

SEN policy and information report

River View Primary



Approved by: [D Gauld]

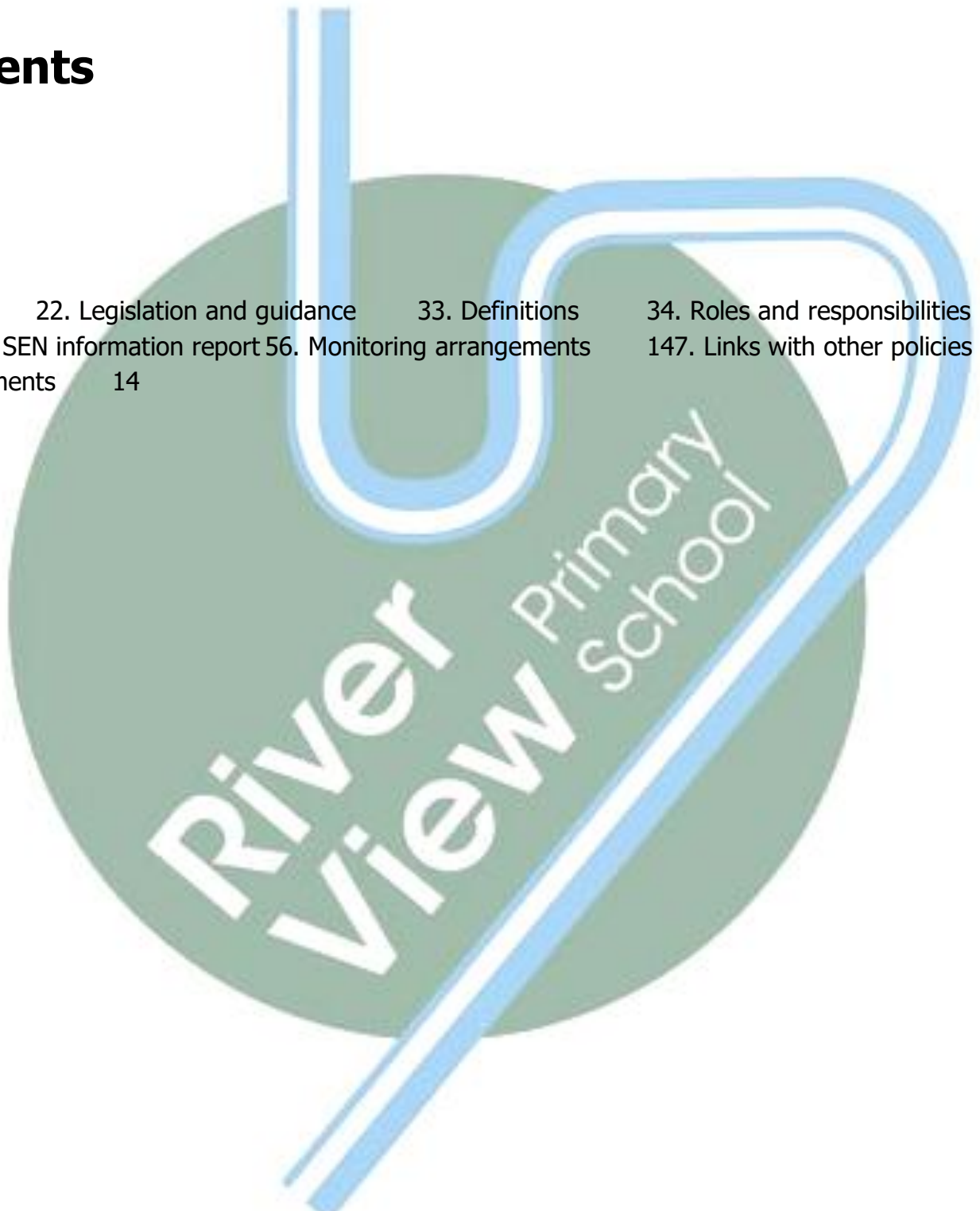
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1. AIMS

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 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.

