



Riseley Church of England Primary School

Draft Special Educational Needs and Disabilities Policy

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

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Philosophy and Rationale

We believe that each child is an individual, whether they have identified SEN or not and is entitled to a broad, balanced and differentiated curriculum that enables them to achieve their best in all areas of the school curriculum and supports them in developing the skills to become confident individuals. (Refer to Appendix 1)

The staff at Riseley C of E Primary School have a shared responsibility for identifying and assessing the needs of all pupils to ensure they reach their full potential, by making adequate and appropriate provision.

We believe that the management of the pupil's learning environment will play an important part in the success of their learning and personal development. Experiences and activities pursued in our school will be provided within a caring framework which stimulates and fosters the social, intellectual, spiritual, aesthetic and physical development of every child which may involve us making reasonable adjustments to prevent any child with SEN or a disability being put at a substantial disadvantage.

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.

This policy has been written in relation to the SEND code of practice: 0 to 25 years (May 2015)

1. Aims of the Policy

In promoting our vision and aspirations, our aims are to ensure that all children, including those with SEN and disability in our school have an entitlement to fulfil their potential:

- Be part of a happy school where pupils work hard and learn within a Christian environment.
- Enjoy their school life as they develop personal confidence and resilience regardless of their academic ability.
- Develop a respect for other people and their surroundings.
- Receive teaching of the highest quality.
- Be encouraged to become as independent as possible and to build their self-esteem by making reasonable adjustments to accommodate their needs. Staff will create a positive working environment, where pupils can increase in confidence and mindset.
- Be given equal opportunities to succeed.
- Discover a passion for learning, develop creativity and experience success.
- Have a growing sense of awe and wonder, appreciating the beauty and diversity of the world.
- Feel safe and secure in class, playgrounds and after-school activities.
- Be provided with opportunities to engage with the Church and the community both locally and globally.

2. Definition of Special Educational Needs and Disabilities

A child or young person has SEND if they have a learning difficulty or disability which calls for *special educational provision* to be made for him or her, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice 6.15)

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for children of the same age in mainstream schools.

Difficulties related solely to limitations in English as an additional language are not SEN.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition stated above when they reach compulsory school age or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014).

3. Objectives

- To ensure that all pupils have not only access to a broad and balanced curriculum including the National Curriculum and Early Years Curriculum at the relevant level but have continuity and progression within this curriculum in a positive, supportive and secure environment. (Refer to Appendix 2)
- To ensure that appropriate procedures are in place for the recognition, identification and assessment of the pupils needs.
- To involve parents at an early stage in their child's education and be aware of any provision made for special educational needs.
- To ensure that parents and pupils are at the core of all decision making, setting of aspirations, outcomes and provisions.
- To enable and actively involve the child in the decisions about their learning and provision.
- To ensure all staff involved with the pupil are aware of his/her difficulties and of the strategies devised to deal with them.
- 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 ensure close liaisons with outside agencies and professionals such as: Learning Support Service, Education Welfare Officer, School Nurse and Educational Psychologist in order to seek further advice and support for the child.
- To implement and review administrative procedures where appropriate, i.e. Education Health Care Plans.
- To ensure that adequate records follow the pupil through the school and these records are clear, factual and 'up to date'.
- To ensure robust liaisons occur with feeder and receiver schools to ensure continuity, progression of support and smooth transitions.

4. The Local Offer and SEND Information Report

As part of the new Code of Practice 2015, local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have special educational needs or are disabled.

The Local Offer should cover:

- Support available to all children and young people with special educational needs or disabilities.
- Targeted services for children and young people with special educational needs or disabilities who require additional short-term support over and above that provided routinely as part of universal services.
- Specialist services for children and young people with special educational needs or disabilities who require specialised, longer-term support.

Riseley C of E Primary School has contributed to Bedford Borough Council's Local Offer information. Additional information is available on the school's website in the SEND Information Report dated September 2022.

