



Creating visions of the future through kindness and today's strong foundations.

Special Educational Needs Policy

Rivington Foundation Primary School aims to promote equal access to learning by catering for and integrating pupils with Special Educational Needs (SEN) into the academic and social life of the school. We recognise that children have different educational, communication, emotional and social needs and we work together to enable pupils to maximise their attainment and progress.

Children may have SEN either throughout or at any time during their school career. The SEN Policy ensures that curriculum planning and assessment for children with SEN takes account of the type and extent of the difficulty experienced by the child.

Every teacher at Rivington is a teacher of every child in their class, including those with SEN. Quality First Teaching is central to the school's provision.

Rivington Foundation Primary School aims to:

- Work within the guidance provided in the SEND Code of Practice January 2015
- Identify the roles and responsibilities of staff in providing for children with SEN
- Enable all staff to play a part in the identification of pupils with SEN and address their individual needs
- Identify children with SEN as early as possible
- Include all pupils by providing access to a broad and balanced education through whole class, small group teaching and individual programmes of support
- Provide a curriculum that is relevant and differentiated to meet the specific needs of individual children
- Integrate pupils with SEN effectively alongside their peers
- Work with parents to understand and support children's learning at home and at school
- Ensure that children have a voice in this process and their views are listened to
- Ensure that children are fully prepared for transition whether this is for secondary transition, or to a specialist placement or another primary school.
- Ensure that CPD for all staff impacts on the teaching and learning of pupils with SEN and achieve a level of staff expertise to meet pupil need.

Special Educational Needs

We consider a child to have SEN if he or she experiences difficulties with one or more of the following:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical need

Many children have difficulties that fit in one area of need, some have needs that cover several areas and for others the precise area of need is not initially clear. We therefore consider the needs of the whole child and not just their areas of difficulty.

An initial assessment of need is made by the teacher and a plan of support is agreed and implemented. This will be subject to review, at least termly with parents and the child. If progress is not sustained the review procedure will include the SENCO and possible referral to more specialist professionals external to the school.

Identifying Special Educational Needs

The Code of Practice 2014 states that “a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” (6:15)

The purpose of identification is to work out what action school needs to take to address additional needs. The Code of Practice 2014 describes the 4 categories of need which need to be planned for:

Communication and interaction - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. (C o P 6:28)

Cognition and learning - Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment (C o P 6:30)

Social, emotional and mental health - Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or

depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. (CoP 6:32)

Sensory and/or physical needs - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. (CoP 6:34)

Whilst these four areas broadly identify the primary need of a pupil, at Rivington Foundation we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- Bereavement/divorce
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium.
- Being a Looked After Child (CLA)
- Being a child of a service woman/man ^[1]_[SEP]

Graduated Response

At Rivington Foundation Primary School, all teachers are responsible and accountable for the progress and development of the pupils in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have SEN. "Quality first" teaching is a priority of the School. Teaching is regularly monitored through internal and external observation processes and teacher appraisal. Close liaison is maintained with all members of staff by the SENCo and SLT to ensure that students are only identified as SEN if they do not make adequate progress, once they have had appropriate intervention/adjustments and good quality personalised teaching. The SLT regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. The school follows the guidance of the SEN Code of Practice (2014) and uses a graduated approach to the identification and assessment of and provision for

students with SEN. This incorporates the Assess – Plan – Do – Review cycle of implementation. Pupils identified as having SEN are referred to as ‘SEN Support’.

Assess

After clear analysis of the pupil’s needs using teacher assessment knowledge of the pupil, the class teacher identifies (in conjunction with the SENDCO/headteacher) those pupils who require additional support.

Progress is measured for all students with SEN termly (individual teacher assessment, phonics, reading, writing and maths assessments). These are recorded on termly trackers by the SENDCO to ensure SEN pupils are meeting expected targets.

A range of data is used to identify pupils with SEN including phonics screening, reading, writing, maths assessment results and SATs (statutory and optional).

The views of parents, pupils and, when appropriate, outside agencies are also taken into account when assessing additional needs.

