

**RIVERSIDE COMMUNITY PRIMARY SCHOOL**

**Policy for special educational needs and disabilities (SEND)**

**This policy is in line with the final draft Code of Practice which was ratified by parliament for use from September 2014**

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (6.1 final draft CoP)

**This document runs in conjunction with the schools SEN Information Report.**

## **RATIONALE**

Riverside Community Primary School strives to provide a happy, secure and inclusive environment in which all children thrive. We are committed to ensuring that all the children receive a curriculum relevant to their needs and ability and that wherever possible fulfils the requirements of the Early Years Foundation Stage Curriculum and the National Curriculum. We believe that education must develop every child's personality, talents and abilities to the full.

## **AIMS**

- To create an ethos where all adults treat all children with respect, warmth and good humour
- To encourage all children to reach their full potential
- To promote equal opportunities for all children irrespective of ability
- To listen to the views of children
- To work closely with their parents or guardians and the local community
- To provide an appropriate learning environment
- To have regard to the DfES SEN Code of Practice 2001; The Special Educational Needs and Disability Act 2001; Disability Equality Duty (the Duty) 2005.
- To create effective links nationally and locally with relevant agencies using support agencies wherever appropriate especially within the Children's Centre Campus

## **OBJECTIVES**

- To identify and assess children with SEND as early as possible.
- To ensure all staff are aware of the procedures for identifying children with SEND
- To involve parents and pupils as soon as there is a concern and keep them informed and included
- To provide intervention programmes that meet individual needs and provide pupils with opportunities to experience challenge and success
- To ensure all children experience a broad, balanced, relevant and differentiated curriculum
- To allocate our resources so that all pupils gain optimum benefit
- To monitor and assess progress effectively and adapt programmes to meet changing needs
- To provide appropriate staff training and support
- To liaise closely with appropriate external services
- To empower children to become advocates for themselves

- SEND, high needs and pupil premium funding will be used efficiently to ensure good progress of pupils with additional needs

## **Philosophy**

### **The school community believes that:**

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

## **Principles**

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

The four broad areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties

- Sensory and/or physical needs

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.  
(xiii, xiv CoP 2014)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010.

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

## **SEND Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this by the Class Teacher and the decision will be added to the SEN register. At this point parents will be given an Individual Provision Map outlining the pupil's targets. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process: Assess, Plan, Do & Review.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

## **Assess**

- A clear understanding of a child's needs is a critical precondition to planning effective strategies, provision and adjustments to teaching that will lead to good progress and improved outcomes.
- Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress, despite high quality teaching targeted at an area of weakness.
- Information that teachers can draw upon to establish a clear analysis of pupil's need:
- Teacher's assessment and experience of the pupil
- Information on pupil progress, attainment, and behaviour
- The pupil's development in comparison to their peers
- The views and experience of parents

- The child's own views
- Advice from external support services

### **Plan**

- Need to ensure that where additional / different targeted provision is planned for, there are clear and expected outcomes linked directly to the provision.
- Schools have to have a very clear reason for taking the child out of their class and away from their teacher.
- What is the expected (targeted) outcome by the end of, for example, the term / half term, needs to be discussed, agreed and planned for.
- Outcome focused target setting – SMART.

### **Do**

- It is imperative that teachers work closely with any TAs or specialist staff involved to plan and assess the impact of targeted interventions.
- Planning and review time should be explicitly planned for and must regularly take place at least termly
- Quick and concise communication to convey outcomes of targeted provision.

### **Review**

- Teachers should not wait for the more formal termly review meetings (with parent and pupil views) to reflect on and make necessary adaptations to teaching and learning approaches and provision.
- Progress toward meeting planned outcomes should be tracked and reviewed regularly, at least termly.
- Pupil Progress Meeting or department review meeting.

### **Procedures**

#### **Roles & Responsibilities**

**The Headteacher: Mr Ian Yapp, has the overall responsibility for the provision and progress of learners with SEND.**

The Headteacher:

- Should take overall responsibility for implementing the SEND reforms

- Ensure that the SENCO is able to influence strategic decisions about SEN.
- Ensure the wider school community understands the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEN.
- Develop relationship with post 16 providers and explore how you will support pupils with SEN with their transition to post 16 education.