5. The role of the Special Educational Needs and Disability Coordinator (SENDCo)

The Special Educational Needs and Disability Coordinator (SENDCo) is Mrs Rachel Wingerath, who is a member of the Senior Leadership Team. She has completed the qualification for National Award for SEN Coordination. The SENDCo undertakes provision mapping and management of children with SEND in consultation with the Executive Headteacher and classroom staff.

The **SENDCo** is responsible for:

- Developing and reviewing the School's SEND policy.
- Updating yearly the School Information Report and Local Offer.
- Coordinating the provision for and manage the responses to children's special needs.
- Supporting and advising colleagues.
- Contributing to and managing the records of all children with special educational needs and disabilities. Updating records, liaising with outside agencies and support networks along with co-ordinating referrals and support for children with SEND.
- Acting as the link with parents, ensuring that parents or carers are:
 - a) Involved in supporting their child's learning.
 - b) Supporting families further by providing a termly 'drop in service'
 - c) Keeping parents informed about the support their child is getting by ensuring class teachers meet to review interventions or targets from their Individual Provision Plans (IPPs).
 - d) Involved on occasions in reviewing a child's targets.
- Maintaining resources and a range of teaching materials to enable appropriate provision to be made.
- Updating the SEND register (a system for ensuring that all the SEND needs of pupils in this School are known). Making sure that the records of a child's progress and needs are kept.
- Providing in house training for all staff at least termly and to provide specialist support for teachers and support staff in order to update their existing knowledge.
- Liaising with outside professionals to arrange further training in specific areas of difficulties, in order to ensure that all children with SEND are supported appropriately in order to achieve the best outcomes possible.

Roles and responsibilities of other members of staff and the Governing body are outlined in Appendix 3.

6. Arrangements for admissions

Admission arrangements for pupils with SEND are no different to those for other pupils as outlined in the school's admission policy. The school adheres to the Disability Discrimination Act (1995).

Our policy ensures that we will not refuse a child with SEND a place at our school unless there are no reasonable adjustments that could be made to meet their needs. We will always try our best to make sure, wherever possible, that we have put in place appropriate arrangements to support the pupil. For more details please refer to the Admission Policy, which is available on our school's website.

7. Facilities for Inclusion

Riseley C of E Primary School is a fully inclusive school where children have a broad and balanced curriculum and where all children are fully included and taught alongside their peers wherever possible.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations,
- require different strategies for learning,
- acquire, assimilate and communicate information at different rates,

- need a range of different teaching approaches.

Teachers respond to children's needs by:

- Providing support for children who need help with communication and language skills. In early years this is promoted through 'Talk for all' to enable staff to develop the speech and language skills of the majority of children and especially those with speech and language difficulties.
- Providing support for young children's sense of curiosity and wonder about spoken and written language. This is promoted through the 'Lift off to Language' programme in Early Years and through Key Stage 1.
- Ensuring children have access to specialist resources.
- Planning to develop children's understanding using all available senses and experiences.
- Planning for children's full participation in learning, and in practical and physical activities and making reasonable adjustments to accommodate difficulties as they occur.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in their learning.

8. Accessibility

- The school is currently on two sites. The main classrooms are all on one level and is wheelchair accessible. The office and kid's club area are also on the ground floor in the second building.
- There are disabled toilets in both buildings which are large enough to accommodate changing facilities.
- Appropriate resources and equipment, e.g. pencil grips, writing slopes etc, are provided for pupils with specific needs to enable them to access the curriculum.

9. How provision for Special Educational Needs and Disabilities is funded

- The School budget, received from Bedford Borough LA, includes money for supporting children with SEND. The Headteacher and Assistant Head, decides on the deployment of resources for Special Educational Needs and Disabilities (SEND) in consultation with the school governors, on the basis of needs in the School.
- The Headteacher/SENDCo/Leadership Team discuss all the information they have about SEND including:
 - those children already identified and receiving extra support
 - the children requiring extra support
 - the children who have been identified as not making as much progress as would be expected
 They can then decide what resources/training and support is needed.

