



Special Educational Needs and Disability (SEND) Policy

River Bank Primary School

September 2024

Compliance

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE/DoH, January 2015) and has been written with reference to our Safeguarding Policy and the following guidance and documents:

- The Equality Act 2010 and schools (DfE, May 2014)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE/DoH, January 2015)
- Supporting Pupils at School with Medical Conditions (DfE, December 2015, updated August 2017)
- Statutory guidance: National Curriculum in England: framework for key stages 1 to 4 (DfE, Dec 2014)
- Teachers' Standards (DfE, July 2011, updated December 2021)

Key members of Staff:

Mr David Sansom: Headteacher

Mrs Hannah Leech: Deputy Headteacher

Mr Adam Haywood: Deputy Headteacher

Mrs Jane Vale: Assistant Headteacher/Special Educational Needs and Disabilities Co-ordinator

Mrs Turner: Assistant Special Educational Needs and Disabilities Co-ordinator

Miss Lois Anderson: Assistant Headteacher

Miss Sophie Amos: Assistant Headteacher

Ms Toni Chivers: 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 and Disability 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; and
- sensory and or physical and medical conditions.

Meeting the Social and Emotional Needs of Children and Young People with SEN

River Bank Primary School recognises the impact that a child's social and emotional needs have upon their learning. The aim of the school is to ensure that every child feels safe, secure, happy and ready to learn and achieve their full potential. Children may need additional support for a range of reasons, for example because of family circumstances, with friendships, developing confidence or their behaviour. A range of strategies and interventions are available within the school to ensure that the children and their families are supported.

River Bank Primary School aims to create a climate where behaviour supports effective learning. There is a strong focus on developing respectful relationships between children, staff and parents/carers.

Some children may have additional social and emotional needs. A range of support is offered by our Mental Health Lead, ELSA (Emotional, Literacy, Support Assistant) and SENDCo who may work 1:1 with children or run groups, for example; Nurture group, Drawing and Talking Sessions, Zones of Regulation or social skills groups. Some pupils may have personalised timetables that include times throughout the day when they focus upon their wellbeing with a trusted adult.

(This policy is to be read in conjunction with our Mental Health and Emotional Wellbeing Policy).

Aims

The SEND policy for River Bank Primary School aims to:

- provide all children with a broad and balanced curriculum that is adapted 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/carers and to develop a supportive partnership between pupils, parents/carers, school, governors and outside agencies; and
- 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 and assistant SENDCO are 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 parent/carers 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.

Parent/carers 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 parent/carer 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/carer 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 adapted 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 parent/carer 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/carers 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; and
- 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/carers. 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/carer 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, parent/carer 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 the parent's/carer'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/carers will be kept fully informed of any recommendations.

Where, despite the school acting to meet the child's needs, the child has not made expected progress, the school or parent/carer may consider requesting an education, health and care (EHC) needs assessment from the local authority. If the request is successful, the local authority will consider whether to issue an EHC plan (EHCP) to the child.

An EHCP 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/carer;
- 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; and
- be reviewed at least annually, although parents/carers, school or professionals involved may request a review at any time.

More detailed information about EHCPs can be found on the local authority website - follow this link <https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page>

Evaluation and Review

An evaluation of the effectiveness of the SEND provision provided by the school will be undertaken by the governing body periodically. 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: September 2024

Review Date: Autumn Term 2025