

# SEN policy and information report

## River View Primary

<b>Approved by:</b>	Mr D Gauld	<b>Date:</b> 30 <sup>th</sup> November 2017 (Pending governor approval)
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## 1. AIMS

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

**At River View Primary, we believe that meeting the requirements of children with special educational needs and/or disability is the responsibility of all staff. Essential to this task will be respect for the gifts and needs of each individual pupil. A flexible approach and a commitment to seek the best provision and resources will ensure all pupils have access to the opportunities provided in school.**

## 2. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## 3. DEFINITIONS

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. ROLES AND RESPONSIBILITIES

### 4.1 The SENCO

River View has a Child and Family Support Team (CFST) to support children with additional needs led by Assistant Head Teacher Sandra Hulse. The Child and Family Support Officer, Ceri Laughton and School Support Officer, Lisa Johnson are part of the team that meets weekly.

The SENCOs are:

- Early Years and ASC Resource – Sarah Loftus
- Years 1, 2 and 3 – Kirsty Corcoran
- Years 4, 5 and 6 – Michelle Davies
- Language Resource – Lorna Harris

They will:

- Work with the Head Teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have Education Health Care plans (EHCPs)
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### 4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### 4.3 The Head Teacher

The Head Teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## 5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum condition, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia,
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD),
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### Language Resource Unit

River View Primary School has been commissioned by Salford Local Authority to provide specialist resourced provision for children with an Educational Health Care Plan for speech and language difficulties. There are two, eight place Language Resource Units, one in Key Stage 1 and one in Key Stage 2.

### Resourced Provision for pupils with Autistic Spectrum Condition (ASC)

River View Primary School has been commissioned by Salford Local Authority to provide specialist resourced provision for up to seven children who have an Educational Health Care Plan for ASC.

We have a specialist teacher and specialist teaching assistants in each resourced provision.

## 5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry. As well as ongoing formative assessment pupils complete a range of assessments in Maths and English each half term. Class teachers, SENCOs and School Leaders will meet each half term to discuss pupil progress, at this meeting they will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the

pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

We will have an early informal discussion with the pupil (where appropriate) and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents when it is decided that a pupil will receive SEN support. If a pupil on the SEN register needs significant support from outside agencies, a child-centred multi-agency meeting will be held with parents to discuss next steps.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** following the River View flowchart for SEN. Reviews at each stage of the flowchart take place at least each half term. Personalised learning plans (PLPs) are reviewed at least termly. Timescales are flexible and respond to need.

## RIVER VIEW PRIMARY SCHOOL

Quality First Teaching with differentiation.
If an additional need is identified then the class teacher implements strategies in class.
<b>Review by teacher</b> – if strategies are working stay at this level or move down. If not, move to next step.
In-school referral to the Child and Family Support Team (CFST). Complete cause for concern form and email to the team or discuss at phase meeting.
Referral will be discussed at weekly CFST meeting and next steps shared with teacher.
Class teacher to complete learning plan (PLP) including 3 SMART targets.
<b>Review with CFST</b> – if strategies are working stay at this level or move down. If not, move to next step.
Referral to outside agency (Speech Therapy, Learning Support Service, Occupational Therapy etc).
Advice from outside agency used to update PLP and implemented.
Complete costed provision map alongside PLP and save in Costed Provision Map Folder.
<b>Review with CST</b> - if strategies are working stay at this level or move down. If not, hold a child-centred multi-agency meeting with parents to decide on next steps. If agreed, move to next step.
Referral to Educational Psychology (EP) – 2 reviewed PLPs needed (unless urgent).
Advice from EP used to update PLP, complete costed provision map and implement strategies. Consider request for Temporary Additional Funding (TAF).
<b>Review with EP</b> – update PLP and provision map.
Review with CST – consider referral for EHCP following 2 cycles of EP input.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly through pupil progress meetings which take place every half term.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All pupils have transition visits to new classes or phases. Teachers may provide a transition booklet for the pupil to take home. Pupils needing additional support for transition between year groups will be identified by the class teacher. SENCOs will provide support and guidance on tailoring transition. Support is also available from the Learning Support Service; this can be accessed through the SENCO.

### **5.6 Our approach to teaching pupils with SEN**

**Teachers are responsible and accountable for the progress and development of all the pupils in their class.** High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

In school provision includes:

- Differentiated work and teacher support.
- Support from other adults, as needed
- A range of different learning materials more effective strategies

- Special equipment and resources
- Group or individual support.
- Targeted interventions such as speech therapy and precision teaching
- Consultation with external agencies.

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

We have teaching assistants in each phase of the school who are trained to deliver a range of interventions. The majority of teaching assistants are ELKLAN trained.

Teaching assistants will support pupils on a 1:1 basis when necessary eg. when advised by LSS or EP. This may be due to a physical impairment or significant social, emotional or mental health needs. 1:1 support is only used when there is a high level of need.

Teaching assistants will support pupils by:

- Delivering intervention programmes to specific children addressing their weak areas of development
- Evaluating and monitoring progress of all children
- Devising and providing activities which develop specific skills and learning.
- Supporting and enhancing the emotional wellbeing of children.
- Working with the children in a variety of settings, one to one, group and if deemed necessary within class.
- Assisting in the collection of data and evidence to track progress
- Delivering speech and language programmes to key children specified by the SENCO.
- Meeting and communicating with class teachers/SENCO on pupil progress and success in achieving PLP targets.