10. The Four Primary Areas of Need

Four areas of primary need are identified, but it is recognised that many pupils do not easily fit into one area and their needs may change over time. Some children and young people may have a SEN that covers more than one of these areas. The purpose of identification is to work out the action needed to be taken to support the child in their area(s) of difficulty.

The four main areas of need are:

- I. **Communication and Interaction** – Children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- II. **Cognition and Learning** – Children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one part of their learning performance such as literacy or mathematics.

- III. **Emotional, Social and Mental Health** – Children and young people have difficulty in managing their relationships with other people, are withdrawn, or they behave in ways that may hinder their and other children’s learning or have an impact on their health and wellbeing. (refer to Appendix 4)
- IV. **Sensory and/or Physical Needs** – Children or young people with visual and/or hearing impairments or a physical need that means they must have additional ongoing support and equipment.

11. Identification, Assessment and Provision

Early identification of special needs is vital and the progress of all children is carefully monitored by the class teacher. (refer to Appendix 3)

The SENDCo may also observe and assess individual children.

Class teachers take pride in making sure that their planning is differentiated accordingly to suit individual needs including those with SEND. There is a continuous cycle of assessment and planning which takes into account a range of abilities, aptitudes and interests of the children. Many pupils can have their needs met through quality first teaching and learning strategies, modification to teaching approaches and classroom organisation or through the provision of ancillary equipment and aids. ‘Reasonable adjustments are highlighted within class ‘provision maps’ adjusted and submitted to the Headteacher on a termly basis.

The majority of children will learn and progress within these arrangements.

However, some pupils may have Special Educational Needs and require support and/or interventions that are additional to or different from those normally provided. (refer to Appendix 5a)

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child.
- There is a change in the pupil’s behaviour or progress.
- The rate of progress slows down considerably
- The gap between the achievement of a child and their peers does not close even when two sets of targeted interventions have taken place
- The gap between the achievement of a child and their peers widens

Early identification is vital and Riseley Primary School uses a graduated response to identify children’s Special Educational Needs as outlined in the Code of Practice 2015.

Information from pre-schools, Nurseries and the Early Year’s team supports the identification process.

The class teacher and SLT assess, monitor the children’s progress in line with existing school practices. The EYFS may highlight difficulties that might trigger further investigation. (refer to Appendix 5b/5c)

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps to aid progress and provide detailed and accurate indicators.

The following standardised tests are available in school:

Reading and Writing

- B.P.V.S III Vocabulary Test (non-reading)

- Diagnostic reading analysis – Comprehension and fluency
- Graded word spelling test
- Dyslexia screener check list – GL Online assessment

Communication and Interaction

- Speech, Language and Communication toolkit 3-10 years – Speech, Language and Communication Progression Tool by the Communication Trust.

Emotional Literacy

The Boxall Profile

The Zones of Regulation

Mathematics

Dyscalculia screener check list – GL Online assessment

Provision

When a pupil continues to make little or no progress and continues to work at levels substantially below those expected of children of similar age despite the support provided that matches their area of need, the school will consider involving the support of specialists, which may include outside agencies in enabling the child to make progress.

Parents will always be asked to give their permission before the school makes a referral to a specialist provision e.g. through the Early Help Assessment procedure or Educational Psychologist route.

The advice of the specialist will be included in the child's Individual Provision Plan (IPP)/EHC Plan if they have one. (refer to Appendix 5d)

For a very small number of children, it may be necessary for the School to make a request to Bedford Borough Council for an Education, Health and Care needs assessment.

12. Education Health Care Plans

The purpose of an EHC plan is *to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcome for them across education, health and social care and, as they get older, prepare them for adulthood.* (SEND Code of Practice, 2015) (Appendix 6)

If despite specialist strategies and further advice, the child does not make adequate progress, a decision may be made to request an EHC plan from the Local Authority. The school provides information on assessments made and the action taken through wave 2 early action and school SEN support. Evidence of progress is collated through reviewed Individual Provision Plans (IPPs), the child's work (independent and supported), observations and continued assessment over at least a 12-month period in most cases.

