

# SEN Policy and Information Report

## River View Primary School



Approved by: D Gauld

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how 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 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 child. 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 Team

River View has an inclusion team to support children with additional needs. The team is led by Assistant Head Joanne Formosa. Sandra Burrows (Early Years phase leader) is responsible for children with SEN in Early Years. Current SENCOs are Sarah Loftus (Language Resource phase leader), Michelle Davies (ASC Resource phase leader) and Elizabeth Rudden. Sarah Hicks is the SEN TA and Sharon Walters is the Communication Development Worker and works closely with Speech Therapy. Ceri Laughton is the Child and Family Support Officer and Safeguarding Lead and often works closely with children with SEN.

The inclusion team 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 coordination 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

- Work with the Head Teacher and SEN Lead to determine the strategic development of the SEN policy and provision in the school
- Glynis Evans is the SEN governor

### **4.3 The Head Teacher**

The Head Teacher will:

- Work with the SEN lead 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 through quality first teaching
- 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 SEN team to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy.

## **5. SEN Information Report**

### **5.1 The kinds of Special Educational Needs that are provided for**

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

- Communication and interaction, for examples, autistic spectrum condition, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example; dyslexia, dyspraxia, dyscalculia, moderate learning difficulties
- 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, epilepsy

## **Language Resource Provision**

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 and disorders. This is a twenty place resource for KS1 and KS2 children.

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

River View Primary School has been commissioned by Salford Local Authority to provide a twenty place specialist resourced provision- 'The Harbour'- for children who have an Educational Health Care Plan for ASC.

There is 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 term. Class teachers, the inclusion team and school leaders will meet each 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/carers 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'/carers' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

We will discuss with parents/carers 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 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. Individual Education Plans (IEPs) are reviewed at least termly. Timescales are flexible and responsive to need.

#### SEN Flowchart

<b>Quality first teaching with differentiation.</b>
If an additional need is identified the class teacher implements strategies in class using the Salford SEND children Thrive document.
<b>Review by teacher</b> - if strategies are working stay at this level or move down. If strategies have not had a positive impact then move on to the next step.
In school referral - either through discussion with SEN lead or during pupil progress meeting discussions.
Teacher to complete IEP- 3 SMART targets based on Salford SEND children Thrive document.
<b>Review with Inclusion Team</b> - if strategies are working stay at this level. If not move to the next step.
Referral to outside agency.
Advice from outside agency used to update IEP. Strategies/interventions implemented.
<b>Review with Inclusion team</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 step. If agreed move to next step.
Referral to Educational Psychology (EP) – 2 reviewed IEPs needed (unless urgent)
Advice from EP used to update IEP, complete costed provision map and implement strategies. Consider request for temporary Additional funding (TAF)
<b>Review with EP</b> - update IEP and provision map.
<b>Review with Inclusion Team</b> - Consider referral for EHCP following 2 cycles of EP input.

Parents and pupils should be involved at each stage of flowchart.

The class teacher will work with the SEN team and parents 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/carers
- 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 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. The Inclusion Team 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 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. The SEN team will provide support and guidance on tailoring transition. Support is also available from the Learning Support Service; this can be accessed through the SEN team.

### **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. Quality First Teaching (QFT) 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
- 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, through grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, preteaching 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
- Facilitating 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, small 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 IEP targets

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

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

The Inclusion Team has a wide range of expertise and experience across Key Stages and SEN.

The 3 SENCOs hold the NASENCO qualification.

We have a team of teaching assistants, including 2 higher level teaching assistants (HLTAs). Staff have received training to support them in meeting the needs of SEN children including meeting the social emotional and mental health needs of pupils, Dyslexia friendly strategies, behaviour management, Autism 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 SEN team, 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 SEN team 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. The SEN team maintains and audits SEN resources making them available for all staff. Digital resources are stored on the school drive.

### **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 IEP each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil and parent questionnaires
- Monitoring by the SEN team and school leaders
- Holding annual reviews for pupils with EHC plans
- Tracking children's achievements

### **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 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.
- School has clear expectations which are shared with pupils. Rewards and consequences are consistently applied throughout school.
- Pupils are taught specific emotional management strategies such as the 'Five Finger Strategy'. This is used and referred to throughout the school.
- School has a robust approach to bullying. Anti-bullying is embedded into our SMSC curriculum and whole school values. Pupils are encouraged to speak to adults in school if they have any concerns or worries.
- Interventions such as Art Therapy, Emotional Awareness Sessions, nurture groups and self-esteem groups are in place and can be accessed through referral to the in school Inclusion Team.

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

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

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

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

Should any parent or 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 Inclusion 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/riverviewlocaloffer.pdf?59b7b180>

The local authority's local offer is published here:

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

## **6. Monitoring Arrangements**

This policy and the information report will be reviewed by the SEN lead annually. 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 children with medical condition