

River View Primary School

SEND Policy



Approved by: Claire Batty

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1. Aims

At River View Primary, we believe that meeting the requirements of children with special educational needs and/or disabilities is the responsibility of all staff. Essential to this is respect for the strengths 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 all opportunities provided in school.

Our SEND policy aims to:

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

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 (EHCPs), SEND Coordinators (SENCOs) and the SEND information report



3. Definitions

A pupil has SEND if they have a learning difficulty or disability which requires 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 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 SEND Team

River View Primary has a team of staff to support children with additional needs:

- Georgia Crossley: Lead for Additional Needs in the Harbour and SENCO
- Claire Richmond: Lead for Additional Needs in Mainstream and SENCO
- Emma Bracey: SENCO

The SEND team will:

- Work with the Head Teacher and SEND governor to determine the strategic development of the school's SEND policy and provision.
- Take day-to-day responsibility for implementing the SEND policy and coordinating specific provision to support individual pupils with SEND, including those with Education, Health and Care Plans (EHCPs).
- Provide professional guidance to colleagues and work with staff, parents, and external agencies to ensure pupils with SEND receive appropriate support and



high-quality teaching.

- Advise on the graduated approach to SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Act as the point of contact for external agencies, particularly 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 that transitions are smooth.
- Work with the Head Teacher and governing board to ensure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure that records of all pupils with SEND are kept up to date.

4.2 The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND 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 SEND team to determine the strategic development of the SEND policy and provision in the school

4.3 The Head Teacher

The Head Teacher will:

- Work with the SEND team and SEND 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.
- Collaborating with teaching assistants and specialist staff to plan support, assess the impact of interventions, and ensure they are linked to classroom teaching.
- Working with the SEND team to review pupils' progress and development and to determine any changes to provision.
- Following the school's SEND policy consistently.

5. SEND Information Report

5.1 SEND Support

Our school currently provides adaptations to the provision for a range of needs, which include:

- **Communication and Interaction:** for example, Autism, speech and language difficulties
- **Cognition and Learning:** for example, dyslexia and dyspraxia
- **Social, Emotional and Mental Health Difficulties:** for example, Attention Deficit Hyperactivity Disorder (ADHD), attachment disorder
- **Sensory and/or Physical Needs:** for example, visual impairments, hearing impairments, processing difficulties and epilepsy.

5.2 Identifying Pupils with SEND and Assessing their Needs

All pupils' attainment is assessed at least three times per year as part of the school's assessment cycle. Class teachers, the SEND team, and the Senior Leadership Team meet each term to review pupil progress.

During these meetings, pupils are identified for additional support if their progress:

- Is significantly slower than that of their peers.
- Does not match or exceed their previous rate of progress.
- Fails to close the attainment gap with peers.



- Results in a widening attainment gap.

Progress may be considered in areas beyond academic attainment, such as social, emotional, or communication skills. Slow progress or low attainment alone does not automatically indicate that a pupil has SEN.

When deciding whether special educational provision is required, we start by considering the desired outcomes, including expected progress and attainment, alongside the views and wishes of the pupil and their parents. This information is then used to determine the support needed and whether it can be met by adapting the school's core provision, or whether additional or alternative support is required.

5.3 Consulting and Involving Pupils and Parents

We communicate with the parents/carers prior to deciding whether a pupil will receive SEND support. If a pupil is on the SEND register and needs additional support from outside agencies, parent consent will be required.

Where appropriate, we hold an early, informal discussion with the pupil and their parents or carers when identifying the need for special educational provision. These conversations ensure that:

- Everyone develops a clear understanding of the pupil's strengths and areas of difficulty.
- Parents' and carers' concerns are taken into account.
- Agreed outcomes for the pupil are understood by all.
- Next steps in provision and support are clear to everyone involved.

We communicate with parents or carers before deciding whether a pupil will receive SEND support. If a pupil is already on the SEND register and requires additional support from external agencies, parental consent is obtained before further action is taken.



5.4 Assessing and Reviewing Pupils' Progress Towards Outcomes

At River View, we follow the graduated approach using the four-part cycle of assess, plan, do, review. All pupils on the SEND register have a graduated approach document that outlines personalised adaptations and SMART targets, which are regularly monitored and reviewed to ensure progress is being made.

The class teacher, in collaboration with the SEND team, will complete a thorough analysis of each pupil's needs, drawing on:

- The teacher's assessments and professional experience of the pupil.
- The pupil's previous progress, attainment, and behaviour.
- The pupil's development in comparison to peers and national expectations.
- The views and experiences of parents or carers.
- The pupil's own views.
- Advice from external support services, where relevant.

This assessment is reviewed regularly during termly pupil progress meetings to ensure provision remains appropriate and effective.

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

5.5 Supporting Pupils Moving between Phases and Preparing for Adulthood

We will share relevant information with the school or setting that the pupil is moving to. This will be done in agreement with parents and pupils, who will be involved in deciding what information is shared.

All pupils take part in transition visits to new classes or phases. Pupils who require additional support when moving between year groups will be identified by the class teacher and the SEN team will provide guidance and support to help tailor the transition where necessary.



5.6 Our Approach to Teaching Pupils with SEND

Teachers are responsible and accountable for the progress and development of all pupils in their class. High-quality teaching, including the use of ordinarily available inclusive provision and personalised adjustments, is the first step in meeting the needs of pupils with SEND. Teaching and provision will be adapted, as necessary, to meet individual pupils' needs.