The LA may issue an EHCP once the child is referred with evidence collated from school, reports from appropriate outside agencies and the parents' voice. This will be monitored through the annual review process.

The SENDCo holds half term meetings with both class teacher and any support staff.

The SENDCo, Executive Headteacher and SLT meet to review the work of the school. The named SEND Governor holds regular meetings with both the Executive Headteacher and SENDCo.

13. Record keeping

We record all the steps taken to meet pupils' special educational needs. Class teachers and the SENDCo keep these records and the SENDCo ensures that they are available for reference by outside agencies etc. The records for a pupil with special educational needs may include:

- Information from previous schools
- Information from parents
- Information on progress and behaviour
- Information about attainment and use of additional support
- The pupil's own views of their needs
- Information from Health/Social Services
- Information from other outside agencies e.g. paediatrician, speech and language reports
- Provision maps

Evaluating the success of the provision

Provision is monitored:

- Through the analysis of IPP's, formative data, summative data and assessments
- By ensuring that the SEND policy is up to date with current legislation
- By ensuring the necessary information on SEND is available in the school prospectus and website

14. Inset for staff

Needs can be identified through Teacher Appraisal procedures. INSET may be delivered by the SENDCo or through external agencies. They may be planned to ensure staff can meet the particular needs of pupils. This is built into the yearly overview of SEND. If required, additional support can be obtained from the LA using the Traded Services Agreement.

15. Links with support services for SEND

The school is in regular contact with outside agencies in both Northamptonshire and Bedfordshire that help in the assessment and monitoring process of children with SEND. These include:

- Educational Psychology Service (full cognitive assessments) and their drop-in service.
- Sensory and Communication Support Team (Autism Bedford)
- Early Help Team
- The Hub, Greys Education Centre
- Early Year Support Team

Health Provision accessed:

- CAMHS (Child & Adolescent mental Health Service)
- CHUMS (Child Bereavement, Trauma and Emotional Wellbeing Service)
- Social Care
- SALT (Speech and Language Therapy Team) and drop-in service
- Occupational Therapy
- Child Development Centre (CDC) – provision following referrals
- School Nurse

16. Partnership with parents and carers.

Parents play a vital role in the education of their children and are welcomed into the school, where their advice and support is encouraged. Parental views are always considered and valued. In cases where more frequent regular contact with parents is necessary this will be arranged based on the individual pupil's needs. If an assessment or referral indicates that a pupil has additional learning needs parents will always be consulted regarding future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up-to-date and consulted on any points of action drawn up relating to the provision for their child. The School's SEND governor may be contacted in relation to SEND matters.

The school aims to work in partnership with parents and carers of pupils with SEND by:

- Operating an open-door policy and actively encouraging parents to talk to the class teacher or other members of staff before School, after School or at another mutually convenient time.
- Acknowledging the insight that parents have into the needs and strengths of their children.
- Recognising the personal and emotional investment of parents and being aware of their feelings.
- Respecting the validity of differing viewpoints and seeking constructive ways of reconciling them.
- Keeping them informed and updating them regularly about their child's progress through termly IPP review meetings.
- Involving them in reviewing targets and agreeing on new ones for the next steps in learning.
- Ensuring that parents understand procedures and giving them the necessary support to prepare their contributions i.e. provide an interpreter.
- Discussing how school and home can work together to achieve the best possible outcome for the child.
- Inviting parents to respond to parental questionnaires.