- Helping teachers devise appropriate targets for PLPs and assist in teaching these targets.

### **5.9 Expertise and training of staff**

Our SENCOs have a range of expertise and experience across Key Stages and SEN. Three hold the NASENCO qualification, all are ELKLAN trained, one to level 4.

They are allocated ½ a day per week each to manage SEN provision.

We have a team of teaching assistants, including 2 higher level teaching assistants (HLTAs). In the last academic year, staff have been trained in a range of SEN including meeting the social emotional and mental health needs of pupils through the Thrive programme, Dyslexia friendly strategies and sensory needs.

Staff will receive training on any issues that arise during the year or on those issues which are outlined in the action plan in the SIP. This will include training from the SENCOs, from external services and/or SENCOs from within the Local Authority.

### **5.10 Securing equipment and facilities**

Each year a proportion of the budget is allocated to the development and purchasing of resources to support the provision for pupils with special needs. The SENCO will detail annually any plans for the development of resources and maintenance in an action plan, which will be part of the school improvement plan. Resources cover a wide range of need, including games, construction activities, English and Maths resources, equipment and software. The SENCO maintains and audits these resources making them available for all staff. Digital resources are stored on the school network.

### **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals in the PLP each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil and parent questionnaires
- Monitoring by the SENCOs
- Holding annual reviews for pupils with EHC plans

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be active members of the school and to express their needs assertively
- Pupils are taught specific management strategies such as the 'Five Finger Strategy'. This is used and referred to throughout the school.
- We have a zero tolerance approach to bullying.

The school has adopted the Thrive Approach to meeting social emotional and mental health needs. One SENCO is a licensed Thrive practitioner and supports staff in using the Thrive Approach. All pupils are screened termly to identify needs and put strategies and interventions in place.

### **5.14 Working with other agencies**

School will utilise and call in external agencies to assess and advise teachers about PLPs, strategies and resources. The parties available in Salford to assist are:

Educational Psychologist  
School Nurse  
Learning Support Service  
Primary Inclusion Team  
Portage  
Occupational therapy  
Physiotherapy  
Speech and Language Therapy  
NHS  
Brief Intervention Team  
Education Welfare Officer

### **5.15 Complaints about SEN provision**

Should any parent/carer have cause for complaint, they should be addressed in the first instance to the Head teacher. The complaint may be directed by the Head teacher to the Chair of Governors and/or the Governor for SEND. Should action need to be taken, the Salford complaints procedure will be followed.

### **5.16 Contact details of support services for parents of pupils with SEN**

Salford Information Advice and Support Services (SIASS):

- offer information, advice and support to children, young people and parents about special educational needs and disability. This includes matters relating to health and social care. They have a role in ensuring your views are heard, understood and respected.
- are a free, dedicated, confidential and impartial service offering a single point of regular and consistent contact. They can explain how special educational needs are identified and assessed and who you should talk to. They can also tell you what your rights and responsibilities are.

Contact – [siass@salford.gov.uk](mailto:siass@salford.gov.uk) or call 0161 778 0343/0349

### **5.17 Contact details for raising concerns**

SEN concerns – contact the Child and Family Support Team through the school office on 0161 9212670.

### **5.18 The local authority local offer**

Our contribution to the local offer is:

<http://www.riverviewprimary.co.uk/documents/curriculum/sen/river-view-local-offer.pdf?59b7b180>

Our local authority's local offer is published here:

<https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>

## 5.19 Children with Special educational Needs (SEN)

At River View we will follow the guideline below when admitting children with SEN and or a disability.

### Children with an Educational Health and Care Plan (EHCP)

All governing bodies are required by **section 324 Education Act 1996** to admit to the school a child with a Statement of SEN that names the school. Under **section 37 Children and Families Act 2014**, the school named in an Education, Health and Care Plan (EHCP) must admit the child. This is not an oversubscription criterion – schools *must* admit such children regardless of whether they have places available. Admission authorities must not imply in their published admission arrangements that they have discretion over the admission of children with Statements of SEN or an EHCP.

Children with Statements of SEN/EHCPs are not admitted through the admissions arrangements and are placed in schools through the statement/EHCP process.

### Children with SEN but no Statement/EHCP

It is unlawful for an admission authority to refuse admission to a child who has SEN, but has no Statement or EHCP:

- on the grounds of the child's challenging behaviour (except in very limited circumstances); or
- because it believes the child requires a statutory assessment or requires additional support.

Any such refusal to admit can be challenged at an Independent Admission Appeal Panel. If the appeal is unsuccessful, an application for judicial review of the panel's decision or a complaint to the Local Government Ombudsman may be appropriate. See our How-To Guide on **Appealing an Education, Health & Care Plan or a Statement of Special Educational Needs** for more information.

In line with the **Equality Act 2010**, children with disabilities must not to be treated less favourably than others in the admission process. A school should make 'reasonable adjustments' to prevent discrimination. Any complaint of discrimination in admission arrangements should be made to the Independent Admission Appeal Panel, *not* the First Tier Tribunal. For more information see our page on **Disability discrimination in education**.

## 6. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the SENCOs **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions