



## **Rivermead Primary School**

### **Policy on Special Educational Needs and Disability**

**Committee Responsible: L&T**

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#### **Document History**

<b>Version</b>	<b>Date of Review</b>	<b>Changes/Comment</b>
	<b>April 2017</b>	
	<b>Nov 2020</b>	<b>Policy year, roles, compliance updated,</b>

# Special Educational Needs and Disability Policy 2020

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## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013, including May 2014 and June 2018 updates
- Children and Families Act (2014)
- SEND Code of Practice 0 – 25 (2015) and April 2020 update
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014, including December 2015 updates
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2011 and June 2013 updates

We believe that:

- *An inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every pupil matter.*
- *As a school, we aim to provide a vibrant, happy and safe learning environment which enables every child to achieve the best they can regardless of gender, ethnic or social background, or educational needs. In addition we promote the importance of healthy lifestyles, respect for the environment and the value of mutual respect. We prepare our pupils for the responsibilities and opportunities that arise throughout life in a multi-cultural and technological society.*

We are committed to ensuring that all students at Rivermead receive the education that is right for them and supports their progress in all areas of their lives. Our students with Special Educational and/or Disability needs may need particular support to ensure that they reach their full potential and we believe that excellent Special Educational Needs and Disability provision is important to ensure that all students are able to succeed and feel valued at school.

## Objectives:

- To enable students with Special Educational Needs and Disability to reach their full potential.
- To create an inclusive environment where students with Special Educational Needs and Disability are able to take part in all aspects of the school community.
- To support students with Special Educational Needs and Disability at times of transition.
- To ensure that the views of students with Special Educational Needs and Disability are taken into account.
- To enable parents/carers of students with Special Educational Needs and Disability to support their child's Education.
- To offer students with Special Educational Needs and Disability full access to a broad and balanced Curriculum.
- To ensure that all staff have access to information regarding the Special Educational Needs and Disability of their students.
- To ensure there is a graduated approach to the identification and provision of Special Educational Need in line with the Code of Practice.

## Definition of SEND

The SEND Code of Practice provides four broad areas for considering Special Educational Needs and Disability:

- Cognition and Learning

- Sensory and/or Physical needs
- Communication and Interaction
- Emotional, Social and Mental Health Difficulties

Children and Young people may have difficulties in one or more of these areas and school based assessment as well as specialist assessments should enable the school to identify students with SEN and plan appropriately for them. Children with difficulties in these areas may not be identified as having a Special Educational Need if they continue to make expected progress at school without the need for sustained, targeted intervention or resources.

Slow Progress and Low attainment do not always mean that a student has a Special Educational Need. If a student is not making expected progress then the school will endeavour to support them through quality teaching initially. If there is a concern that a student's progress may indicate a Special Educational Need then the Teacher will liaise with the school SENDCo. Following discussion with the student, parents/carer and teaching staff any further assessments will be arranged before a child is placed on the Special Educational Needs Support List.

The school works with Equality Services to support students for whom English is an Additional Language. This is not considered a Special Educational Need, although some of these students may also have a Special Educational Need and Disability. If it is felt that further assessment is needed this will be conducted through the SENDCo in collaboration with parents/carers.

### **Definition of SEND provision**

All teachers are teachers of Special Educational Needs and Disability and we aim to provide all learners with teaching that is differentiated and personalised for them. Quality first teaching should meet the needs of most learners and enable them to make good progress at school. Some students need provision that is additional to and different from this – Special Educational Needs Provision. We aim to ensure that our learners have the correct provision in place that targets their underlying needs and enables them to make good progress. Special educational provision is tailored for each student and monitored and reviewed in collaboration with parents and carers.

Special Educational Needs assessment and provision is planned alongside the broad areas described in the Code of Practice.

### **Communication and Interaction**

Where there are general concerns about a student's Speech, Language or Communication needs they will initially be supported through school resources which may include: differentiated work, pastoral support, Literacy and Numeracy intervention and advice from the Speech and Language Therapist.

The school works closely with the allocated Speech and Language Therapist to support students' with Speech, Language and Communication difficulties in a number of ways:

- Students who have had Speech, Language and Communication difficulties at Pre-school/Nursery should be identified through the school Transition process and also by the Speech and Language Therapy transition Service. These students will be offered extra transition support through Term 3 whilst they are at their Pre-school/Nursery and a plan will be made for EYFS.
- If it is felt that specialist assessment of a student's Speech, Language and Communication is required the student will be referred to the relevant Speech and Language Service by the SENDCo in collaboration with parents/carers and teachers. The school accesses Reading University for tailored Wave 2 Speech, Language and Communication intervention support and/or may access the NHS if there is a significant Speech, Language and Communication need as per the Wave 3 intervention threshold. Depending upon the outcome of the support accessed a programme may be put in place and delivered by the Speech and Language Therapist or recommendations for support in school will be followed.
- Where students have other forms of intervention such as Literacy or Numeracy Intervention, staff will work with the Speech and Language Therapist to plan intervention that also supports their Speech, Language and Communication needs.

