RIVACRE VALLEY PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Statement:

All pupils are entitled to, and must have, access to an education catering for their specific individual needs, within the framework of the National Curriculum, regardless of ability or aptitude.

Definitions of special educational needs taken from section 20 of the Children and Families Act 2014.

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.
A child of compulsory school age or a young person 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 at (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.

Disability Rights:
At Rivacre Valley Primary we welcome pupils with disabilities and ensure structures are in place to accommodate their needs. We are conversant with the Disability Rights Commission – Code of Practice for Schools and adhere to the guidelines.

Aims:
At Rivacre Valley Primary school we recognise the individual needs of every pupil, but recognise a significant number of pupils require additional support for at least some part of their school career. Consideration is given to all aspects of provision to ensure pupils have access to the breadth of the school curriculum.
We aim:

- to provide an inclusive, balanced curriculum for all pupils ensuring a successful outcome
- to support children with Special Educational Needs or Disabilities (SEND) in developing social interaction and individual confidence
- to enable SEND pupils to access all aspects of the school programme with equality whenever possible
- to ensure early identification takes place and assessments made.

- to include parents/carers in all aspects of SEND support ensuring they feel fully informed and that their opinions are valued
- to keep accurate records and to review progress on a regular basis
- to alert, inform and work cooperatively with all outside agencies
- to ensure all members of staff, teaching and non teaching, are kept fully informed of the needs of SEND pupils

Staff:

Responsibilities for ensuring that guidelines are followed lie with:

The Headteacher: **Mrs K Docherty**
SENDCo: **Mrs V Vaughan**
The SEND governor: **Mrs Sarah Millard**

Roles :

The Headteacher is responsible for:

- ensuring that the Special Needs Code of Practice is in place and that all children have access to support for their individual needs.
- ensuring the school complies fully with the legal obligations set out in the Equality Act 2010, i.e.
  - i) They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
  - ii) They **must not** discriminate for a reason arising in consequence of a child or young person's disability
  - iii) They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
  - iv) They **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non- disabled children and young people.
  - v) Public bodies also have specific duties under the public sector equality duty to publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.
- informing governors of SEND policy, developments and current issues
- Ensuring that SEND is addressed in the School Development Plan, along with the Inclusion Manager and SEND Governor
- liaising with the SEND CO
- deployment of SEND staffing and welfare

The SEND Co is responsible for:

- coordinating all aspects of SEND in the school, encouraging and celebrating all aspects of inclusive practice
- keeping a SEND register, records and assessment records
- liaison with the Senior Leadership Team
- ensuring the SEND policy is functional with all staff adopting a consistent approach
- Ensuring the the SEND section of the School Website contains the SEND Information Report, including links to the SEND Local Offer
- Along with the Headteacher, ensuring effective deployment of support assistants and resources to best support pupils with SEND
- Along with the Headteacher, Monitoring Data to assess progress of Pupils with SEND alongside their peers
- provision mapping/collating SEND Profiles/Target sheets
- organising SEND training for all staff
- working with class teachers to develop effective, measurable SMART targets, to consider learning styles and to provide resources where appropriate
- supporting new staff, particularly ECT's, disseminating and ensuring the understanding of school policy and procedures.
- identifying training issues in collaboration with the class teacher, identifying and assessing pupils with SEND
- liaising, along with class teachers, with and supporting parents of pupils with SEND. Providing information re:Parent Partnership and other helpful agencies
- ensuring parents are involved with the development of strategies to encourage consistency between home and school
- liaising with outside agencies, including LA, organising annual reviews and disseminating information
- organising visits/liaison between schools for pupils with Education, Health and Care Plans and Element 3 Top Up Funding or other difficulties at the time of KS1 and KS2 transfers
- liaison with SENDCo's from other primary and secondary schools at times of transfer
- monitoring and supporting TA's. Regular opportunities given to allow a 'platform' for concerns and to ascertain training needs

The SEND Governor is responsible for:

- ensuring the necessary provision for all children with SEND is in line with Code of Practice (2014)
- ensuring the school complies fully with the legal obligations set out in the Equality Act 2010,
- adhering to Disability Rights guidelines and to be mindful of access issues
- monitoring SEND provision
- ensuring there is appropriate and adequate staffing & funding to accommodate the level of SEND pupils within the school

- the inclusive practice in school. Ensuring pupils have been accommodated wherever possible and that the rights of all children have been considered.
- SEND provision within the School Development Plan
- liaison with theSEND CO on a regular basis

The Class Teachers are responsible for:

