

RIVERSIDE PRIMARY SCHOOL



C. SEND Policy

Approved/Reviewed by (name/group)	Governing Body
Date approved	2015
Policy Responsibility - staff	SENDCo
Policy Responsibility - Governance	Governing Body
Website	✓

SEND POLICY

Introduction

Riverside Primary School has a named SENDCo and a named Governor responsible for SEND. They ensure alongside the Headteacher (currently Deputy Head) that the SEND policy works within the guidelines of the Special educational needs code of practice: 0-25 years (2014), the Local Education Authority and other policies within the school.

We believe that all children have an equal right to a full and rounded curriculum which will enable them to achieve their full potential. All teachers have high expectations of all pupils and every teacher is a teacher of every child, including those with SEND.

At Riverside:

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- We make every effort to close the gap in attainment between vulnerable groups of learners (including SEND, EAL, etc.) and others.
- We strive to make a clear distinction between "underachievement" and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to try and help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers.

Aims and Objectives of Riverside's SEND policy

Objectives of this Policy are:

- To meet the needs of all pupils including those with SEND through a broad, balanced and creative curriculum.
- To respond flexibly and creatively to the needs of pupils with SEND by taking into account pupils' preferred learning styles, strengths and weaknesses.
- To provide the early identification, assessment and intervention strategies for pupils with SEND.
- To work in partnership with parents, respecting their views, providing support and working in co-operation to enable parents to participate fully in decision-making processes.
- To take account of the pupils' views, encouraging them to express opinions and take part in target setting.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

- To promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

Admission Arrangements

At Riverside all pupils are welcome, including those with special educational needs and disabilities, in accordance with the LA's admissions policy. Under Section 316 of the Education Act 1996, if a parent wishes to have their child with an EHCP or statement to be educated in mainstream the LEA must provide a place, unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent this incompatibility. Leicestershire's current admissions policy gives priority to pupils with Statements of SEND/EHCP in allocating places to out-of-catchment pupils when places are oversubscribed.

Riverside School is comprised of 3 parts which are linked by the administration hub. The two older parts of the school which house Foundation Stage, year 1, 2 and year 3 are all single story and some entrances are suitable for wheelchair access. The new build block is on two stories with a lift connecting to the upper floor which currently houses Year 5 and 6, with Year 4 on the lower story. It is possible to access most class areas, halls, cloakrooms, and toilets. There is one adult disabled toilet. The school has an accessibility plan and an Medicines (Administration of) Policy.

Definition of Special Educational Needs

What are special educational needs?

*A child or young person has special educational needs if he or she has learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... **Code of Practice 2014***

The 2014 SEND Code of Practice has outlined four broad areas of need. Within each area of need there are categories. Some pupils may not fit into one particular category but may have needs which overlap across a range of categories or areas of need.

1. Communication and Interaction
 - SLCN- Speech language and Communication Needs
 - ASD- Autistic Spectrum Disorder
2. Cognition and Learning
 - MLD-Moderate Learning Difficulties
 - SLD-Severe learning Difficulties
 - PMLD- Profound and Multiple Learning Difficulties
 - SpLD- Specific Learning Difficulties
3. Social Emotional and Mental Health Difficultie
4. Sensory and/or Physical Needs
 - VI- Visual Needs
 - HI- Hearing Needs
 - MSI- Multisensory Needs

- PD- Physical Disability

At Riverside, high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers are aware that other factors apart from SEND may impact on progress and attainment including;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Identification and assessment of pupils with Special Educational Needs

Children’s needs should be identified as early as possible through:

- the analysis of data
- classroom-based assessments, observations and monitoring arrangements (Graduated Approach cycle of assessment, planning, action and review)
- following up parental concerns
- tracking individual children’s progress over time
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services and outside agencies

The class teacher completes a detailed initial concerns form, will gather relevant evidence and meet with the SENDCo as part of our Pupil Progress cycle of monitoring and evaluation. A vital part of this process will involve discussion with the child themselves. Evidence of support and intervention already provided and the success or lack of this support will be evaluated. The class teacher will arrange to meet the pupil’s parents/carers to discuss the areas of concern; strengths; home support; targets and review timescale. A decision will then be made whether or not to place a child on the SEND Record.