Where outside agencies from health or social services are involved with the child, school will use this information to make assessments. When support from outside agencies is needed, the SENDCO will discuss this with parents and organise appropriate support. Where there is a multi-agency approach, a CAF (Common Assessment Framework) is usually opened and TAF (Team Around the Family) meetings are organised for agencies to identify needs and plan a co-ordinated response to support the family.

Plan

Parents are informed when pupils are identified as requiring SEN support and support is agreed. Pupils are involved in the process of setting their targets and planning how they will be met. A review date is set. All staff working with the pupil are made aware of provision and its intended outcomes. Parents are encouraged to reinforce intervention work at home and are provided with materials to help with this.

Support and intervention are planned on a whole school provision map. This is reviewed termly, and the impact of interventions is recorded. The progress of identified pupils is tracked by the SENDCO using school’s internal tracking systems.

Do

The class teacher remains responsible for working with the child on a daily basis and has responsibility for any small group or one to one teaching where teaching takes place away from the main class.

Teachers work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed regularly. The provision map is reviewed termly. Progress towards the targets on Individual Learning Plans (ILP) is updated frequently. Targets and teaching methods are regularly adjusted as appropriate.

Pupils with an EHCP have a formal annual review meeting at an agreed date. All involved agencies are invited to attend, and paperwork is submitted to the LEA. All stakeholders, including parents and pupils are able to respond in writing and orally to the meeting.

The class teacher, working with the SENDCO, revises the support in light of the pupil's progress and development, deciding on any changes to the support.

In addition to the planned parents' evenings for all pupils, Rivington Foundation adopts an open-door policy and parents are always welcome to speak to the SENDCO about any aspect of their child's SEN. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress.

Managing Pupils' Needs

Pupils identified as having SEN have an ILP (Individual Learning Plan). This is written by the class teacher after careful assessment of needs and consideration of barriers to learning. Pupils are usually given no more than two targets to work on. ILPs are written using 'child friendly' language and are written in conjunction with pupils. They are delivered by teaching assistants who work closely with class teachers. ILPs are reviewed each week – TAs record a comment against the outcome and share this with class teachers. Teachers then decide how effective provision is and make any necessary changes. ILP targets are changed as appropriate. They are formally reviewed three times a year. Class teachers are responsible for maintaining ILPs and ensuring outcomes are met. Many teachers and teaching assistants use 'precision teaching' to share progress with pupils and as a quick measure of the impact of interventions.

- Teachers record all interventions on school tracking systems, so a record is kept throughout a pupils' school career.
- A provision map is created by the SENDCO and Headteacher to ensure needs are met and staff are deployed appropriately to deliver interventions. Impact of interventions is recorded on the provision map.
- Teaching assistants record the impact of interventions each term and report to the

SENDCO. These are recorded and the effectiveness of interventions measured.

- When deciding whether to make additional educational provision, the SENDCO will work alongside the teacher to consider all information gathered from within school about the pupil's progress. This includes formative as well as summative assessment.
- For pupils who have higher levels of support, the SENDCO will facilitate provision/advice from outside agencies including Educational Psychology, SEND, Speech and Language Therapy Service, CAMHS, the Early Prevention and Intervention Team and the school health team.
- Where a multi-agency approach is required, the SENDCO will complete a CAF/Early Help Action Plan with parents and organise subsequent TAF/Review meetings to plan a multi-agency response.
- The school will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

Criteria for Exiting the SEN Register

The school maintains a SEN register which contains details of all children identified as having special needs. This can be found in the SENDCO's file. This is confidential. The register is regularly revised and updated. The SENDCO and Headteacher have responsibility for the removal of a pupil from SEN support on the SEN Register at Rivington Foundation Primary School. This decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate SLT/teaching staff/outside agencies and parents.

Local Offer

Parents can read Lancashire County Council's Local Offer which describes provision for SEN pupils across the county. This can be found at <https://www.rivingtonprimaryschool.co.uk/send/>

SEN School Information

Rivington Foundation Primary School SEN Information Report can be found at:

<https://www.rivingtonprimaryschool.co.uk/wp-content/uploads/2020/01/SEND-Information-report-2019.pdf> or upon request for a printed copy.