- monitoring all children and seeking advice promptly when concerns arise
- providing a differentiated curriculum through Quality First Teaching
- following the advice in the school's SEND policy.
- Writing and evaluating SMART Targets in liaison with the SENDCo
- to ensure TA's are used effectively and are consulted
- Provide reasonable adjustments in the classroom for children with SEND
- Sharing SEND Support Plans and Behaviour Support plans with parents

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Support Agencies:
The school has built up regular contact with many support services.
These include:

Speech therapists
School Health/Paediatrician
School Nurse
Educational Psychologist
Children's Social Care
Cheshire Autism Team
Child and Adolescence Mental Health (CAMHS)
Teachers for the Hearing Impaired
Teachers for the Visual Impaired
Occupational Therapy & Physiotherapy service
Outreach workers for societies i.e. ADHD, PKU, Epilepsy
Local schools providing specialist provision
Local Authority
Virtual School/PEP Co-ordinator
EYSTS
MHST (Mental Health Support Service)
The Proud Trust
Down Syndrome Cheshire

These agencies provide support in teaching strategies, class management, advice on methods and resources and support for parents. They work either in the classroom, one to one or as an important part of INSET provision.

The Child:
All pupils, including those with SEND, are given every opportunity to voice their opinions and concerns and to work collaboratively with teaching staff in achievable target setting.

Parental Involvement:

Parents are kept informed about school arrangements and developments to support SEND in school through regular contact by phone, letters, email, text and meetings (both formal and informal) the school prospectus and school website.

In consultation with parents we discuss concerns as they arise, thus ensuring the needs of all children are met, and any queries are dealt with promptly.

Targets are formally shared with parents at Initial Meetings, Termly Parents Evenings and Annual and/or Interim Reviews. Targets are also uploaded to Arbor termly.

Parents are asked for their views termly, which will be added to their child's SEND Support plan.

Identifying Needs:

Children are monitored from entry into school and any information gathered (including that from pre-school play groups, nurseries, health visitors, parents, school nurse etc) helps us to build up a profile for every child on entry. We recognise children's individual needs and highlight any areas of special need or difficulty. **All** children continue to be monitored by class teachers and teaching assistants throughout their journey at Rivacre Valley. Termly Data is analysed ensuring that any new and / or additional needs can be addressed as soon as is practicable. Staff will then discuss with the SENDCo and Individual Targets for the pupil will be set.

Our identification covers the 4 Areas of Need:

- Social, Mental and Emotional Health
- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical

A Graduated Approach

Quality First Teaching

a) Any pupils who are falling significantly outside of the range of expected academic
achievement in line with predicted performance indicators and grade boundaries will be
monitored.

b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) The child's class teacher will take steps to provide differentiated learning opportunities
that will aid the pupil's academic progression and enable the teacher to better understand
the provision and teaching style that needs to be applied.

d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will need going
forward.

f) If a pupil has recently been removed from the SEND register they may also fall into this
category as continued monitoring will be necessary.
g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any
concerns will be discussed with parents informally or during parents evenings.

Parents evenings, along with formal meetings are used to monitor and assess the progress being made by children. Parents can make a formal appointment with the SENDCo and Class teacher by contacting the school at any time.

Categories of Need – how adaptations / reasonable adjustments may look like in different lessons:

COGNITION AND LEARNING	SOCIAL, EMOTIONAL AND MENTAL HEALTH	PHYSICAL AND/OR SENSORY	COMMUNICATION AND INTERACTION
• Pre-learning vocabulary • Writing Frames • Support for presentation • Key terms • Spelling prompts • Breaks • Maths equipment	• Images • Checklists • Specific feedback • Language of choice • Praise the effort as well as the result • Consistency • Breaks • Sensory Room • Wellbeing check-ins	• Enlarged Resources • Enlarged Images • Adjusted seating • Seating Plan • Gap Fills • Specific pens / pencils • Writing slopes • Cushions and supports	• Give time to respond (7 secs.) • Question prompts • Sentence Starters • Chunking of information • Writing Frames for perspectives/times • Language of choice (you have two options) • Visual Timetables • Makaton

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND 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

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for Top Up Funding

On occasion, it may be felt that a child requires extra support for a period of time, beyond the work that has already been put in place. This may require the school to apply for extra 'Top Up' funding to enable us to provide that extra support. The process for application for such funding is broadly the same as that for an Education, Health and Care Plan – see below. A Local Authority panel of professionals will meet and make the decision as to whether funding will be allocated. As with the request for an EHC Plan, the request for Top Up Funding is not always granted.

