



RCPA SEND Strategy & Guidance document

Rationale

Over the past few years Tarka schools have spent a great deal of time developing robust systems and processes in order to ensure rigour in meeting the needs of those children and young people with additional needs. Schools have now reached the point where there is a developing vision with regards to the schools strategic approach to meeting additional needs including Special Educational Needs and Disability (SEND).

1. Inclusion: beliefs and values

At RCPA we are committed to developing our strong community

At RCPA we strive to promote an inclusive environment where all children and staff are valued and this enables all to flourish. We treat each person as an individual and create a team around the children – working together to create the best opportunities for all.

We strongly believe in the development of relationships between staff, pupils and families and how vital this is to develop a sense of safety and belonging to enable children to thrive and learn. We plan carefully to develop strong class teams of adults to support the needs of all children, with relationships at the heart of the school.

We are developing inclusive environments to ensure that every learning space is effective and ensures children feel safe, ready and able to learn.

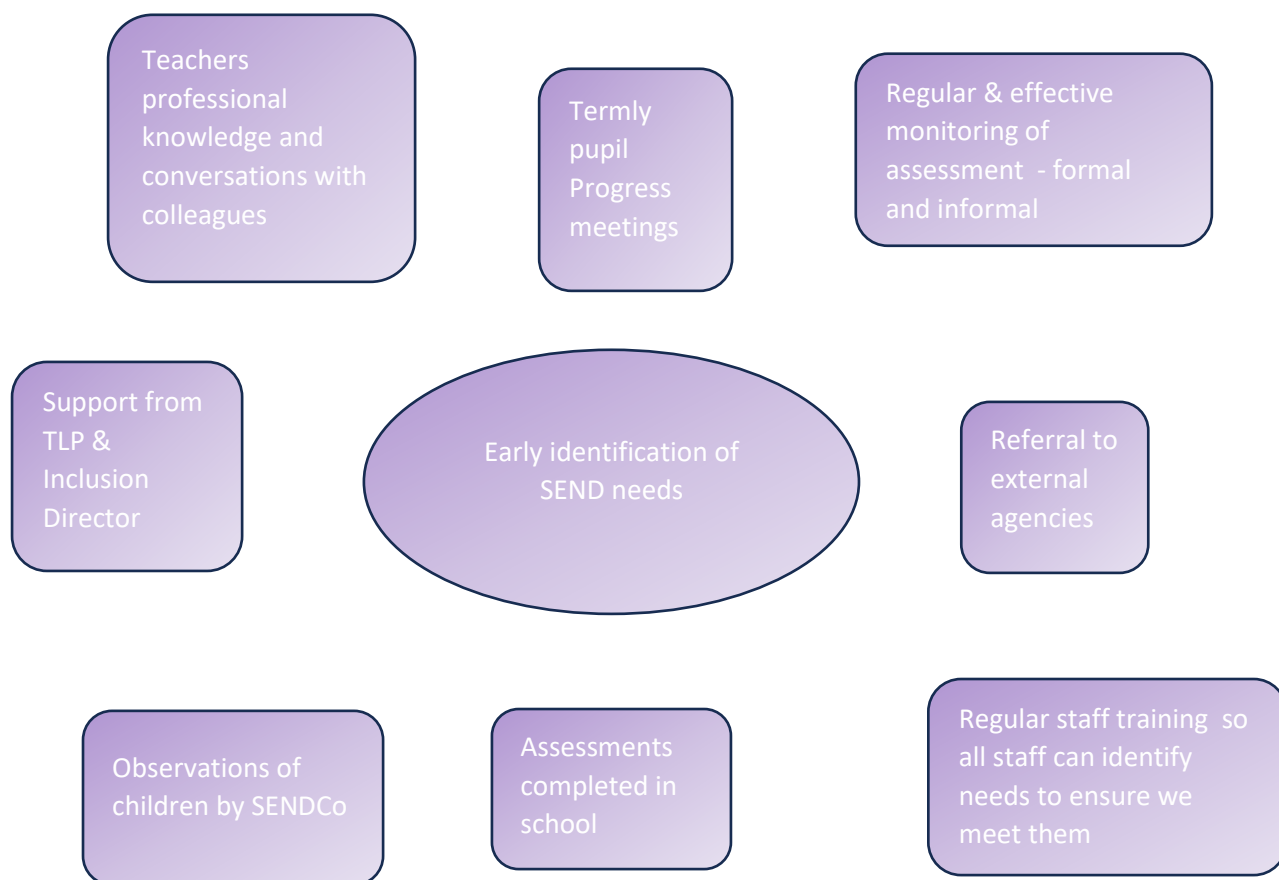
2. Meeting needs through strong teaching

We want to ensure that all children make the best possible progress in their education and personal growth. We have designed a curriculum that will challenge and engage all learners and through adaptations to teaching and learning will ensure it meets the needs of all. To ensure this happens we want all learners to access the quality first teaching from the teacher during whole class sessions. This may be adapted by sitting with an adult or having practical resources to support learning but ensures all children get strong teaching. This will then be complemented by small group or 1-1 interventions which are tightly focused to maximise learning.

We have regular staff training to explore the range of adaptive teaching and sessions where we discuss and learn from colleagues to deepen our understanding and then implement with the children.

All staff in a class team are aware of ILPs and how to adapt lessons to meet individual needs.

3. Early identification and assessment.



4. SEND work in differing years and key stages

Children in all year groups will be supported by an individual learning plan which clearly sets out their learning targets, strategies and provision. This will be followed by all staff and reviewed regularly. The majority of pupils with SEND will follow the curriculum provided for all children with adaptations as necessary to meet their needs. Cognitive load is considered for all children and is an area that we are developing as a school to ensure we do not overload children's capacity to learn and manage their environment.