**Responsibility for coordination of Inclusion and SEN provision is as follows:**

The SEN Governor must ensure that there is a qualified teacher designated as SENCo for the school. The SEN Governor at Riverside Community Primary School is Mr Peter Carr. The named person is a champion for SEN on the Governing Body. They will challenge the SENCo in relation to provision and data within school.

The SEN Governor:

- Must have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- Must publish information on the school's websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.
- Must ensure that there is a qualified teacher designated as SENCO.
- Must cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- Must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Inclusion Leader/SENCo Miss Nicola Hunter holds an accredited qualification recognised by a Higher Education Provider. The SENCo determines the strategic development of SEN policy and provision in the school. They have day-to-day responsibility for the operation of SEN

policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have an EHC plan and/or a Statement of Special Educational Needs. This may involve close liaison with parents.

The SENCO role is a strategic one working with the senior leadership to review and refresh the SEN policy and then with the classroom/subject teacher to review its practice ensure every child with SEN gets the personalised support that they need. The role involves:

- overseeing day-to-day operation of school's SEN policy;
- coordinating provision for children with SEN;
- liaising with designated teacher where a Looked after Child has SEN;
- advising on graduated approach to SEN Support;
- advising on use of delegated budget/ other resources;
- liaising with parents of children with SEN;
- links with other education settings and outside agencies;
- liaising with potential next providers of education;
- working with head and governors on Equality Act; and
- ensuring that SEN records and SEN Support lists are up to date.

Teachers have a responsibility to ensure all children within their classes can access provision and make progress on a daily basis.

Classroom and subject teachers are at the heart of the new SEN Support system, driving the movement around the four stages (assess, plan, do, review) of action with the support guidance of the SENCO and specialist staff.

The classroom teacher should:

- **Focus on outcomes for the child:** Be clear about the outcome wanted from any SEN support.
- **Be responsible for meeting special educational needs:** Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- **Have high aspirations for every pupils:** Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- **Involve parents and pupils in planning and reviewing progress:** Seek their views and provide regular updates on progress.

Teaching Assistants have a responsibility to support the teacher to ensure all children can access provision and make progress on a daily basis.

- LSA/TAs are part of the whole school approach to SEN working in partnership with the classroom/subject teacher and the SENCO to deliver pupil progress and narrow gaps in performance.
- It is for schools to decide how they deploy teaching assistants depending on their level of experience. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall.
- LSA/TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

### **Whole school approaches:**

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all
- Regular communication takes place between class/ subject teachers, TAs, SENCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENCo/ learning support dept. offer advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets
- Provision maps are on display so that staff, pupils and parents know what reasonable adjustments are available
- The training budget for staff is transparent
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- School uses the local authority's local to inform the school offer. This is published on the school website as part of the governors' SEN information report\*.

### **Individualised approaches:**

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from EPs, EMS, ESWS, ASCOSS etc.



- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, currently the CoP 2014

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

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review with parents. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo

- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Monitoring and evaluating performance**

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns
- Completion of statutory functions by the SENCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Use of the NYCC Inclusion Quality Mark (IQM)
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, LA adviser, SEN governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

### **The governing body evaluate the work of the school by:**

- Appointing an SEN governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND

- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEN funding

Formulated: March 2015

Approved by governors: March 2015

Next Review date: March 2017 (Reviewed yearly)

#### Abbreviations used

<b>ASCROSS</b>	<b>Autism Outreach Support Service</b>
<b>CoP</b>	<b>Code of Practice</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>EMS</b>	<b>Enhanced Mainstream School</b>
<b>ESWS</b>	<b>Educational Social Work Service</b>
<b>SEND</b>	<b>Special Educational Needs and/or Disabilities</b>
<b>SENCo</b>	<b>Special Educational Needs Coordinator</b>
<b>TA</b>	<b>Teaching Assistant</b>

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about: the kinds of SEN that are provided for, policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools), arrangements for consulting parents of children with SEN and involving them in their child's education, arrangements for consulting young people with SEN and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review, arrangements for supporting

children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society, the approach to teaching children and young people with SEN, how adaptations are made to the curriculum and the learning environment of children and young people with SEN, the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and young people with SEN, how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN, support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying, how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families, arrangements for handling complaints from parents of children with SEN about the provision made at the school.