



SEND POLICY

Riverview C of E Primary and Nursery School provides a caring, learning environment where staff, parents, governors and friends work together to develop the whole child, through a broad and challenging curriculum, which provides opportunities for success for all. We enable each child to have full access to the curriculum regardless of ethnicity, gender, physical ability and special educational needs. At Riverview, every teacher is a teacher of every pupil including those with SEND.

<p>Aims Synopsis – P5</p>	<ul style="list-style-type: none"> • We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points • We will use our best endeavours to give pupils with SEND the support they need • We will set ambitious educational and wider outcomes together with you as parents and with your child • We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood
<p>Identifying Special Educational Needs P9</p>	<ul style="list-style-type: none"> • We work to the SEND Code of Practice (2015) definition of SEN: <i>A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.</i> <p>2014 Code of Practice identifies four broad areas of special educational need (SEND):-</p> <ol style="list-style-type: none"> 1. Communication and Interaction (CI) 2. Cognition and learning (CL) 3. Social, emotional and mental health difficulties (SEMH) 4. Sensory and Physical needs (SP) <ul style="list-style-type: none"> • We aim to identify if a child is not making adequate progress as early as possible, using the following processes: -Tracking individual children’s achievements and attainment over time through



	<p>observations and assessments/summative and formative assessments/speaking to the child about their learning/ working together with parents/carers and the child</p> <ul style="list-style-type: none"> • If a child does not make adequate progress compared to peers, their starting point or previous attainment this would raise concerns that they may have learning difficulties. • If after consultation with the SENCO and parents it is decided that a child has underlying needs then he/she will be put on the SEND register and an Additional Support Plan will be written to identify how the needs are to be addressed and outcomes identified.
<p>Graduated Response P10</p>	<ul style="list-style-type: none"> • The graduated response is a four-part cycle of assessment, planning, doing and reviewing which is recorded on the child's Additional Support Plan (ASP) and provision map. This process will happen termly in line with the assessment and monitoring policy. • The majority of children and young people with SEND will have their needs met within the school. • If the child is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs and be removed from the SEND register
<p>SEND Provision P11</p>	<p>High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.</p> <p>Additional support may include:</p> <ul style="list-style-type: none"> • In class support from a teacher or teaching assistant • Small group interventions or programmes • One to one interventions or programmes e.g. social skills, targeted language groups (ELKLAN) • Working with external agencies
<p>SEND Profile of Need P13</p>	<p>The SEND Profile of Need is a tool used to indicate the level of special educational need.</p> <p>It outlines SEND provision as the following:</p> <ol style="list-style-type: none"> 1. Universal Services (Quality First Teaching) 2. School SEND Support 3. Specialist SEND Support 4. Statutory EHCP
<p>Special Educational Needs Co-ordinator P13</p>	<p>In line with the recommendations in the SEND Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:</p> <ul style="list-style-type: none"> • Co-ordinating educational provision for pupils with SEND • Liaising with parents of pupils with SEND



	<ul style="list-style-type: none"> • Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies • Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
Governors P14	<ul style="list-style-type: none"> • A specific governor is designated as having special responsibility for SEND who monitors arrangements and reports regularly to the governing body ensuring all are aware of SEND provision, including deployment of funding, equipment and personnel
Parent partnership P15	<ul style="list-style-type: none"> • Parents are able to give the school key information about their child and they play an active and vital role in their child's education. • Parents are advised of teachers' concerns about children's development at an early stage and their views sought. • Additional Support Plans are discussed with parents and they are encouraged to support the plan at home • Parental consent is always sought before involving outside agencies. • Parents will be informed of visits from external agencies and will receive feedback from the external agency and/or SENCO
Pupils P15	<p>Children become more engaged in the learning process and their part in it when they are more involved in making decisions, and have a clear understanding of what their difficulties are, and what they need to do to improve it. It is our aim to involve the pupils much more with their learning by:</p> <ul style="list-style-type: none"> • Creating a one page profile • Involving them at an appropriate level when setting targets in their Individual support plans and encouraging them to make judgements about their own performance against their targets. • Helping children develop an understanding of their own needs • Enabling children to take a growing responsibility for their own learning
Education, Health Care Plan P16	<ul style="list-style-type: none"> • If a child has significant long term difficulties he/she may undergo a Statutory Assessment process by the Local Authority which is usually requested by the school but can be requested by a parent. This would be discussed at a review meeting with parents and possible outside professionals. • A request for an assessment must be supported by evidence of long term and sustained need for support which cannot reasonably be met by the school SEND budget.



Monitoring P16	<ul style="list-style-type: none">• The SENCO updates information about pupils on SEND register each term through meeting with class teachers, pupils and parents.• Class teachers meet every term with the SENCO to discuss pupils on the Register.• The SENCO completes learning walks and book samples as part of the whole school monitoring process to evaluate the effectiveness of teaching and additional support for pupils with SEND.• Pupil voice is highly valued within our school. The SENCO will meet informally with pupils to discuss their learning.• Parents/carers/children will meet with the class teacher and the SENCO each term to review the progress made by their child and set further targets and outcomes.
Supporting pupils with medical conditions P17	<ul style="list-style-type: none">• Riverview School recognises that pupils at school 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.



SCHOOL AIMS AND ETHOS

Riverview C. of E. Primary School provides a caring, learning environment where staff, parents, governors and friends work together to develop the whole child, through a broad and challenging curriculum, which provides opportunities for success for all. We enable each child to have full access to the curriculum regardless of ethnicity, gender, physical ability and special educational needs. At Riverview every teacher is a teacher of every pupil including those with SEND.