17. Special Needs Register

All pupils identified as having special educational needs are on the School's Special Needs Register. The criteria we use to identify pupils with special educational needs are:

- If a child is working significantly behind their peers and continues not to make adequate progress.
- If a child has an identified SEN and who may need additional support to access the same educational provision as their peers.
- If a child has a medical diagnosis of a condition that requires them to have a significant amount of additional support in order to access the same educational provision as their peers and this support is required in order for them to make adequate progress.
- If a child has social/emotional needs which hinder or impair progress.

The SEN register is updated at least termly. In consultation with class teacher and parent, a child may come off the register at any time because adequate progress has been made. Parental consultation is always sought and approved.

18. Transition

At Riseley C of E Primary School we recognise that transitions can be challenging for a child with SEND and we take steps to ensure that any transition is as smooth and 'stress free' as possible.

We encourage all new children and their parents to visit the school prior to starting. (refer to Appendix 7)

19. How the SEND policy is evaluated

The School's Governing Body has a duty to evaluate the provision the school makes for pupils with special educational needs.

We have a robust system of reviewing our provision using the Ofsted Framework to self-evaluation. The Headteacher, Deputy Headteacher and members of the Leadership Team meet each half-term to discuss the individual needs and tracked progress of pupils with special educational needs and allocate support based on the changing needs of the children.

- Governors are involved in this process and receive regular reports from the Headteacher, SENDCo and SEND governor. They monitor the effectiveness of the provision in place for pupils identified with SEND.
- Regular meetings are held with parents/carers to discuss any additional support that is being provided for their child through the graduated approach. Targets are reviewed, successes celebrated and new outcomes set.
- All interventions, e.g. Pupil Premium, are identified and tracked to ensure the impact is effective. Baseline/Point of entry assessments will take place at the beginning of any intervention where appropriate – this will provide the point of reference for measuring progress made by the child – and a target outcome set. Regular reviews will take place.
- Pupils' views are sought on what helps them learn effectively. This is done through the School Council and through discussions with teachers, TAs and the SENDCo.
- Monitoring of classroom practice by the Headteacher, subject co-ordinators and the SENDCo.
- Visits from LA personnel and OFSTED inspection arrangements.

20. Complaints procedure

We take parental concerns very seriously and will endeavour to reach a solution with you.

As parents, you are encouraged to:

- Contact the School first to ask/share any information with us that you feel is important.
- Make an appointment to meet with the SENDCo, Mrs Wingerath, the Executive Headteacher or Deputy Head teacher. Additional concerns and questions can be raised here.

If a solution cannot be reached, please consult the School Complaints Policy on how to proceed.

APPENDIX 1

Equality Act 2010

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Riseley C of E Primary School aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with such actions.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers, we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

Discrimination means treating someone less (or more) favourably than a 'comparator'. It can be direct, indirect, or 'arising from disability'.

The effect of the Act is the same as that of previous legislation i.e. schools cannot unlawfully discriminate against pupils because of their disability, sex, race, religion or belief and sexual orientation.

Schools are under a duty to make 'reasonable adjustments' to overcome barriers experienced by disabled people.

A disabled person is someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities' (Equality Act 2010 – section 6).

It is important not to confuse disability and special educational needs; pupils may have a disability, or special educational needs, or both.

Riseley C of E Primary School is committed to ensuring that pupils are not discriminated against on grounds of disability. The Governing Body and staff will be aware of the requirements of the Equality Act 2010. The Governing Body and the Headteacher will seek to ensure that the school's policies are set out in accordance with those requirements.

APPENDIX 2

Safeguarding Children

Riseley C of E Primary School recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued. All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Riseley C of E Primary School, we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally, we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable.

APPENDIX 3

Roles and Responsibilities

Provision for pupils with SEND is a matter for the School as a whole. It is each teacher's responsibility to provide for pupils with SEND in their class, adjust teaching styles to the needs of all children and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the School's procedures for identifying, assessing and making provision to meet these needs.