Referral for an Education, Health and Care Plan (EHC 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.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals
- Educational Psychologist
- Speech and Language Services

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 within the SEN Team about whether or not 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.

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan may be provided by Cheshire West and Chester Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Resourcing:

a) Funding: The SEND Governor, and the Headteacher, ensure sufficient funds are available for curriculum resourcing on an annual basis.

b) Specialisation: In addition to a Nursery class and mainstream primary classrooms the school has an Intervention room and a number of smaller rooms available for interventions and one to one work.
Rooms are also available for ELSA sessions - providing an environment conducive to the development of self esteem whilst encouraging behavioural, social and emotional development and emotional literacy.

c) Support Materials:The SENDCo has a room allocated to support teaching and assessment, for use as a resource centre and as a secure base for confidential information.
Resource materials are available to all teachers and teaching assistants to support SEND children within the classroom
Resources include materials to support literacy and numeracy skills, fine motor control development, speech and language development and advice for staff on SEND i.e. ADHD, SPLD, Dyspraxia, Dyslexia, Autism, ELSA. These resources also include the use of ICT where possible.

Curriculum Access:

All children have access to the curriculum with pre-planned modification where necessary.
Where mixed age classes are required, this is done regardless of ability and work is differentiated within the class. We recognise withdrawal of individuals for support activities may be beneficial to the child. If possible pupils are supported within the classroom. Our assessments include a broad range of achievements, so that positive aspects can be included. All children with SEND in mainstream are integrated socially, educationally and environmentally, where appropriate, to meet individual needs.

Examples of Interventions that take place:

Speech and Language
Read, Write, Inc - Daily Catch Up and Tutoring
Fine and Gross Motor Skills
ELSA
Write from the Start
Attention Autism
Beanstalk reading
RWI Fresh Start
PAT

Intervention Room:
In September 2023, we introduced an additional classroom. This is accessed by our most vulnerable SEND children when the need arises to provide a quiet place for daily interventions and if the child is experiencing sensory overload in the mainstream classroom. In line with our practice of Inclusion, this is not an area where a child will remain all day. Rather, as a base of support if needed.

Inclusion:
The whole philosophy of the school is geared to promote an acceptance of one another's differences. Inclusion is encouraged whenever possible. Joint social/curriculum activities with other schools are encouraged.
Equal Opportunities - In accordance with school policy children with special needs are valued for themselves, without consideration of gender, race or endowment.
Racial equality is addressed including 'Travellers'.

Attendance:
Attendance is monitored for all children and children with SEND are subject to the same scrutiny as those without. The same procedures will be followed in line with our Attendance Policy. When conducting Annual Review's it is a legal requirement to produce attendance data for the child in question.

Admissions:
Parents of children who already have an EHC plan, should contact the SEN Team if they wish their child to attend Rivacre Valley.

https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948

For those who are in the process of obtaining an EHCP, parents will be asked of their school preference and school will be consulted to see if there is an available place.
For children who are at SEN Support, it is advised that parents contact school. School will also contact any previous setting for relevant SEND information.

Transition:
For transition to High School, the High School will be invited to the child's final Annual Review before moving on. Transition meetings will also be held in the Summer Term with staff from both schools. If deemed appropriate, extra transition days will be put in place to support the child.

For Transition to other schools when the child is not in Year 6, a Transition Review should be held with the next chosen school so that all information can be passed on. Parents should be invited to this meeting. If a parent of a child with an EHCP wishes to move their child to another setting, they should contact the SEN Team prior to contacting other schools.

Training :
All Governors have the opportunity to attend training courses on SEND

SEND issues are taken into account when planning staff INSET. Governors are kept up to date with the training programme. Teaching and non-teaching staff are included.

The SENDCo is responsible for ECT SEND support and introducing SEND documentation, and support for Target Setting.

SENDCo / SEND Governor update current practice on a termly basis

SENDCo training includes any changes in the Code of Practice, in line with Local Authority policy and new behavioural and socio-emotional initiatives.

All staff have the opportunity to attend training and courses to further their Professional development.

Evaluation:

Indications of the success of our special needs policy are provided by:

- evaluation of individual progress – effectiveness of targets
- monitoring SEND progress in the classroom by the SENDCo and subject coordinators.
- improvements in a child's esteem.
- achievements in any area: curriculum / social / emotional.
- meetings with parents to discuss progress, evaluate provision and to celebrate improvements
- value added data for SEND pupils
- meetings with Headteacher, SEND Governor and SENDCo.

This policy will be reviewed by October 2027 by the SENDCo and governing body, or sooner if there are changes to legislation, guidance, or school practice.