

Riverside Primary School

Where everyone matters and every day counts



Special Educational Needs and Disability Policy

Staff consulted: May 2023

Ratified by the Governing Body: May 2023

Review May 2024

Responsibility for SEND provision:

The Special Educational Needs Co-ordinator is Miss S Marshall. She is a qualified teacher and has more than 12 years experience in the post of SENCo. She can be contacted through the school office on 01702 230 911 or by email:admin@riverside.essex.sch.uk

The named Governor for Special Educational Needs is Miss D Thresher.

As outlined in the SEND Code of Practice 2014, the key responsibilities of the SENCo may include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- advising on the graduated approach to provide SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Mission Statement:

'At Riverside Primary School our vision is to create a school where children aspire to achieve and are proud of their achievements.'

The Children and Families Act 2014 states that:

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 and training.

A child of compulsory school age has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Please refer to the following websites for further information:

The Essex Local Offer: www.essexlocaloffer.org.uk

The SEN Code of Practice 0-25 years:
www.gov.uk/government/publications/send-code-of-practice-0-to-25

The Equality Act 2010: www.gov.uk/equality-act-2010-guidance

Aims:

Riverside Primary School recognises the importance of providing a caring, challenging and happy environment. The school endeavours to treat all children as individuals and to encourage their educational development so that each child fulfils his/ her potential. It is the aim of the school that all children within it will be able to achieve success and build their self confidence, within the broad and balanced school curriculum.

It is recognised that all learners are entitled to a curriculum that is rich inspiring, varied and challenging and that access to this curriculum is appropriate for all pupils. Staff at Riverside Primary school are aware that some children may have particular needs in one or more areas which are a barrier to their learning. The school recognises the importance of early identification of and provision for the special needs of any of its pupils.

Objectives:

- To identify and provide for pupils with Special Educational Needs and additional needs, working in partnership with parents, health, care services and early years educational settings prior to a child's entry into the school.
- To work within the guidance provided in the SEND Code of Practice 2014 and the Essex Local Authority Offer.
- To enable all children to have full access to all elements of the National and school curriculum.
- To provide a regular process of monitoring and review to ensure progression and continuity for all children with special educational needs.
- To develop and maintain partnership and high levels of engagement with parents, providing opportunities to assess plan and review.
- To provide a Special Educational Needs Co-ordinator to work from the SEND policy and to provide support and advice for all staff working with pupils with special educational needs or disabilities.
- To implement a graduated, person-centred approach to the management and provision of support for special educational needs.
- To work with and in support of outside agencies when a pupil's needs cannot be met by the school alone.
- To encourage pupils to participate in a process of assessing, planning and reviewing their own learning.

Identifying Special Educational Needs:

Riverside Primary school will work closely with the Local Authority and other agencies to assess the needs of all pupils and will ensure that appropriate resources are available to enable pupils to have the greatest possible access to the curriculum for aged 4-11 years through a graduated approach in accordance with the SEN Code of Practice 0-25 years 2014.

A pupil has SEN where their progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

Quality First Teaching (QFT) is the first response to such progress, targeted at the area of weakness. Where the progress continues to be less than expected, the class teacher and the SENCo should assess whether the child has SEN.

Where a child, despite QFT, appears not to be making progress either generally or in a specific aspect of learning, then it may be necessary to present different opportunities or use alternative approaches to learning. At this stage a pupil will be considered to be on the school register for SEND under the level of Additional School Intervention (ASI). This approach involves a meeting being held with the SENCo, class teacher, parents and child to construct a 'One Plan', targeted individual or group interventions and additional consultation opportunities between the pupil, teacher, SENCO and parents.

The class teacher and SENCO will monitor the child's progress in line with existing school practices, informing parents of their concerns and enlisting their active help and participation. Children's progress in school will be measured through classroom observation and more formal assessments. Additional information required may involve consultation with outside agencies.

There are four broad areas of need that should be planned for. Children often have needs that cut across all the areas and their needs may change over time.

- Communication and interaction
- Cognition and learning needs
- Social, Mental and Emotional Health
- Sensory and/or Physical needs

A graduated approach to SEND support

In line with the SEND Code of Practice, Riverside Primary School provides a graduated response to the needs of each child. These are often referred to as 'waves of intervention'.

Wave 1: Quality first teaching for all children.

Wave 2 (ASI/ SEND support): Small group support for those pupils who are achieving below age related expectations or are making limited progress.