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 SEND team

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

Georgia Crossley-Mainstream SENCO

Ceri Laughton- Mainstream SEND Team



Georgia Crossley – Harbour SENCO

Emma Wright – Mainstream SENCO

The 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 team to determine the strategic development of the SEN policy and provision in the school

4.3 The Head Teacher

The Head Teacher will:

- Work with the SEN team 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
- 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, Asperger's Syndrome, speech and language difficulties



- **Cognition and learning**, for example, dyslexia, 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, epilepsy.

Resourced Provision for pupils with Speech, Language and Communication Needs (SLCN) and/or Autistic Spectrum Condition (ASC) – The Harbour

River View Primary School has been commissioned by Salford Local Authority to provide specialist resourced provision for up to fifty children with an Educational Health Care Plan for SLCN or Autism.

There are specialist teachers and teaching assistants in The Harbour. Pupils may be working at any educational level, including the pre-formal (engagement model), semi-formal curriculum and the formal (national) curriculum.

Additional professional expertise is sought from agencies such as physiotherapy, occupational therapy and educational welfare as appropriate.

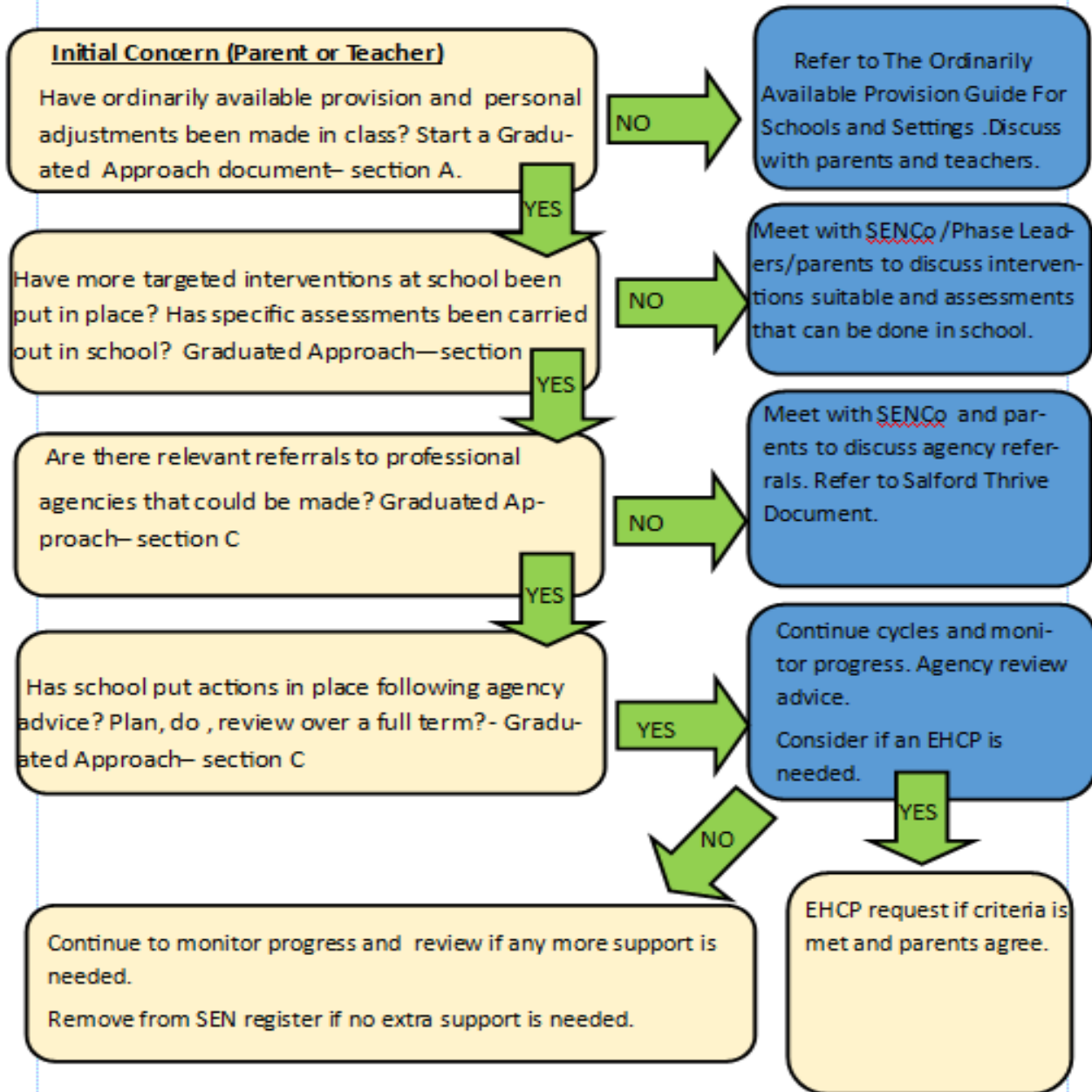
5.2 Identifying pupils with SEN and assessing their needs