In school provision includes:

- Adapted work to meet individual needs
- Teacher support
- Support from additional adults, as required
- A range of learning materials, including visual scaffolds and prompts
- Access to specialist equipment and resources
- Group or individual support
- Targeted interventions such as speech and language therapy and precision teaching
- Consultation with external agencies, where appropriate

5.7 Adaptations to the Curriculum and Learning Environment

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

- Adapting the curriculum to ensure that all pupils are able to access learning and make progress
- Adjusting resources, staffing and classroom organisation to meet individual needs
- Using recommended and specialist aids and equipment, such as laptops, visual timetables, coloured overlays and larger-font materials
- Adapting teaching approaches, for example by allowing longer processing time, pre-teaching key vocabulary, breaking tasks into manageable steps and reading instructions aloud



5.8 Additional Support for Learning

There are teaching assistants throughout the school who are trained to support learning in a variety of ways.

Teaching assistants may support pupils by:

- Delivering targeted intervention programmes to individual pupils or small groups to address identified areas of need
- Monitoring, recording and evaluating pupils' progress
- Providing activities that develop specific skills and support learning
- Supporting and promoting pupils' emotional wellbeing
- Delivering speech and language programmes for identified pupils, as directed by the SENCO or relevant specialists
- Liaising with class teachers and the SENCO to review pupil progress and contribute to the achievement of agreed targets

5.9 Expertise and Training of Staff

The SEND team has extensive expertise in special educational needs and disabilities, with experience supporting pupils across all key stages. All staff receive regular SEND training to support them in their roles. Training focuses on inclusive practice and meeting a range of needs. Professional development is delivered through weekly masterclasses, staff meetings, Local Authority webinars and through external training providers. In addition, staff receive training in response to emerging needs during the year and in line with priorities identified in the School Improvement Plan (SIP). This may include input from the SEND team, external agencies and SENCOs from within the Local Authority, as appropriate.



5.10 Resourced Provision for pupils with Speech, Language and Communication Needs (SLCN) and/or Autism

We are commissioned by Salford Local Authority to provide specialist enhanced resource provision for up to fifty pupils with an Education, Health and Care Plan (EHCP) for Speech, Language and Communication Needs (SLCN) or Autism.

The enhanced resource provision is staffed by specialist teachers and teaching assistants with expertise in supporting pupils with a wide range of needs. Pupils within the provision may be working at different educational levels, including the pre-formal engagement model, a semi-formal curriculum, or the formal National Curriculum.

5.11 Securing Equipment and Facilities

Each year, a proportion of the school budget is allocated to the development and purchase of resources to support provision for pupils with special educational needs and disabilities. The SEND team meets regularly to review provision and plan for any identified development needs. Where appropriate, these developments are incorporated into the School Improvement Plan and implemented accordingly.

5.12 Evaluating the Effectiveness of SEN Provision

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

- Regularly reviewing pupils' progress towards their individual outcomes through the Graduated Approach (Assess–Plan–Do–Review)
- Assessing, identifying and reviewing the impact of targeted interventions
- Holding meetings with pupils and/or parents to review progress and next steps
- Gathering pupil and parent voice to inform provision and practice
- Monitoring provision and outcomes
- Holding annual reviews for pupils with Education, Health and Care Plans (EHCPs)



5.13 Enabling Pupils with SEND to Engage in a Range of Activities

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

Pupils are encouraged to participate in residential trips, sports day, school plays, and special workshops.

No pupil is excluded from any of these activities on the basis of their SEND and reasonable adjustments are made to ensure full participation for all.

5.14 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 SEND are encouraged to participate fully in school life and to express their needs confidently and assertively.
- Clear school expectations are communicated to all pupils, with rewards and consequences applied consistently across the school.
- Pupils are taught specific strategies to manage their emotions, such as the 'Five Finger Strategy,' which is used and reinforced throughout the school.
- The school has a zero-tolerance approach to bullying and pupils are encouraged to speak to trusted adults if they have any concerns or worries.
- Targeted interventions, including Art Therapy and Nurture Lunch, are available through referral to the SEND team.



5.15 Working with other Agencies

The school works closely with a range of external agencies to assess pupils' needs and advise teachers on effective strategies and resources. These agencies provide specialist expertise to support the progress, wellbeing and inclusion of pupils with SEND.

External agencies available in Salford include:

- Educational Psychologists
- Speech and Language Therapy
- Learning Support Service
- Primary Inclusion Team
- Occupational Therapy
- NHS Services, e.g., Paediatricians
- Educational Welfare Officer
- Child and Adolescent Mental Health Services (CAHMS)
- School Health
- Physiotherapy

5.16 Complaints about SEND Provision

If a parent or carer has a concern or complaint, it should be raised in the first instance with the Headteacher. The Headteacher may refer the matter to the Chair of Governors and/or the Governor responsible for SEND.

Where further action is needed, the complaint will be managed in line with the Salford Local Authority complaints procedure, with the goal of achieving a positive outcome for the pupil and family.

5.17 Contact Details of Support Services for Parents of Pupils with SEN

Salford Information Advice and Support Services (SIASS):

- Provide information, advice, and support to children, young people, and parents on matters relating to special educational needs and disabilities, including health and social care.



- Ensure that your views are heard, understood, and respected throughout the assessment and provision process.
- Offer a free, dedicated, confidential, and impartial service, providing a single point of regular and consistent contact.
- Explain how special educational needs are identified and assessed, who to contact for support, and your rights and responsibilities as a parent or carer.

Email: siass@salford.gov.uk

Phone: 0161 778 0343

5.18 Contact Details for Raising Concerns

For any SEND concerns, please contact a member of the SEND team through the school office on 0161 921 2670.

5.19 The Local Authority Local Offer

The local authority's local offer is published here: [Salford City Council Local Offer](#)

Our contribution to the local offer can be found via the following link: [Local Offer](#)

6. Monitoring Arrangements

This policy and information report will be reviewed annually by the SEND team and updated, as necessary, if any changes occur during the year.

Final approval will be granted 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