Transition

To support transition, school shares information with the school or other setting the child or young person is moving to. Additional visits to high schools are organised for SEN pupils when needed and planning meetings are organised between schools and parents to ensure there is a smooth

transition.

Information is also shared as pupils move classes and key stages within the school.

Supporting Pupils with Medical Conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Individual healthcare plans written by the school nurse normally specify the type and level of support required to meet the medical needs of such pupils. These are written by health professionals and implemented in school. All staff are made aware of children's medical needs.

Where children and young people also have SEN, their provision is planned and delivered in a co-ordinated way with the healthcare plan.

Monitoring and Evaluation of SEND

- School regularly and carefully monitors and evaluates the quality of provision offered to all pupils.
- This is done through regular audits, sampling of parent views, pupils' views and staff views.
- School have a designated SEN governor who meets with the SENDCO.
- The SENDCO produces and delivers an annual report for governors which uses information from RAISE, LSIP, data dashboard and internal data to show the progress of SEN pupils and highlight areas for development.
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Training and Resources

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and the school improvement plan.
- The Headteacher oversees the professional development of all teaching staff and teaching assistants.
- Teaching assistant CPD occurs through SHARES training days, INSET in school or TAs attending County led courses. Colleagues attending any courses are expected to disseminate and share relevant knowledge with other staff within the school.

- The SENCO may identify the SEN training needs of staff through the appraisal process in conjunction with the Headteacher/SLT and all staff undertake training and development, for example through INSET. The SENDCO often leads INSET for all staff.
- Newly appointed teaching, support staff, and NQTs undertake an induction programme, which includes a meeting with the SENCO to explain systems and structures in place around the School's SEN provision and practice and to discuss the needs of individual students.
- The SENDCO regularly attends the Local Authorities termly SENDCO cluster meetings and half termly local SHARES SENDCO forum meetings in order to keep up to date with local and national developments in SEN.
- The SENDCO is working towards the National SENCO award.
- There are teaching assistants in each classroom to support all English and mathematics lessons. Pupils with additional needs have varying degrees of one to one support from teaching assistants. All classes have interactive whiteboards, access to i-pads and laptops.
- School buy in expert advice and assessment from SEND (Special Educational Needs and Disabilities Service) when required. In addition, when concerns are raised about individual nursery pupils, the SENDCO will also make Requests for Guidance or request Additional Inclusion Support for 3 year old pupils in our Pre School so that intervention is early.
- The School Development Plan and provision map takes a strategic approach to meeting SEN in the context of the total resources available including identified groups such as pupil premium.
- Resources are prioritised according the School Development Plan. The SENDCO consults teaching staff and support staff to determine which resources are needed and submits a budget bid to the SLT.
- Resources are labelled and stored centrally so that they are fully accessible to all staff.
- SEN is funded through the notional SEN budget – this is used to provide high quality, appropriate support for SEN pupils.
- Where additional funding is required, review of provision is made, including application for Statutory Assessment by the SENDCO and subsequent acquisition of an Education and Health Care Plan (EHCP)/ application for High Needs Block Funding; The local authority is responsible for providing additional funding where the cost of the SEN provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.
- The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/ SENDCO.

- The English and Maths co-ordinators will liaise with the SENDCO to ensure that the needs of SEN pupils are being met.
- The SENDCO will work alongside the assessment co-ordinator to track pupils with SEN needs.

Outside Agencies Including Health Services

We seek advice and expertise from various outside agencies including:

- Education – SEND
- SENDO
- Health – nurse, doctor, Occupational Therapist, Speech and Language Therapist, Physiotherapist, Educational Psychiatrist
- CAMHS
- Pupil attendance team
- Children’s Social Care
- The SENDCO, teaching and support staff are released to attend meetings with outside agencies.