Riverside School has established a two stage staged process for identification, assessment and provision, in accordance with the 2014 Code of Practice. These stages are: SEND support (with or without an SEND support plan) and Statement/Education Health and Care Plan (EHCP).

SEND Support

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum on offer for all pupils in the school (i.e. they have a special educational need as defined by the SEND Code of Practice 2014). The class teacher remains responsible for working with the child on a daily basis and for planning and delivering the individualised programme or intervention programme. A pupil profile is devised with the pupil and parents to address the child’s individual difficulties. Where the interventions involve group or one-to-one teaching away from the main class, the class teacher still retains responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCo offers advice and support.

The triggers for intervention through SEND Support could be the teacher's or other's concern if the child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
- presents persistent social, emotional or mental health difficulties which require support over and above that offered through the school's behaviour management policy.
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment where appropriate.
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of an adapted curriculum.

A request may be sought for help from external services (with the permission of the parents) if a child continues to make little or no progress.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has social, emotional or mental health difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

SEND Support Plan

As part of a graduated response the SEND Support Plan is aimed at children and young people who have extensive external support from an outside agency. The SEND support plan will be co-produced by the family, young person and school and will be the basis of any subsequent Education, Health & Care Plan that is then issued.

Statement / Education Health and Care Plan (EHCP)

If a pupil, despite the school having taken relevant and purposeful actions to identify, assess and meet the SEND of the child or young person, has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. The school will provide evidence of the action it has taken in the form of an SEND Support Plan to inform the Local Authorities decision.

The LA considers the need for an EHCP and arranges, monitors and reviews provision.

Target Reviews

All children on the SEND record have a termly review. Ideally pupil profiles should be continually kept under review. However the success of all pupil profiles will be evaluated three times a year with pupils, parents, class teacher and LSA.

Arrangements for co-ordinating SEND provision

The SENDCo's responsibilities are:

- Overseeing the day to day operation of the school's SEND policy;
- Co-ordinating provision for children with special educational needs;
- Liaising with and advising fellow teachers;
- Advising learning support assistants alongside class teachers;
- Overseeing the records of all children with special educational needs;
- Liaising with parents of children with special educational needs;
- Leading the SEND Parents' Forum to meaningfully engage with parents and continually strive to improve the SEND provision at Riverside
- Contributing to the in-service training of staff including leading and disseminating information on SEND issues at staff meetings;
- Liaising with external agencies including the Educational Psychology Service and other supporting agencies, health and social services, and voluntary bodies;
- Keeping the Governors informed with an updated written report, to disseminate information and monitor the effectiveness of SEND provision.

Allocation of resources to and amongst pupils with Special Educational Needs

The budget for SEND at SEND Support Stage is delegated to the school, and currently includes the budget for all mainstream statements of 15 hours or under. The LA currently provides funding for pupils with Statements of Special Educational Need and Disabilities where these are in excess of 15 hrs support. Where pupils require an SEND Support Plan and the resources required to meet their levels of need are in excess of the school's allocation of funding, the school can use the Support Plan to bid for additional funding from the LA to support the pupil's needs. There will be a transition period for pupils who currently have a statement of SEND to Education Health and Care Plans (EHCPs).

The Headteacher is responsible for overseeing the SEND budget. The SEND budget and budgets within other curriculum areas provide the following resources:

- LSA support for those children with a Statement of Special Educational Need/ EHCP.
- LSA support to run intervention programmes.
- SENDCo non-contact time for liaison with external agencies, assessment, record keeping, monitoring and review.
- Attendance of courses by staff to increase knowledge and development
- Purchasing a range of books, basic skills resources and materials, to suit pupils with a variety of needs

Access to the curriculum /Organisation of support

We make every effort to achieve maximum integration of pupils with Special Educational Needs, whilst meeting children's individual needs. In this school all children are taught in mixed ability classes. Teachers use a range of strategies to meet children's special educational needs. The structures and systems in place are:

- Small group work and interventions
- Additional classroom support to increase access and pupil achievement
- Differentiated provision within a mixed ability setting
- A range of clubs/leisure activities for all pupils

- An equal opportunities policy
- Clear guidelines on behaviour

Staffing/INSET

All staff are made aware of their responsibilities towards pupils with special educational needs and clear communication lines between the Head, SENDCo, teaching and support staff are established. Where possible staff take advantage of training courses both external and internal to constantly improve and update their SEND knowledge and expertise. Information obtained by any member of staff is cascaded to the rest of the staff via course notes and/or staff meetings.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be encouraged to play an active and valued role in their child's education. At all stages of the special needs process, the school keeps parents fully informed and involved.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They are encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs and the special educational needs information report. Parents can also contact SENDIASS (**Leicestershire Special Educational Needs and Disabilities Information, Advice, and Support Service**) for information, advice and guidance on SEND.

Links with other schools

The SENDCo and the Foundation Stage class teachers arrange visits to the Early Years setting when they are informed of a child with SEND who will be starting school at Riverside School. When a child already has a statement/EHCP or a high level of need then a multi-agency meeting is usually held at school in the summer term to discuss provision, areas of need and aid transition.

The SENDCo from The Cedars Academy (or other named school, including Specialist Provision) is invited to the Annual Review of a child with a Statement/EHCP, in the Autumn Term, which precedes transfer (Year 5). In the term before transfer the Cedars Academy and Riverside SENDCo meet to discuss and prepare for transition. Extra visits are then agreed to aid transition. All records on an SEND child are then passed to The Cedars Academy or an alternative high school.

Riverside, as part of the Lionheart Academy Trust, is linked with the Oadby Learning Partnership which has a website where resources and information are shared. The SENDCos from the Oadby Development Group (Family of Schools) meet termly to monitor and discuss any issues or national initiatives about SEND.

External Support

The school has a school nurse within the District Health Authority to whom reference is made when needed. Similarly, contact is made with the social services department and attendance officer as appropriate. We also work with the following services: Educational Psychology Service, Autism Outreach, Speech Therapy, Physiotherapy, Occupational therapy, CAMHS and other outside agencies. When required the above agencies have offered support by working directly with pupils, supporting parents and providing expert advice to school staff.

Governors

The governing body will use its best efforts to ensure the best possible provision for Special Educational Needs in this school. All governors are aware of their responsibilities for Special Educational Needs and discuss the issues regularly. The governing body has identified a named governor, who takes a special interest in special needs.

Concerns

Parents are encouraged to discuss any problems or concerns with school. These should be raised initially with the pupil's class teacher and/or the SENDCo. Most problems can be solved in this way. But if this does not happen, parents may wish to take their concerns to the Headteacher. If necessary, parents may make a complaint to the Chair of Governors (see the Complaints Policy).

Criteria for evaluating success of policy

The SENDCO reviews the policy on a yearly basis and discusses amendments with the Head Teacher, staff and governors. The following criteria will help the governors, head teacher and SENDCO evaluate the success of the education we provide:

- The existence of accurate, up to date record keeping.
- TAs are deployed flexibly through a provision map
- Pupils' needs are identified and catered for through effective support
- Evidence from monitoring by school senior management/SENDCo
- Monitoring of procedures and practice by the designated SEND governor.
- Analysis of pupil tracking data and test results (for individuals and groups of pupils).
- Adjustments in budget allocation to reflect changing needs.
- The number as % attendance by parents at Annual Review meetings.
- The number of pupils for whom a statement/EHCP of SEND is no longer necessary, or the number of pupils remaining at a stage of assessment or reverting to the previous one.
- OFSTED inspection reports and LA SEND audit processes.
- The level of senior management involvement in Special Educational Needs issues.
- Inclusion of Special Educational Needs issues in developmental planning.
- Feedback from parents and pupils.
- Attendance at /involvement /leadership of INSET courses by all staff
- The SENDCo contributes to the school SDP.