



Special Educational Needs Policy

Reviewed: September 2023

Next Review: September 2024

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Introduction

The named person for SEN is Mrs S Ayres

Rivers Primary Academy aims to provide an inclusive, broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets with the specific needs of individuals and groups of children. When planning, teachers set differentiated learning challenges and respond to children's diverse learning needs. A significant number of children in our school have particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having Special Educational Need or Disability (SEND). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time, during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

At Rivers, we also believe that more able, gifted children have special educational needs and we strive to ensure the needs of these children are provided for through our 'Gifted and Talented Pupil Policy'

Aims and Objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child
- To ensure that the special educational needs of children are identified, assessed and provided for
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To enable all children to have full access to all elements of the school curriculum and school life
- To enable children in the school to work towards promoting a positive self-image and self-worth
- To regularly review and evaluate the children's progress and to work in partnership with parents and children throughout the process

Inclusion

All pupils at Rivers Primary Academy are equally valued, regardless of whether they have special educational needs. They are included in every aspect of school life, sharing meal times, recreation times, school clubs and visits. Rivers Primary Academy strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all children
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all

Definition of Special Educational Needs:

The Special Educational Needs Code of Practice states 'a child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.'

A child may be considered as having a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children at the same age.

- b) Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- c) Is under compulsory school age and falls within the definition at (a) or (b) above or would do so if special educational provision was not made for the child.

The SEN policy details how Rivers Primary Academy will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will strive to ensure that teachers are able to identify and provide for pupils who have special educational needs to allow them to join in the activities of the school.

The school will have regard to the Special Educational Needs Code of Practice when carrying out duties towards all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children with special educational needs to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like are ascertained. They will be encouraged to participate in the decision making processes and contribute to the assessment of their needs, the review and the transition processes.

The Role of the Special Educational Needs Co-ordinator (SENCO)

The SENCO at Rivers Primary Academy is Mrs S Ayres and her responsibilities include:

- Managing the day to day operation of the SEN policy.
- Coordinating the provision for children with special educational needs.
- Supporting and advising colleagues.
- Liaising with parents of children with special educational needs.
- Contributing to and managing the records of all children with special educational needs.
- Managing the school based assessment and completing the documentation required by outside agencies and the LEA.
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs.
- Acting as a link with external agencies and other support agencies.
- Liaising with secondary SEN departments to ensure the effective transfer of pupils' SEN records.

The Role of the LAB

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure, through head teacher delegation, that all teachers are aware of the importance of providing for these children.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. All teachers are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility.

At the heart of each class is a cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of the children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range may have special educational needs.

Early identification is vital and the school uses a graduated response to children's special educational needs as outlined in the Code of Practice. The class teacher makes an initial identification and informs the SENCO and parents at the earliest opportunity to share concerns and enlist their active support and participation.

The class teacher works alongside the SENCO to set targets and work on an assess, plan, do, review procedure and if a lack of progress is evident the SENCO, together with the class teacher decide if it is appropriate to place the child on the SEN register and put in place a plan to meet the child's needs which includes an Individual Education Plan which is shared with parents/carers. An Individual Education Plan (IEP) outlines specific, measurable targets and strategies to meet them. The child's progress will be carefully monitored and IEPs will be reviewed termly.

For those children whose progress continues to cause concern, the school may request support and advice from external agencies e.g. Educational Psychologist, Outreach etc. Advice on new targets and fresh strategies will be implemented by the class teacher based on the advice that they receive from the agency in question. The child's progress will be monitored carefully and IEP's will be reviewed termly by the class teacher, SENCO, parents, child and outside agencies.

Statutory Assessment (EHCP)

Where a request is made by the school to the LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and actions taken to deal with those needs, including any resources or special arrangements put into place. The school will provide this information through school based support. This information will include:

- IEPs for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history (where relevant)
- NC assessment data.
- Educational and other assessments, advice from an external agency must be present, preferably from an educational psychologist.
- Views of the parents/carers of the child.
- Involvement of other professionals such as health, social services or education welfare service.

Statutory assessment involves consideration by the LEA, working cooperatively with parents, the school and other agencies, as to whether a statutory assessment of the child's special educational needs is necessary.

An EHCP will include:

- The pupil's name, address and date of birth.
- Details of all the pupil's special needs.
- The special educational provision necessary to meet the pupil's needs.
- The type and name of the school where the provision is to be made.
- Relevant non-educational needs of the child.
- Information on non-educational provision.

All children with EHCPs will have short term targets set for them, which will be set out in an IEP and will be implemented, as far as possible, in the normal classroom setting. The delivery of the interventions will be the responsibility of the class teacher.

All EHCPs must be reviewed annually with parents, the pupil, the LEA, the school and professionals will be invited to consider whether any amendments need to be made to the description of the pupil's needs.

Monitoring and Evaluation

The SENCO monitors the movement of children within the SEN system in school and the differentiation of work done by class teachers for children with special educational needs.

The SENCO is involved in supporting teachers involved in drawing up IEPs for children and reviews the work of the school through this area.

The SENCO follows the graduated response to monitor support in place for children and regularly tracks progress on children's trackers.

The SENCO liaises with staff at the end of each academic year to ascertain which pupils are not making expected progress and/or have standardised scores of below 85.

Resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including provision for children with EHCPs.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The head teacher and the SENCO meet regularly to agree on how to use centrally directed resources that are related to statements. The SENCO draws up the resources bid when the school is planning the next school development plan.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives: we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans (IEPs), which employ a small step approach, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children who are on School based support to a EHC Plan on the special needs register have an IEP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when in order to maximise learning, we ask the children to work in small groups, or in a one to one situation outside the classroom.

Partnership with parents

The school information report provides details of our policy for special educational needs, and the arrangements made for SEND children in our school. The governor's annual report to parents contains an evaluation of the policy in action. The school has a named governor who takes a special interest in special needs.

At all stages of the special needs process, the school keeps parents fully involved and informed. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs. We also encourage the children to take an active role in reviewing their targets whenever possible.

If a parent has a complaint, they can refer to the head teacher who will follow the school's complaint procedure.

Partnership with Pupils

Whenever appropriate, from an early age, children are encouraged to be actively involved in setting targets for their IEPs and reviewing their performance.

Liaison

The school has strong links with local schools to support children with special educational needs e.g. liaison with local nurseries for children transferring to our Reception department and with local secondary schools for our Year 6 children.