Wave 3 (Education Health Care Plan): Focussed, individual programmes for pupils working significantly below age related expectation. Children with an EHCP will receive appropriate wave 3 support.

Any of the following criteria may be used for the identification of a child with SEND:

- Pupils who are working significantly slower than that of their peers from the same baseline.
- If they fail to match or better their previous rate of progress.
- If they fail to close the gap between themselves and their peers.

- If the attainment gap widens
- Pupils who require greater attention than the majority of their peers in the classroom due to their learning difficulties which may be described as specific, moderate, severe or profound and multiple.
- Pupils who have been identified as having communication and interaction needs including speech, language and communication needs or Autistic Spectrum Disorder.
- Pupils who require greater attention than the majority of their peers in the classroom due to their behavioural, emotional and/or social difficulties.
- Pupils with physical impairments including visual impairment, hearing impairment, multi- sensory impairment or physical difficulties.

The school recognises the importance of early identification and provision for any child who may have special educational needs and assessment of strengths and needs will include one or a combination of the following criteria:

- EYFS profile
- Target Tracker banding steps
- Teacher assessments and observations of learning and/ or behavioural difficulties
- Standardised tests
- Use of specific skills checklists
- Observations
- Baseline assessments
- Termly assessments
- SEN Code of Practice attainment criteria.
- Speech and Language Framework assessments

Assess-Plan-Do-Review

As a school, we are committed to following the 'graduated approach' outlined in the SEND Code of Practice (2014) through the implementation of a clear 'Assess-Plan-Do-Review' cycle.

- 1) Assess- Children's progress in reading, writing and mathematics is closely monitored. Where a pupil is not meeting age related expectations or making the expected level of progress, the class teacher and SENCo will further analyse his/her needs. This analysis may result in a child being identified as needing additional support. We have experience using a range of assessment tools which can aid identification. Additionally, advice from professionals may be sought at this time to support the identification of special educational needs- including Educational Psychologists, Speech and Language Therapists, Specialist Teachers, Occupational Therapist, GPs, Paediatricians.

Once a special educational need has been assessed, the level of need will initially be decided through use of the 'Essex Provision Guidance' document. This document also plays a key role in the planning process.

2) Plan- If it is decided that a pupil requires additional support, parents/carers will be invited to a 'One Planning' meeting. This meeting will provide an opportunity for all stakeholders to work collaboratively in order to ensure the best possible provision to meet the child's needs. The meeting places the child and his/her ideas at the centre of the discussions. The meeting looks at four key questions:-

- What is great about the child?
- What is important to the child?
- How can you/we support the child?
- Outcomes for your child

Following the 'One Planning' meeting, a 'One Plan' will be shared with parents/carers, class teachers and learning support assistants.

The Local Offer will be consulted during the planning process in order to ensure that the child has access to relevant support.

3) Do- The child's class teacher is responsible for providing differentiated teaching and learning opportunities which will enable the child to access the curriculum. The class teacher is required to ensure that there are adequate opportunities for pupils with special educational needs to work towards the outcomes agreed in 'One Planning' meetings. Additionally, the pupil may be involved in additional intervention groups led by the class teacher, SENCo, a learning support assistant or the learning mentor.

4) Review- In order to ensure that support is meeting the needs of individual pupils, its effectiveness will be reviewed regularly by the SENCo through the monitoring of interventions, observations, discussions with class teachers and pupils and the use of progress data. 'One Planning' review meetings will be held with the pupil and their parents/carers on a twice yearly basis- or more regularly, as required. As appropriate, referrals may be made during the review stage to seek additional advice, support and resources. At this stage of the 'graduated approach', it may be decided that a child no longer requires support that is 'additional to' or 'different from' quality first teaching and therefore can be removed from the SEN Register. Their progress will continue to be closely monitored and reviewed through pupil progress meetings. Through the reviewing of 'One Planning', it may also be decided that a higher level of support is required and the school will initiate a request for statutory assessment for an Education, Health and Care Plan.

When a request for an Education Health Care Plan is made to the Local Authority, the pupil will have demonstrated significant cause for concern. The LA will seek evidence from the school that a cycle of Assess, Plan, Do and Review has been implemented for the pupil over a period of time and that a range of strategies have been tried. The school should be in a position to provide written evidence of or information about:

- the Assess, Plan, Do Review cycle involving both the pupil and parents
- The pupil's health including the pupil's medical history where relevant
- Baseline Assessments or Banding levels
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parents and of the pupil
- Involvement of other professionals
- Any involvement by the social services or education welfare service.

