

# SEN Policy and Information Report

## River View Primary School

**Approved by:** [D Gauld]

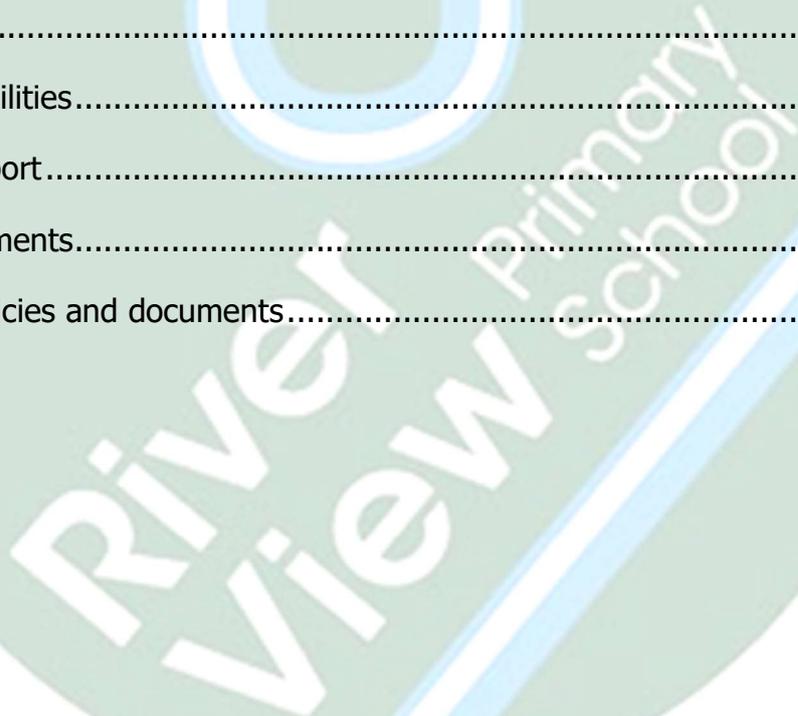
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## 1. AIMS

Our SEN policy and information report aims to:

- Set out how 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.**

**We have an inclusive approach that has the highest expectations of all pupils. We support all children to enable them to reach their highest potential. All pupils are encouraged to develop their skills and interests and be their best self. We teach all children to have respect for each other and all of our individualities. Differences are celebrated and embraced as the children go along their journey through our school and on to future pathways.**

## 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 Teacher Sandra Burrows. Ceri Laughton is the Safeguarding Lead and also works closely with children with SEN. Sarah Loftus is a SENCo and Resource Provision Lead. Elizabeth Rudden is a SENCo and Language Resource teacher. Michelle Davies is a SENCo and teacher in The Harbour- our resource provision for children with Autism and leads the provision for children with Autism in our mainstream classes. Two SEN TAs support pupil intervention throughout the school under the direction of the Inclusion Team Lead.

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 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 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 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, speech and language difficulties/ disorders
- **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 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 and disorders. There are two 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- '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 half 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.



# RIVER VIEW PRIMARY SCHOOL

## SEN Flowchart

Quality First Teaching with differentiation.
If an additional need is identified the class teacher, SEN team and parents will meet to discuss concerns and possible strategies that can be implemented in class.
Approx. 6 weeks after the strategies have been implemented the teacher and SEN team will measure the impact and decide if further/different approaches are needed. If yes, class teacher and SEN team will make an IEP and share with parents.
When the IEP is reviewed (or sooner if necessary) if class teacher, SEN team and parent feel that more support is needed, a referral to an outside agency can be made.
Advice from outside agencies to be shared with class teacher, SEN team and parents- this advice to be used in an IEP.
Review termly (sooner if needed) with parents and SEN team.

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

#### Record Keeping Systems in School

Any child who has an IEP will have a folder on the school shared area accessed only by school teaching staff.

The folder will contain any reports/ advice / resources from outside agencies that parents have given permission to be shared.

An IEP/IBP will be in the file and evaluated and updated electronically by the class teacher every term.

EHCP request forms and referral forms will be copied here as will EHCPs and EHCP review documents.

In this folder will be a chronology of factual meetings/ events that show the SEN journey of that child.



## 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, bygrouping, 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, 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.
- 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 PLP 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 SENCOs hold the NASENCO qualification and are ELKLAN trained to level 4.

