



RIVERLEY
PRIMARY

Special Educational Needs & Disabilities Policy and Information Report

Date: September 2020

Review Due: September 2021

Reviewed Annually

Safeguarding Policy Author: Sabrina Reilly

SENCO: Kay Boussetta

Designated Inclusion Lead: Kay Boussetta

Head of School: Sabrina Reilly

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

Approved By:	Sabrina Reilly
Last Reviewed:	Date: September 2020
Next Review Date:	Date: September 2021

Riverley Primary School Special Educational Needs and Disability (SEND) policy

At Riverley Primary School we welcome everybody into our community; we are an inclusive school. The Staff, Trustees, Governors, pupils and parents strive for a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. At Riverley Primary School we believe in achievement, ambition and progress for all children.

We aim to meet the needs of individual children through highly effective quality teaching and learning by providing a secure, enjoyable and stimulating learning environment which will enable pupils to realise their potential as individuals in society; by providing equal access to a broad and balanced curriculum which:

- meets statutory requirements
- reflects the cultural diversity of society
- meets the needs of all pupils
- develops skills for independence and a pathway for an active role in society
- maintaining close contact with the home: making parents/carers welcome in the school and to enable them to play a full part in the education of their children

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning. We work in a flexible way to develop effective partnerships with children and their parents/carers, the Inclusion Lead/SENDCO, specialist trained teaching assistants, external professionals such as speech and language therapists, occupational therapists and child and adolescent health services (CAMHS) to ensure that the school can meet a broad range of special educational needs. We undertake a rigorous system of monitoring children's progress against national curriculum levels, supporting academic

and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of life-long learning for all children.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

The SENCO is Kay Boussetta

They will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers:

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

SEN information report

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

SEND at Riverley Primary School

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

These objectives will be achieved by:

- providing all staff with up to date and relevant information on the needs of pupils
- providing staff with regular opportunities to discuss pupil's needs
- providing staff with regular professional development opportunities to expand their SEND Pedagogy
- providing a structure within which information on pupils can be collected, provided and processed systematically; • acting promptly on decisions made.

Around 1.8% of our children have EHCPs and approximately 12% of our children are on the SEND register. This means that all teachers expect to have children with SEND in their classes.

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose 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
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This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at termly parents' meetings and or during informal meetings to discuss the child's progress. Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed on the SEND register under SEN -S (SEN - support)
- discuss assessments that have been completed
- agree a plan and provision for the next term

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Paperwork for children at SEN - S (SEN support)

Once a child has been identified as needing SEN - S the following paperwork will be completed:

- Annually, a one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year.
- Termly, at progress meetings, an Individual Support Profile, will be produced and/or reviewed. The plan records specific and challenging SMART targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- Half termly, at a progress meeting, smaller targets taken directly from the Individual Support Profile are discussed with children and parents and agreed next steps are recorded towards the longer term targets.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SEN - S, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Person Centred Reviews (PCRs)

This procedure only applies to children who have a Statement of SEND or EHC Plan and it is envisaged that only a small number of children will require an EHC Plan. PCRs are held in the summer term at Riverley and parents will be informed of the procedure when meeting the Waltham Forest SEND team.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to

spend time each day working with all children with SEND, individually or as part of a group. When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. The school has a range of interventions available which are listed and costed on a provision map. When considering an intervention, we look first at the child's profile of learning so that we can select the intervention which is best matched to the child.

Targets for children at SEN -S are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the Inclusion Lead who monitors overall progress after the intervention.

- Interventions will be planned in half term blocks
- At the end of each block, children's progress towards their targets will be assessed and recorded
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The Inclusion Lead monitors interventions to identify 'what works'.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Regular communication with parents/carers and hospital clinics, specialist nurses as well as through a home communication book will be maintained, and where necessary home schooling service. Teachers will provide school work as necessary to children who are having alternative provision at home or in hospital. Additional training will be provided by medical specialists for school staff and teachers of children with medical conditions.

Each child who has a medical condition will be provided with a Care Plan which will be drawn up in consultation with parents and medical specialists and teachers involved. These will be reviewed on a termly basis and/or when new advice is provided from the medical team and/or parents.

Some children with medical conditions may also have special educational needs (SEN) and may have a statement or EHC Plan which brings together health and social care needs as well as their special education provision and the SEND Code of Practice (2014).

Adaptations to the Curriculum Teaching and Learning Environment

Riverley has full disability access. The school has a lift, corridors are wide and we have easy access toilets. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Many areas are carpeted and there are quiet rooms to lessen ambient noise for children with hearing impairment. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusive: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National

Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Expertise

All of our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites. Other TAs have expertise and training on other areas or specific interventions. All TAs work with children with SEN and disabilities. The Inclusion Lead/SENDCo is very experienced holding the National SENCO Award and offers advice and support to all staff and parents. Riverley buys in expertise from Waltham Forest and the NHS (NELFT) which includes access to Educational Psychologists and Advisory Teachers.

Children with social, emotional and mental health needs

Behaviour is NOT classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a Common Assessment Framework (CAF) with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS or the school may do this on the parents' behalf. If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained support staff who develop good, trusting relationships with the children.

The school also seeks therapeutic services from agencies who can also support parents. All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Other impacts on progress and attainment which is NOT SEN

- Disability (The Code of Practice 2014 outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation-these alone do not constitute SEN)
- Attendance and punctuality
- Health and Welfare

- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child -Being a child of Serviceman/woman

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Spring Term of Year 5. The secondary school SENDCO is invited to Person Centred Reviews and other review meetings in Year 6. Additional transition arrangements may be made at these reviews e.g. extra visits.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is Sharon Hinkson who will meet with the Inclusion Lead termly to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Riverley Primary SEN Information Report

This policy should be considered in conjunction with the SEN Information Report which may be viewed on our website or on request from the school office.

Waltham Forest's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Waltham Forest's Local Offer is available from the website www.walthamforest.gov.uk/localoffer.

Equal Opportunities

Riverley is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Storing and Managing Information

All documents are treated confidentially and are stored in-line with the school policy on Information Management.

Review Framework

This policy and information report will be reviewed by Sabrina Reilly **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Links with other policies and documents:

- Safeguarding policy
- Behaviour policy
- Sporting pupils at school with medical conditions policies