- Staff training is given annually where appropriate on different aspects of Speech, Language and Communication needs to support staff development and enable teachers and support staff to plan effectively for students with Speech, Language and Communication needs.
- Where students need particular provision in the classroom this will be communicated by the school SENDCo and staff can access support from the SENDCo or relevant Speech and Language Therapist.
- Students who have Autistic Spectrum Disorder will be given extra support as appropriate, this may include: individual mentoring sessions, social skills groups, the use of social stories, visual timetables and Speech and Language input.

### **Cognition and Learning**

- Students with difficulties with cognition and learning will initially be supported through school resources in a number of ways: Differentiated work, small group Literacy and Numeracy intervention.
- Where necessary the SENDCo will seek advice and support from specialists via Wokingham Local Authority.
- If it is felt that further assessment of a student's needs is required then they may be referred to an Educational Psychologist or the Learning Support Service in collaboration with parents/carers and teachers. An assessment of their cognition and learning needs will then be completed and shared with the student, parents/carers and staff via the school SENDCo.
- Some students may have access to a modified curriculum with an increased focus on Literacy and Numeracy.

### **Social, Emotional and Mental Health**

- All staff at Rivermead will support students' social, emotional and mental health by fostering supportive relationships, promoting students' self-esteem and self-worth, being positive role models and using strategies that support students' social and emotional development.
- Teachers and Teaching Assistants are key contacts for students and monitor all aspects of their students' developmental needs through the PSHE curriculum. Students that need further support can have access to the School's Nurture programme or an appropriate counselling service.
- Where there are on-going concerns about a student's social, emotional or mental health needs the SENDCo and teacher can in collaboration with the young person and parent/carer where appropriate refer to a relevant service which could be:
  - The School Nurse
  - Foundry College
  - Child and Adolescent Mental Health Service (CAMHS)
  - The Educational Psychologist

Assessments will be completed and packages of support will be put in place for young people and monitored through a review cycle either within a Team Around the Child approach or Progress meetings. The student should remain central within this process.

The Educational Psychology service, where appropriate or through needs identified, provide mental health training which focuses upon emotional and social difficulties.

### **Sensory and/or Physical Needs**

- Students with sensory or physical needs will be supported through a number of methods within the school. Teaching staff will differentiate and personalise the curriculum as appropriate to support students with sensory or physical needs.
- If a student needs specialist resources the school will work with The Sensory Consortium Specialist Teachers to ensure that students have appropriate provision in school. Students with Hearing and Visual impairments will be visited by Specialist Teachers who will observe their classes, conduct specialist assessments and give advice to the school, working in collaboration with parents/carers.

This information will be disseminated by the SENDCo to ensure that all staff are aware of strategies to support these students.

- The school will also liaise with the GP service, Occupational Therapy and Paediatric team to ensure that information about students need is up to date and any change in circumstances is reported.

### **Identification of SEND**

All teachers are responsible for every child in their care, including those with Special Educational Needs and Disability. Underpinning ALL our provision in school is the graduated approach cycle of: Assess, plan, do and Review.

**Assess:** Teachers will conduct regular assessments of students' progress and set individualised targets that stretch learners. If a teacher is concerned that a student may not be making the appropriate progress then they will discuss this with the child and parents/carers. If staff are concerned that the young person may have a Special Educational Need then they should discuss their concerns with the SENDCo. The SENDCo will work with the student, teaching staff and parents/carers to assess need and may organise further specialised assessments as required.

**Plan:** A plan will be created amongst those involved. This will be shared with the student and parents/carers. Alternatively a school progress meeting may be held where the student, SENDCo, parents/carers and any external specialist staff will meet together to create a joint plan. This will then be shared with teaching staff.

**Do:** The plan will be put in place by all relevant staff and any new staff to the team working with the child. The Teachers and SENDCo will implement the plan and make any modifications and adjustments necessary.

**Review:** The plan will be reviewed in regular cycles. This may be through termly review progress meetings, specialist service meetings or through a teacher's own review system.

### **Involving Parents/Carers**

Parents are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly regarding any change in their progress, behaviour or educational provision within the school. Teaching staff should liaise with parents/carers regarding the progress of their child and parents/carers will be part of the planning process for their child. This may include: meetings with teachers, the SENDCo and specialist staff where appropriate. The SENDCo will arrange further meetings where necessary to discuss SEND provision, progress or review the plan.

The SENDCo will meet with parents/carers where a request for Exceptional Needs Funding and/or an Education Health and Care plan is going to be made. Parents/carers will also be invited in at least annually to review the Education, Health and Care Plan.

The school operates an open-school policy where parents/carers are encouraged to request the opportunity for informal discussion or an organised meeting at a mutually convenient time.

