contact the Head Teacher directly or alternatively contact the Inclusion Governor.

### Evaluating Success

The success of the school's SEN policy will be judged against the aims set out above. The policy will be reviewed regularly. The success of the school's SEN policy and provision can be evaluated through:

- Review of the SEN register – progress made by identified pupils
- Monitoring of IEPs by SENCO – effectiveness of strategies used
- Monitoring of classroom practice by Head/Inclusion Manager/SLT
- Involvement of parents/carers in provision made for their child
- Analysis of pupil tracking data and test results
- Monitoring of procedures and practices by Inclusion Governors

Reviewed in line with The Special Educational Needs and Disability Code of Practice: 0 to 25years 2015.

January 2020