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 SEN 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



River View Graduated Approach



This may include progress in areas other than attainment, for example, social skills.

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 meet with parents/carers prior to deciding whether a pupil will receive SEN support. If a pupil on the SEN register needs additional support from outside agencies, a further 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 regularly. Pupils with identified SEN have a Graduated Approach Document used as a working document with targets that are reviewed regularly.



The class teacher will work with the SEN team 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 SENCO and SEN 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 using ordinarily available provision is our first step in responding to pupils who have SEN. This will be adapted for individual pupils.



In school provision includes:

- Adapted work and teacher support.
- Support from other adults, as needed
- A range of different learning materials such as visual scaffolds and prompts
- 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:

- Tailoring curriculum provision to ensure all pupils are able to access it, for example, by flexible grouping, scaffolding learning, 1:1 work, teaching style etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, coloured overlays, visual timetables, larger font, etc.
- Adapting 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 support learning in a variety of ways. All 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 complex need.

Teaching assistants will usually support pupils by:

- Delivering intervention programmes to specific children addressing their weak areas of development
- Evaluating and monitoring progress of all children
- Providing 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, group and 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 current targets.
- Helping teachers devise appropriate targets for Graduated Approach documents and assist in teaching these targets.

5.9 Expertise and training of staff

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

The SENCOs hold or are completing the NASENCO qualification.

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 ELKLAN, emotion coaching, meeting the needs of children with Moderate Learning Difficulties (MLD) and Autism strategies. Training takes place through weekly masterclasses, staff meetings and Local Authority webinars.

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. Resources cover a wide range of need, including games, construction activities, English and Maths resources, equipment and software. The SEN team maintains and audits these 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 Graduated Approach document regularly
- Reviewing the impact of interventions after 6 weeks
- Pupil and parent meetings, pupil and parent voice activities
- Monitoring by the SEN team and school leaders



- Holding annual reviews for pupils with EHC plans

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. Pupils are encouraged to speak to adults in school if they have any concerns or worries.
- Interventions such as Art Therapy and Nurture lunch 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 strategies and resources. The parties available in Salford to assist are:

Educational Psychologist
School Health
Learning Support Service
Primary Inclusion Team
Portage
Occupational Therapy
Physiotherapy



Speech and Language Therapy
NHS services eg. paediatrician and CAMHS
Brief Intervention Team
Education Welfare Officer

5.15 Complaints about SEN provision

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 or call 0161 778 0343/0349

5.17 Contact details for raising concerns

SEN concerns – contact the school SEN 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:

[Local Offer: For children and young people with SEN or disabilities • Salford City Council](#)

6. MONITORING ARRANGEMENTS

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