Assessment leading to an Education Health Care Plan is a multifaceted process and may take a significant period of time to complete. The EHC Plan must be reviewed annually and when the pupil is transferring schools.

The Annual Review Meeting

The Annual Review meeting for pupils with an Education Health Care Plan for SEND is a formal process to ensure all parties involved with a child, monitor and evaluate the continued effectiveness and relevance of the provision set out in the plan. The meeting is usually held at the school and chaired by the school SENCo.

The annual review follows a Person-Centred approach and looks at

- What we like/admire about the pupil
- What is important to them now and in the future
- What do we need to know or do to support them
- What is working and not working from different perspectives
- Questions or issues, outcomes and actions.

The Local Authority reviews the Education Health Care Plan in light of the school's report of the review meeting and decides whether to amend the plan or cease to maintain it.

Supporting pupils and families

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which needs addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing outcomes for all pupils, in particular, those not making expected progress and, for some pupils identified as have special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.

- Making parents and carers aware of the services available through the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

At Riverside additional welfare and well-being support is provided. Early and inclusive support is provided through our whole school curriculum, PSHE curriculum and assemblies programme. In addition to this we use the Colour Monsters (for EYFS and KS1) and Zones of Regulation (KS2) to support children with their emotional wellbeing and regulation.

We have a Learning Mentor who provides bespoke support to children who may require this such as nurture groups, sensory play and other bespoke therapies. At lunchtimes, we provide an Allsorts Club where children can elect to play in a more structured environment with Learning Mentor/LSA support.

The Local Offer is available at: - <http://www.essexlocaloffer.org.uk/>. This resource is shared with parents as required.

Equality and Inclusion

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. Schools have a wider duty to prevent discrimination, to promote equality of opportunity and to foster good relations. This school makes every effort to treat pupils equally regardless of any disability they may have. The school is fully accessible for all disabled pupils, including wheelchair access, disabled toilet and a shower room.

Medical Conditions

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Alternatively, a One Plan will be completed where appropriate.

Monitoring and Evaluating

- The SENCo monitors the academic achievements of children with special educational needs through consultation with teaching staff and the use of Target Tracker
- One Plans are reviewed at least twice yearly with pupils, parents and staff.
- Parents of pupils with SEND are invited to attend One Plan meetings as well as liaising with the SENCO as necessary.

- Pupils with an EHCP for SEND will have an annual review to which all outside agencies, parents and staff involved with their plan are invited.
- The appointed Governor for SEND makes regular visits to the school, observing and discussing SEND with the SENCo and teaching staff.

Transition

At Riverside Primary School we work closely with local pre-schools and secondary schools in order to ensure a smooth transition between educational settings. Pre-school and home visits which occur prior to a child starting at Riverside Primary School provide an opportunity for all stakeholders to share information about the child.

We have strong links with local secondary schools which enables us to share information and plan a transition programme, including meetings with relevant members of staff, liaison between school SENCos, taster sessions and additional visits.

For children who require additional support at different transition points throughout their time at Riverside Primary School, we provide an individualised support programme for transition to their new class/year group. For SEND children in Year 6, extra visits may be arranged during the Summer term before they move on to secondary school.

Other Agencies

The school works closely with support services and other agencies. The Educational Psychologist is available initially through an EP consultation service, a consent/ information form should be completed by staff and parents before discussing a child with the Educational Psychologist.

The school can also contact the Community Health Services where there are particular concerns about a pupil. The school nurse is our first line of contact. The school also has links with the Speech Therapy service.

All contacts with other agencies will be made in consultation, following discussions between class teacher, the SENCo and the Head teacher.

In addition to the links we have with outside agencies as outlined already, the school also has links with Health and Social Services and Education Welfare Services.

If required, we refer children to external agencies such as Kids Inspire for additional support and we work closely with all external agencies to ensure a smooth transition.

Training and resources

All Class Teachers are trained to deliver Quality First Teaching and receive relevant training on updates or aspects of SEN. Staff receive specific/additional targeted training to support pupils as needs arise due to diagnosis or changed circumstances.

The SENCO attends training and meets with other SENCOs in a local cluster group.

The school has a Learning Mentor
The school has a range of resources specifically for SEND

Storing and managing information

All records of children's SEND are stored in a locked cabinet and treated with confidentiality. When a pupil transfers to another school their information/ data is sent securely.

This policy should be reviewed in the Summer term 2023