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, 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 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 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 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.
- 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 zero tolerance approach to bullying. Bullying is an open dialogue between staff and children with planned time allocated. 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 PLPs, 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  
Brief Intervention Team  
Education Welfare Officer

### 5.15 Complaints about SEN provision



## RIVER VIEW PRIMARY SCHOOL

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 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/river-view-local-offer.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-people-with-sen-or-disabilities/>

## 6. MONITORING ARRANGEMENTS



## RIVER VIEW PRIMARY SCHOOL

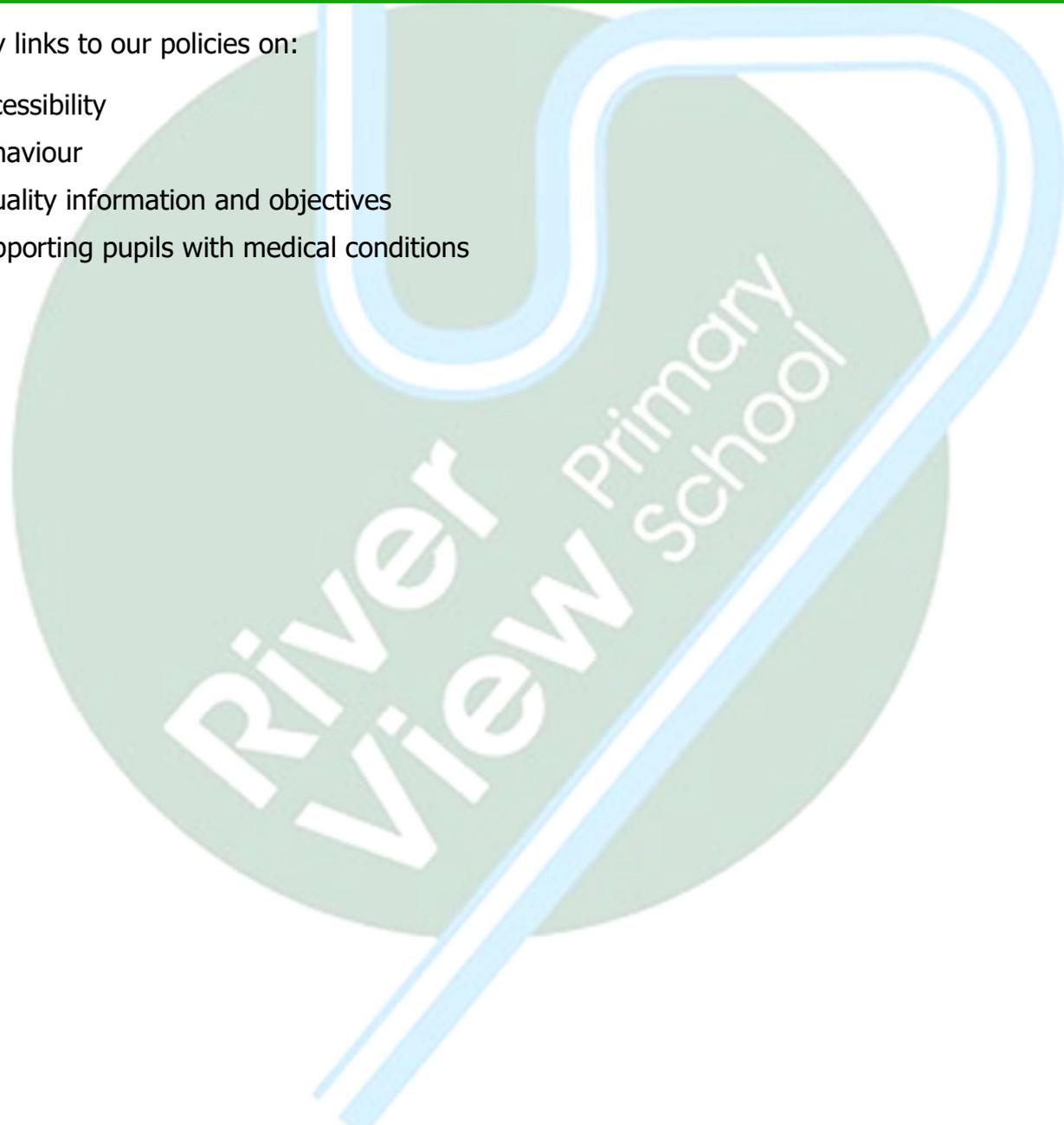
This policy and information report will be reviewed by the SEN team annually. It will also be updated if any changes to the information are made during the year.

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 pupils with medical conditions

The logo for River View Primary School is a large, light green circle. Inside the circle, the words "River View Primary School" are written in a white, sans-serif font. The text is arranged in three lines: "River" on the top line, "View" on the middle line, and "Primary School" on the bottom line. A light blue, stylized graphic element, resembling a river or a path, curves around the top and right sides of the circle. The background of the page is white, and the logo is semi-transparent, allowing the text to be visible through it.

River View Primary School