Children in nursery and reception have access to continuous provision for the majority of the day with small groups activities and short whole class sessions.

There will be personalised timetables including the implementation of sensory breaks, individual targets to be worked on, time blocks that promote belonging to their class

In exceptional circumstances, a reduced timetable and/or alternative provision is considered

5. Transition

At the beginning of the summer term once transition details are known staff make visits to current classes to begin to get to know pupils and their needs. This ensures that they meet them in a familiar, safe environment and can see how the child manages and accesses learning.

Then staff have a meeting to discuss all pupils and their needs.

Staff have access to current and historic ILPs with the reviews

There are at least 2 whole school transition visits with additional visits being arranged as needed.

In some circumstances, new teachers meet with parents of SEN pupils ahead of transition supported by the SENDCo, particularly pupils with EHCPs

All children will be sent transition information which is created by the new class team which will include photos for children to have over the summer holidays

Parents are invited to 'meet the teacher' in the Autumn term

Teachers can be contacted directly via email to help form relationships between home and school

6. Planning and review

Individual learning plans are written at the beginning of each term by the class team. They are reviewed formally at the end of the term with an informal review at the half term point. ILPs are written with any external agency support being taken into consideration, the graduated response tool and research and training.

The class team works with parents/carers and develop a strong relationship to work together to support all pupils. Parents and carers know that the class team is the first port of call for any questions or concerns.

There are termly pupil progress meetings between class teachers and the Senior Leadership Team where all children, their needs and provision is discussed to ensure that all children make the expected progress.

If further information or advice is needed, SEND meetings will take place with school staff and parents to discuss the next steps and referrals can be made to external agencies for support where appropriate.

7. Formal assessment and EHCPs

EHCP applications are considered by class teacher, SENDCo, SLT, external agencies e.g. EP, and involve discussions with parents. These will only be made when all parties feel that additional resources are needed to support the pupil.

EHCP applications are written by the SENDCo with support from the class teacher and any other relevant staff.

Numbers of EHCPs will be reflective of the level of need in each class and the school as a whole.

8. Setting targets and measuring progress

ILPS are written by class teacher & team – advice is taken from SENDCo and external agencies when developing targets.

If a child has an EHCP then the long term targets within this are broken down into smaller steps to create the termly ILP.

Targets set are SMART and measurable. All ILPs are checked and quality assured by the SENDCo who makes changes and discusses with staff if needed.

Targets are reviewed termly in a formal process and at half term informally where any changes can be made.

Pupil progress meetings are held termly where progress is discussed

SENDCo holds TA meetings termly to discuss needs and provision of pupils worked with

Staff are continually reflective when considering the progress of pupils with SEND.

9. Neurodiversity

RCPA is committed to meeting the needs of neuro diverse children. Staff receive regular training in this area and continually update their practice to ensure we meet the needs of our children. We are developing a good practice information sheet of what a neuro diverse learning environment looks like.

We constantly raise awareness of neurodiversity with whole school assemblies, class discussions and exploring that we are all different and how we can support each other.

SEND updates and information is shared with parents on the website as well as in the weekly newsletter. Parents signposted to parental training.

10. Alternative learning pathways

At RCPA we believe strongly in developing relationships and open communication with staff, children and parents. This ensures that regular meetings take place and communication is open and anything can be discussed

Regular meetings between staff, parents, children and external agencies are always honest and open. We review current provisions, see what is working and what is not working which then allows us to explore other options, at times this may be a different pathway to ensure the child's needs are fully met. Every decision is made as a team and with the child's best interests at heart.

11. Working with other services

The SENDCo & Senior Leadership Team are aware of agencies available for pupils/staff. Regular Inclusion meetings with the The Tarka Learning Partnership ensure good practice and external agency knowledge is constantly updated.

Early Help is run by a trained member of staff who is also aware of the agencies available

We develop a Team around a family approach is taken when considering what referrals are appropriate and meet with parents to discuss the most appropriate services and support.

Referrals are recorded on SEND Software so that all staff are aware of a child's needs and support.

12. Provision

Provision is carefully planned as this is the key to success for all pupils. It is the regularly reviewed to ensure that it is meeting the needs of all pupils. All staff want the best for all so are very proactive in ensuring that we have the correct provisions in place.

Staff are all aware that the best provision starts with High quality teaching and then complemented with adaptations and interventions to create an effective learning environment for all. Each child is treated as an individual and involved in their provision planning.

We have clear systems in place for recording provisions so that all staff are aware of how to meet the needs and provide the provision that individual children need to succeed.

13. Staff support and training

The appraisal cycle for all staff informs training needs which are the planned into our CPD cycle, this can include whole staff training or bespoke training for individual needs. We plan SEND training into our weekly Teaching & Learning meetings with teachers and regular sessions within our Teaching assistant meetings.

Staff know that they can find or ask for training or request support from any colleagues. We also value the relationships between staff and work tirelessly to create a supportive staff team in all roles

Training needs can also be identified at other times e.g. pupil progress meetings which the SENDCo attends or where they identify a need themselves and would like further training.

14. How does the school monitor the voice of the child, parents and carers?

The school gathers SEND pupil voice regularly and want children to be a large voice in developing their provision and ensuring the provision meets their needs.

Pupil voice is gathered appropriately according to the age and SEND needs of the child e.g. through the use of visuals

Parents of SEND children are met with termly but are also welcomed and encouraged to communicate with staff with an open door policy