The **Governing Body**, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs – it maintains a general overview and has appointed a representative (the SEND Governor) who takes particular interest in this aspect of the School. Governors must ensure that:

- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for pupils with SEND.
- Pupils with SEND join in School activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They have regard to the requirements of the Code of Practice for Special Educational Needs.
- Parents are notified if the School decides to make SEND provision for their child.
- They are fully informed about SEND issues, so they can play a major part in School self-review.
- They set up appropriate staffing and funding arrangements, and oversee the School's work for pupils with SEND.
- SEND provision is an integral part of the School Improvement Plan.
- The quality of SEND provision is regularly monitored.

The **SEND Governor** is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the School.
- Meeting with the SENDCo twice-yearly to monitor and evaluate the provision and support given to children with SEND.

The Executive Headteacher is responsible for:

- The day-to-day management of all aspects of the School, including the support for children with SEND.
- Giving overall responsibility to the SENDCo and class teachers but is still responsible for ensuring that children's needs are met.
- Ensuring that the Governing Body is kept up-to-date about issues relating to SEND.

The **Class Teacher** is responsible for:

- In addition to 'Quality First Teaching', where the class teacher has the highest possible expectations for your child and for all pupils in their class, the curriculum is differentiated, adapted and refined to respond to the strength and needs of all pupils.
- Checking on the progress of your child, identifying, planning and delivering any additional support your child may need. This may include additional general support by the teacher or teaching assistant in class.
- Devising personalised learning plans to prioritise and focus on 'next steps' may also be needed in order for improved levels of learning to take place. If your child has needs related to more specific areas of their education, then they may spend a short time each day or several times during the week, working within smaller 'intervention' groups. This may be run by the teacher or teaching assistant and will focus on achieving targets.
- Ensuring that the School's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Participating in training to increase their knowledge of Special Educational Needs and Disabilities. This is provided through online links and in-house training sessions.
- Support teaching assistants receive continuous professional development, at least termly. This is supported by external professionals wherever possible, or through direct training provided by the SENDCo.

Teaching assistants work as part of a team with the SENDCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the class. They play an important role in implementing IPPs (Individual Provision Plans) and monitoring progress. They contribute to review meetings and help pupils with SEND to gain access to a broad and balanced curriculum.

Teaching Assistants should:

- Be fully aware of the School's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Use the School's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Lunchtime supervisors should:

- Be given any necessary information relating to the supervision of pupils at lunchtime.

APPENDIX 4

Social, Emotional and Mental Health (SEMH)

At Riseley we recognise that 'Social, Emotional and Mental Health' is now one of the four areas of special educational needs. The procedures outlined in the policy above for children with special educational needs or a disability also apply to children who are experiencing psychological stress or mental health issues.

In addition, the staff are committed to promoting wellbeing throughout the School, recognising the role that the School plays in promoting the resilience of all our pupils. We work to ensure that our School is a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

Difficult events that may have an effect on pupils:

- **Loss or separation** – death, parental separation, divorce, hospitalisation, loss of friendships, family conflict which results in child having to live elsewhere, being taken into care or adopted.
- **Life changes** – birth of a sibling, moving house, changing schools.
- **Traumatic events** – abuse, domestic violence, bullying, accidents, injuries or natural disaster.

Class teachers are well placed to spot changes in behaviour that might indicate a problem. Our primary aim is to support children experiencing any of these events and intervene well before mental health problems develop.

When does mental health become a special educational need?

Children with mental health problems may need to be put on the SEND register if it is significantly affecting their ability to learn and special provision has to be made for them. Special provision may need to be made for:

- Problems of mood (anxiety or depression)
- Problems of conduct (oppositional problems and more severe conduct problems including aggression)
- Self-harming, substance abuse

APPENDIX 5

The Graduated Response

5a Identifying and Monitoring children through our school

It is important that a pupil's special educational needs are identified as early as possible. We always let parents know as soon as we feel that their child may have a special educational need.