Parents

At Rivington Foundation Primary School, we take into consideration:

- maximising involvement of parents
- welcome and induction of new pupils
- how parents are kept informed e.g. ILPs/parent’s evenings, reviews,
- appropriate literature sent home from school
- how the parent’s views are elicited
- Governor’s Report to Parents
- Homework

Roles and Responsibilities

Role of the SEN Governor/Governing Body

The Governing body has regard to the SEN Code of Practice when carrying out duties towards all students with SEN. Consequently, it is their responsibility to:

- Ensure the necessary provision is made for students with SEN;
- Determine the school’s general policy and approach to students with SEN in cooperation with the Head teacher and SENDCO;
- Ensure that the teachers are aware of the importance of identifying and providing for those students with SEN;

- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents;
- Ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body;
- Ensure that pupils with SEN are included as far as possible into the activities of the school;
- Consult with the LA and the governing bodies of other schools, when appropriate, in the interests of coordinated SEN provision in the area.
- The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Rivington Foundation Primary School this role is undertaken by MRS CLAIRE HITCHEN who will meet regularly with the Head teacher MRS SARAH ANNETTE and SENDCO MRS HEATHER WHITTAKER. The SENDCO has completed the National SENCO Award.
- The Head is the school's "responsible person" and manages the school's special educational needs work. The Headteacher will keep the governing body informed about the special educational needs provision made by the school. SEN is an integral part of the school development plan. The quality of SEN provision is continually monitored by the Headteacher and SENDCO.
- The SENDCO and the Headteacher will work closely with the Special Educational Needs governor and staff to ensure the effective day to day operation of the school's Special Educational Needs policy.

Role of the Teaching Assistant

Teaching Assistants are recruited to work within the classroom and with targeted students/small groups of students inside and outside of the classroom as directed by the SENDCO and the classteacher. All Teaching Assistants are line-managed by the SENDCO.

Designated Teacher with specific Safeguarding responsibility

DSL is the Headteacher (Mrs Sarah Annette) and the two Deputy DSPs are Mrs Rachel Sharp (Deputy Head) and Mrs Heather Whittaker (SENCO).

Designated member of staff responsible for managing the School's responsibility for meeting the medical needs of students:-

Headteacher & SENDCO

Storing and Managing Information

The school complies with current data protection and confidentiality requirements with regard to

information about pupils and families (see information sharing and confidentiality policies).

Accessibility

See School's Local Offer/SEN information report

<https://www.rivingtonprimaryschool.co.uk/send/>

<https://www.rivingtonprimaryschool.co.uk/wp-content/uploads/2020/01/SEND-Information-report-2019.pdf>

Curriculum

At Rivington Foundation Primary School we take the following points into consideration when meeting the child's needs;

- Access to English/Maths/ICT
- Teacher planning
- Differentiation
- Disapplication
- Withdrawal
- ILPs in relation to curriculum
- Resources

Access to the full life of the School

Children will be given the opportunity to experience the following alongside their peers irrespective of skill or level of impairment.

- Homework
- Trips
- Clubs
- Swimming
- Assembly
- School teams
- Plays/productions
- Sport

This may need additional resources or adaptation and each situation will be considered to meet the needs of the child concerned.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCO and class teacher will discuss the issue with the Headteacher.

If the Head is unable to resolve the difficulty the parents' concerns should be put in writing to the SEN Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

Bullying

Please refer to the Behaviour and Discipline Policy available on the school web site along with the anti-bullying policy – available from the school upon request.

Next Review Date: November 2020

Glossary of Terms

SEND – special educational needs and disabilities.

CAF – common assessment framework

CPD – continued professional development

SEND – Special Educational Needs and Disabilities Service

SENDIASS – Special Educational Needs and Disabilities Information, Advice
and Support Service

SENDCO – Special Educational Needs Disability Co-ordinator

IEP – Individual Education Plan

LEA – Local Education Authority

EPS – Educational Psychology Service

SATs – Standardised Attainment Tests

AGT – Able, gifted and talented

PIVATs – Performance Indicators for Value Added Target Setting