### **Roles and responsibilities**

The Head teacher, in collaboration with the Senior Leadership Team and class teachers, monitors and evaluates the progress of all pupils and makes strategic decisions which will maximise their opportunity to learn.

- The Head teacher and the Governing body will delegate the day to day implementation of this policy to the Special Educational Needs and Disability Coordinator (SENDCo).
- The School's Leadership Team will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - Analysis of the whole-school pupil progress tracking system.
  - Maintenance and analysis of a whole-school provision map for vulnerable learners.
  - Regular meetings with the SENDCo.
  - Discussions and consultations with students and parents.

## **Special Educational Needs and Disability Coordinator**

In line with the recommendations in the SEND Code of Practice 2015, the SENDCo will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners.
- Identifying on this provision map a staged list of pupils with Special Educational Needs and Disability – those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans.
- Co-ordinating provision for children with Special Educational Needs and Disability.
- Liaising with and advising teachers.
- Collaboratively managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all children with Special Educational Needs and Disability.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with an Education Health and Care plan.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a Special Educational Need and Disability which will require significant support.
- Overseeing the smooth running of transition arrangements and transfer of information for Pre-school/Nursery to EYFS, year group progression and Year 6 to Year 7 students on the vulnerable learners' provision map.
- Monitoring the school's system for ensuring that One Page Profiles, where it is agreed they will be useful for a pupil with Special Educational Needs and Disability, have a high profile in the classroom and with pupils.
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with Special Educational Needs and Disability).
- Liaising and consulting sensitively with parents/carers of pupils on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Attending meetings and training as appropriate.
- Liaising with the school's SEND Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and Disability.
- Liaising closely with a range of outside agencies to support vulnerable learners.

## **Education, Health and Care Plans**

- Pupils with a Statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their Statement/Plan.
- Our school will comply with all local arrangements and procedures when applying for
  - High Needs Block Funding
  - An Education Health and Care Plan

and will ensure that all pre-requisites for the application have been met through ambitious and proactive additional SEND support using our devolved budget at an earlier stage.

## **Record keeping and monitoring**

- Every student who has been identified as having Special Educational Needs and Disability has it recorded that they are receiving SEND support.
- Additional provision will be recorded on our Provision Mapping system and records kept of all provision that a student has received.
- The school uses both quantitative and qualitative analysis in the evaluation of SEND provision.
- Depending upon the intervention, assessments are made at the beginning and throughout the provision to determine effectiveness. These may be specialised assessments pertinent to the intervention or linking to whole school assessment such as reading tests or subject tracking. The general progress of SEND students is monitored alongside their academic tracking in Numeracy and Literacy.
- Some students will qualify for reasonable adjustments in their examinations and assessments.

- These students will be assessed by the SENDCo to enable them to use their normal way of working during examinations. Records will be kept by the SENDCo and relevant Team Leader in line with the Standards and Testing Agency.

### **Working with External Partners**

The school works closely with all other outside agencies to focus on identification and provision for those students who, at any given time may require further intervention.

All services involved with the school are regarded as being part of a working partnership whose aim is to provide an integrated, high quality, holistic model of support which focuses on the needs of the child. The following agencies/services are involved with school:

- Educational Psychologist
- Foundry College
- Learning Support
- Traveller Education Services
- Speech and Language
- Occupational Therapist
- Addington Outreach
- School Nurse
- Assist ASD support
- Dyslexia Research Trust – Outreach
- Educational Welfare Services
- SEND Network
- Intensive Parenting and Family Support practitioner
- SENDIASS

Details of our internal and external provision can also be found via The Local Offer on the Wokingham Borough Council Website.

### **Links with Other Schools**

Rivermead has strong working relationships and links with our feeder Pre-schools and Nurseries. The school also has strong links with the Secondary schools. Rivermead is part of the Future Thinking Partnership.

### **Staff Professional Development**

We believe that staff CPD in respect of SEND is crucial to identifying and meeting the needs of our learners. SEND training is available for the whole school and arranged by the SENDCo and Leadership Team. The provision of training will be allocated where there is deemed to be a recognised need. The SENDCo will also support teaching staff and other classroom staff as required through a range of approaches such as: coaching, advising, lesson observation and feedback.

CPD will be delivered by one of the following means:

- SENDCo
- Individual members of staff within the school who have a designated specialism
- Local Authority support service
- External trainers/consultants
- External agencies/facilities and support services

### **Safeguarding**

The safety and welfare of our students is of paramount importance to us. Our Safeguarding Policy details our school processes for safeguarding all our students. We also take bullying very seriously as detailed in our anti-bullying policy.

### **Queries and Complaints**

Parents/carers are partners with the school and are welcome to query decisions made by the school through the school's designated channels as laid down in school documentation. If, on pursuing complaints, the parents/carers are not wholly satisfied with the school's response they may wish to seek further advice/assistance from SENDIASS and/or the Local Authority. If, at any point, they do not agree with the school's and the LA's decision, they have the right to appeal to the authority's SEND Tribunal.