

RIVACRE VALLEY PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Covid-19

In relation to SEND provision it's important to note that, whilst we may have to make changes to the way we deliver education to ensure the education environment is as safe as possible from the risk of coronavirus, our statutory duties for children and young people with SEND remain the same. This means using best endeavours to secure that the special education provision called for by the pupil's special education needs is made.

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 (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN 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.

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 SEN pupils in developing social interaction and individual confidence
- to enable SEN 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 SEN 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 SEN pupils

Staff:

Responsibilities for ensuring that guidelines are followed lie with:

The Headteacher: **Mrs K Docherty**
 Inclusion Manager: **Miss J Hughes.**
 The S.E.N. governor: **Mrs Sarah Glass**

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.
- informing governors of SEN policy, developments and current issues
- liaising with the Inclusion Manager
- deployment of SEN staffing and welfare

The Inclusion Manager is responsible for:

- coordinating all aspects of S.E.N. in the school, encouraging and celebrating all aspects of inclusive practice
- keeping a SEN register, records and assessment records
- liaison with the Leadership and Management Team and Quality of Education team.
- ensuring the SEN policy is functional with all staff adopting a consistent approach
- ensuring effective deployment of support assistants
- provision mapping/collating SEND Profiles/Target sheets
- organising 'in house' SEN training for all staff
- working with class teachers to develop effective, measurable Targets, to consider learning styles and to provide resources where appropriate
- supporting new staff, particularly ECTs/ NQTAs., disseminating and ensuring the understanding of school policy and procedures.
- Identifying training issues in collaboration with the class teacher, identifying and assessing pupils with SEN
- liaising and supporting parents of pupils with SEN. 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 SENCo'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 S.E.N. Governor is responsible for:

- ensuring the necessary provision for all children with SEN in line with Code of Practice (2014).
- adhering to Disability Rights guidelines and to be mindful of access issues
- monitoring SEN provision
- ensuring there is appropriate and adequate staffing & funding to accommodate the level of SEN 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.
- SEN provision within the School Development Plan
- Liaison with the Inclusion Manager on a regular basis

The Class Teachers are responsible for:

- monitoring all children and seeking advice promptly when concerns arise
- providing a differentiated curriculum
- following the advice in the school's SEN policy. Also writing and evaluating SMART Targets in liaison with the Inclusion Manager
- to ensure TA's are used effectively and are consulted

Support Agencies:

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

Speech therapist	School Health/Paediatrician
School Nurse	Educational Psychologist
Children's Social Care	Cheshire Autism Team
Cheshire West and Chester Special Teaching Services	
Child and Adolescent Mental Health (CAMHS)	
Teachers for the Hearing Impaired	
Teachers for the Visually Impaired	I
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	
EYSS	
MHST (Mental Health Support Service)	

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 SEN, 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 SEN 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.

Identifying Needs:

Children are monitored from entry into school Information gathered, including that from pre-school playgroups, nurseries, health visitors, parents, school nurse etc. helps us to build up a profile for every child on entry. We are able to recognise children's individual needs, and highlight any areas of special need.

Our initial identification covers:

- 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 SEN 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 Inclusion Manager 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 SEN 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 SEN 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 Inclusion Manager and Class teacher by contacting the school at any time.

SEN Support

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

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 Inclusion Manager 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
- Inclusion Manager
- 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 about whether or 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 S.E.N. 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 classes the school has 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, socio emotional development and emotional literacy.
- c) Support Materials: The Inclusion Manager has a room allocated for 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 SEN 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 SEN 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 SEN in mainstream are integrated socially, educationally and environmentally, where appropriate, to meet individual needs.

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.

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'.

Training :

All Governors have the opportunity to attend training courses on S.E.N.

- SEN 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 Inclusion Manager is responsible for ECT S.E.N. support and introducing SEN documentation, and support for Target Setting.
- Inclusion Manager / SEN Governor update current practice on a termly basis
- Inclusion Manager training includes any changes in the Code of Practice, in line with Local Authority policy and new behavioural and socio-emotional initiatives.

Evaluation:

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

- evaluation of individual progress – effectiveness of targets
- monitoring SEN progress in classroom by the Inclusion Manager 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 SEN pupils
- meetings with Headteacher, SEN Governor and Inclusion Manager.

This policy will be reviewed September 2022