



Special Educational Needs and Disability (SEND) Policy

River Bank Primary School

2019

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (date January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 (date January 2015)
- Statutory Guidance on Supporting pupils at school with medical conditions August 2017
- The National Curriculum in England Key Stage 1 and 2 framework document July 2014
- Safeguarding Policy
- Teachers Standards 2013

Key members of Staff:

Mr David Sansom:	Head Teacher
Mrs Judith Trainor:	Deputy Head Teacher
Mrs Jane Vale:	Assistant Head Teacher/Special Educational Needs and Disabilities Co-ordinator (SENDCO)
Ms Helen Barnett:	Special Educational Needs and Disabilities Governor

Introduction

The SEND policy of River Bank Primary School is written with due regard to the Special Educational Needs Code of Practice 2015 in conjunction with our Special Educational Needs Information Report.

Definition of special educational needs and disabilities (SEND)

Children have special educational needs if

- They require additional support in order to gain equal access to learning opportunities
Or
- They have a learning difficulty or disability which calls for special educational provision to be made that is additional or different to that which is normally available to pupils at the same age.

Learning difficulty or disability can be described as

- Having a significantly greater difficulty in learning than the majority of children of the same age
Or
- Having a disability which prevents or hinders the child from making use of the educational facilities in the school.

Children must not be regarded as having a learning difficulty solely because they usually speak another language.

Children may experience difficulties in some or all of these areas

- Communication and interaction
- Cognition and learning
- Social emotional and mental health
- Sensory and or physical and medical conditions

Aims

The SEND policy for River Bank Primary School aims to:

- provide all children with a broad and balanced curriculum that is differentiated according to the needs of the individual and delivered through high quality teaching.
- identify pupils with SEND as early as possible and to plan appropriate programs of study.
- ensure that all pupils make good progress
- celebrate the wide range of our pupil's achievements
- be a safe learning environment in which children feel secure, and where self-esteem, confidence and respect, both for self and others, can be promoted
- create a welcoming atmosphere for parents and to develop a supportive partnership between pupils, parents, school, governors and outside agencies
- make reasonable adjustments to allow children with disabilities to develop, learn and achieve the best possible outcomes

Responsibility for the coordination of SEND provision

The Headteacher is responsible for overseeing the provision for children with SEND.

The SENDCO is responsible for coordinating the day to day provision of education for pupils with SEND.

Identification

The identification, assessment and provision for SEND is a matter for the school as a whole. All teachers are teachers of children with SEND.

Using teacher observations and assessments, records from previous settings, information from parents and other professionals we are able to build a picture of a child's barriers to learning and their subsequent needs. Monitoring progress is a continuous process in our school and if a child is experiencing difficulties they should be promptly identified.

Parents will be informed at the earliest opportunity of the school's concerns and provision that is being made for their child. We expect to work closely with the parents as their child progresses through the school.

The Graduated Approach to Pupils' Needs

The school will have regard to the SEND code of practice 2015 when carrying out its duties towards all pupils with SEND. The code refers to a graduated response which brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

In every class there is a continuous cycle of assessing, planning, delivering and reflecting which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements.

When a teacher or parent has concerns about a child's progress or behaviours in general, the child will be monitored for an agreed period. If concerns continue then it might be deemed necessary for the school to make provision which is additional to or different from the already differentiated curriculum. The child would then be moved to the School Support Level and recorded on the SEND register at school.

As described above the Graduated approach will then be taken:

1. Assess

The Class teacher, SENDCO and parents will consider the child's needs and arrange to carry out further observations or assessments to identify the barriers to learning, if necessary.

2. Plan

In agreement with parents the school will determine the possible outcomes, adjustments, interventions and support they will put in place together with a date to review the impact on progress, development or behaviours. The class teacher and SENDCO will consider an approach which may include:

- Deploying extra staff to work closely with the child for short periods
- Instigating staff development or training
- Providing additional support within a small group for some lessons
- Providing different materials and equipment

3. DO

The class teacher will ensure that any interventions or support take place and along with the SENDCO will monitor the effectiveness of the provision

4. Review

The effectiveness of the support and the impact on the child's progress will be reviewed at least termly and discussed with parents. Next steps are then planned.

This process will be recorded for individuals on a learning plan and will include details of the support expected and actual outcomes and the views of the parent and the child. The plan will usually concentrate on three or four targets that closely match the child's needs. Reviews will take place termly with the class teacher, parents and child. The review will record which targets have been met, set new targets, outline strategies and the provision to be made.

If the difficulties persist other professionals such as the Educational psychologist may be asked to contribute to the assessment with parent's agreement. The child may be observed in school by the professional who will usually provide a written report and recommendations for further actions. Parents will be kept fully informed of any recommendations.

Where, despite the school taking action to meet the child's needs they have not made expected progress, the school or parents may consider requesting an education, health and care (EHCP) needs assessment from the local authority. If the request is successful, the local authority will consider whether to issue an EHC plan (EHP) to the child.

An EHC plan is designed to secure the best possible outcomes for children across education, health and social care.

It will:

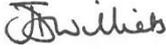
- Establish and record the views, interests and aspirations of the child and parent
- Provide a full description of the child's special educational needs and any health and social care needs.
- Determine outcomes across education, health and social care based on the child's individual needs and aspirations.
- Specify the provision required and how education, health and social care will work together to meet the child's needs and support the achievement of agreed outcomes
- Be reviewed at least annually. Parents, school or professionals involved may however request a review at any time.

More detailed information about EHC plans can be found on the local authority website under the heading Local Offer.

Evaluation and Review

An evaluation of the effectiveness of the SEND provision provided by the school will be undertaken by the governing body termly. The provision in place to meet current needs will be formally reported to the governors termly.

This policy will be reviewed by the full governing body annually.

Signature: 

Adopted: March 2019

Review Date: Spring Term 2020