- a) *Before a child starts School.* Our Foundation Stage staff visit children at home, before they start in Nursery after their third birthday, to talk to their parents and identify any concerns they may have. Through our links with the CDC (Child Development Centre) and health visitors we are able to identify children who may require more support well before they join our Foundation Unit.
- b) *In School.* Any child's progress will be continually monitored by their class teacher and the child's progress reviewed formally with the Leadership Team and SENDCo every term.

Children are monitored and observed continually in class, but we believe in early intervention in order to support children and parents as soon as possible.

We have a variety of tests available in School to assess reading, receptive language, basic number screening and a strengths and difficulties questionnaire providing a brief measure of psychological well-being in 2-17 year olds.

- **Nursery Provision** – In our Early Years Foundation Stage (EYFS) parents and carers are supplied with a short written summary of their child’s development in the three prime areas of learning and development areas of the EYFS: Personal, Social and Emotional Development; Physical Development and Communication and Language, during their first term with us and in their final half term in the Nursery.
- **At the beginning of Reception**, children are baseline assessed six weeks after arrival. Those children working well below the national average are considered for more specific targeted help.
- **At the end of the Reception year** children are assessed against the EYFS (Early Years Foundation Stage) profile statements.
- **Phonic Screening check**: The phonics screening check is designed to confirm whether pupils at the end of *Year 1* have learned phonic decoding to an appropriate standard. It identifies children who need extra help to improve their decoding skills. This is issued by the Department for Education.
- In each Year Group, all children are assessed throughout the year to measure progress against the National Curriculum requirements. A more sensitive assessment tool shows attainment in more detail, breaking learning down further into smaller steps.
- Where necessary children will have an IPP which will include specific targets and progress against these targets will be reviewed termly, evidence for judgements assessed and a future plan made.
- The progress of children with an Education Health Care Plan will be formally reviewed at an Annual Review with all adults involved in a child’s education. The views and thoughts of the child play a key role during this review process.
- TAC (Team Around the Child) meetings may be held to review the progress being made.
- The SENDCo will also check that children are making good progress. Observations and discussions will take place regularly and the thoughts and feelings of each child reflected upon during meetings with the class teacher.
- Regular book scrutinies, lesson observations and learning walks will be carried out by members of the Leadership Team to ensure that the needs of all children are met and the quality of teaching and learning is high.

5b Triggers for Early Action.

The class teacher will have established a clear analysis of the pupils needs through teacher assessment of the pupil, reflecting upon the school’s approach to pupil progress, attainment and behaviour. The class teacher will have compared the progress made by the pupil in comparison to that of their peers.

Early Action occurs when a child makes little or no progress even when teaching approaches are targeted.

If the class teacher and school remain concerned about the progress of any child in any area of learning, parents will be invited to discuss the strengths and difficulties their child may be experiencing. The evidence to support this will have been gathered through observation, discussion with the child, work scrutiny, assessment data and discussion with the SENDCo.

5c Wave 2 of the Graduated Response

This stage identifies the barriers to learning, extended outcomes and details what additional support will be provided to help overcome these barriers. The decision to provide a pupil with additional support in the attempt to ‘narrow the gap’ must be shared with parents. The class teacher, pupil and parents will then decide on targets and how these will be achieved through additional intervention will be shared.

A date for the review meeting will be agreed. Targets will be placed on an initial individual ‘wave 2 intervention support plan or behaviour plan’ and will run for approximately one cycle of six weeks approximately. It is the responsibility of the class teacher to ensure plans are accessible on the school server and is documented further through the termly class provision mapping system.

Support may be provided in class or in another area of school, on a 1:1 basis or within a small group of learners.

The class teacher should remain responsible for working with the pupil in a daily basis. When interventions involve group or one to one teaching away from the main classroom, the class teacher still retains responsibility for the pupil, working closely with support staff involved to plan and assess the impact of the interventions.

If a child responds positively to the intervention and the achievement gap has diminished, further targets to ensure further achievements are provided. A second cycle of six weeks will run.

At this stage the achievement gap may be reduced further and it may not be necessary to have an SEND plan (Individual provision plan) and for the child **not** to be entered onto the SEND school register.

However, if little progress is made, an IPP can be drawn up and should include that which is additional to or different from the differentiated curriculum plan.

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date. Parental and the 'voice of the pupil' will be used as part of the analysis of the pupils needs and any revision of outcome and changes in support. Any revision of outcomes and changes in support will be in consultation with parents.

5d Wave 3 Individual Provision Plans (IPPs)

The IPP should include that which is additional to or different from the differentiated curriculum plan.

The IPP should focus on three or four key individual targets set to meet the pupils' individual needs and priorities.

These should be SMART (Specific, measurable, achievable, relevant and time limited)

It should be noted that where a child has an EHC plan, outlined targets should be used and the suggested provision identified and reflected upon.

Targets should relate to the four areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

The pupil's strengths and successes should underpin the targets set and the strategies used and pupils should be actively encouraged to be involved in the review process.

The IPP should include information about:

1. The short term targets set for or by the individual
2. The teaching strategies to be used
3. The provision to be put in place
4. When the plan is to be reviewed
5. Outcomes (to be recorded when the IPP is reviewed)

Triggers for SEN School Support

This is provided from the delegated funding and is allocated where a child:

- Continues to make little or no progress in specific areas over a long period.
- Continues to work at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty developing English and Mathematics skills.
- Has emotional or behavioural difficulties which regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.

- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

APPENDIX 6

Request for Educational, Health and Social Care Plan (EHC Plan)

Most pupils with special educational needs or disabilities will have their needs met within local mainstream schools. Some pupils may have lifelong or significant difficulties which require additional support. If this is the case an Education Health Care Plan will be considered. The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across Education, Health and Social Care. Requests for an EHC Plan are usually made by the School, but can be requested by parents. The application for an EHC Plan will combine information from a variety of sources including parents, teachers, SENDCo, health professionals etc. Information will be gathered relating to the current provision and the outcomes of targets previously set. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following statutory assessment an EHC Plan will be provided by Bedford Borough Council if it is decided that the pupil's needs are not being met by the support that is ordinarily available. Parents and teachers will be involved in developing and producing the plan. Parents have the right to appeal against the content of an EHC Plan. They may also appeal against the school named in a Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually.

The SENDCo will always discuss this with parents and carers first at every stage and only proceed with their permission. The SENDCo is also responsible for holding annual reviews of EHC Plans. At any point, parents can contact the Parent Partnership Service for support and advice about their child. The Parent Partnership Service offers free confidential support for parents and carers of children with special educational needs.

Bedford Borough Parent Partnership Service Tel: 01234 276 267
Borough Hall, Cauldwell Street parent.partnership@bedford.gov.uk
Bedford MK42 9AP www.bedford.gov.uk/parentpartnership

APPENDIX 7

Transitions

a) Moving from pre-school/nursery to Riseley Primary School.

- Visits to pre-schools and nurseries prior to the children starting at Riseley Nursery or Reception class take place by the Early Years staff and the SENDCo when appropriate.
- Discussions between the previous or receiving schools prior to the pupil joining or leaving.
- Home visits and visits into the setting are carried out before nursery children start.
- The SENDCo is always willing to meet parents/carers prior to their child joining our School.

b) Moving classes in school

An information sharing meeting will take place between the present current teacher and the new receiving teacher. This is a time when records, provision class mapping and key timelines are discussed.

c) Moving to another school

If a pupil with SEND transfers to another primary school or their secondary school, the SENDCo ensures that all SEND information is sent to the new school in good time once official notification of that transfer has been received. Information about the support and any special arrangements that have been made to enable access to the curriculum and progress towards learning goals is forwarded to the new school's SENDCo.

Usually a transition to secondary school programme is put in place for pupils with SEND (Some activities are organised by receiving schools). This is an opportunity for your child to share their individualised personalised passport with key teaching staff so that the 'voice of the child' is heard.