DEFINITION OF SEND

At our school we use the definition for SEND and for disability from the SEND Code of Practice (2014).

This states:

SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.** Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.*

Disability: *Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.***

KEY ROLES AND RESPONSIBILITIES

SENCO

The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. Part of the role of the SENCO is to co-ordinate arrangements with the class teacher leader regarding those pupils with SEND and disabilities.

SENCO Name: Mrs K Barnett kelly.barnett@riverview.surrey.sch.uk
Telephone school office 020 8337 1245

The SENCO will be completing the accredited National Award for SENCo qualification within the next three years.



Mrs Barnett is available on Mondays, Wednesdays, Thursdays and Fridays to meet with parents and carers. She is also available to make appointments with during the week of "Time for Talk" meetings with teacher. Please contact the school office if you would like to make an appointment to see her.

SEND Governor – Miss Vivienne Aitchison

Designated Teacher for Looked After Children – Mrs Angela Bates

Designated Teacher with specific Safeguarding responsibility - Mrs Mercy Atkins, Mrs Angela Bates, Miss Hayley Brown (Family Support Worker)

Teacher responsible for managing Pupil Premium – Mrs Kelly Barnett

Teacher responsible for managing the schools responsibility for meeting the medical needs of pupils – Mrs Kelly Barnett

INTRODUCTION

This policy was created in consultation with parents, the Headteacher, the SEND Governor, SENCO and staff. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014)

How can parents access this policy?

You can get a copy of our policy on the school website or by requesting a hard copy from the school office. Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

CONTEXT

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2014
- Safeguarding Policy



- Accessibility Plan
- Health and safety and complaints process
- Teachers Standards 2012

AIMS

At Riverview School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- We will use our best endeavours to give pupils with SEND the support they need.
- We will set ambitious educational and wider outcomes together parents and children.
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

OBJECTIVES

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at the centre.
2. To develop a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
3. To provide training and support for all staff which develops our practice within the guidance set out in the SEND Code of Practice, July 2014
4. To develop a parent/carer partnership to ensure effective communication and co-production of policies and practice relating to pupils with SEND and disabilities

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The 2014 Code of Practice identifies areas of special educational need as difficulties in:

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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.



Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

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 children are likely to have severe and complex learning difficulties as well as a physical disability or Sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties (SEMH)

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.

Sensory and 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.

At Riverview School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.



There are other factors which may impact on progress and attainment but these are not identified as special educational needs. Factors include:

Disability (the Code of Practice outlines the “reasonable adjustment ” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)

Attendance and Punctuality

Health and Welfare

English as an additional language

Being in receipt of Pupil Premium Grant

Being a Looked After Child

Being a child of Serviceman/woman

IDENTIFICATION, ASSESSMENT AND RESPONSE.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (Code of Practice 2014.)

The SEND Code of Practice (2014) describes adequate progress as:

- Similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil’s previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

If a child does not make adequate progress compared to peers, their starting point or previous attainment this would raise concerns that they had learning difficulties.

At Riverview we aim to identify if a child is not making adequate progress as early as possible, using a process of summative and formative assessments and using the Surrey Profile of Need. The assessment process includes the child’s learning characteristics, the learning environment, the tasks set and the teaching style. We may look at a child’s emotional needs, social skills and behaviour in different situations. There are whole class formal assessments every term and individual assessments if requested by the class teacher.

Each term following formal assessments, progress meetings are held to review the progress of every child in the school. Data is analysed and progress meetings are held that include



each class teacher and the Headteacher. If after consultation with the SENCo and parents it is decided that a child has underlying needs then he/she will be put on the SEND register and an Additional Support Plan written to identify how the needs are to be addressed and outcomes identified.

A GRADUATED RESPONSE TO SEND SUPPORT

The graduated response is a four-part cycle of assessment, planning, doing and reviewing which is recorded on the child's Additional Support Plan and provision map. This process will happen termly in line with the assessment and monitoring policy.

Assess

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on the assessments and guidance from other education professionals e.g. Educational Psychologists, Physical and Sensory Service, Behaviour Support Service, Language and Learning Support and from health and social services where appropriate.

Plan

Where SEND Support is required the teacher and SENCO with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning. To track each child's long term progress and intervention he/she will be included on the SEND register by the SENCo.

Do

The class or subject teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher – this may be through seeking advice from external agencies.

Review

The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support

The majority of children and young people with SEND will have their needs met within the school – effectively at 'school SEND support level'.



This cycle of assess/plan/do/review will continue if the child is considered by all to be making progress **with** this additional and different intervention and their needs can be met within the school's SEND budget. We will continue to identify the child as having special educational needs.

If the child is able to maintain good progress **without** the additional and different resources, he or she will not be identified with special educational needs and be removed from the SEND register.

SEND PROVISION

What does Additional Support mean?

SEND support can take many forms. This could include:

- a differentiated learning programme
- additional help from a teacher or a teaching assistant
- adapting/varying resources
- working in a small group
- observing children in class or at break and keeping records
- help to take part in the class activities
- an adult making sure the child has understood things by encouraging them to ask questions and to try something they find difficult
- helping children to work with one another, or play with each other at break time
- support with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Teachers

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Class teachers have daily responsibility for the welfare of children and for teaching a curriculum that is broad, balanced and appropriately differentiated. The class teacher has a central role in recognising when a child has special educational needs, of initially assessing those needs and bringing them to the attention of the SENCo and the child's parents.

Responsibilities include:

- Identifying children who may have special educational needs
- Differentiating the curriculum and matching it to the child's needs



- Working to the child's strengths and encouraging each child to succeed as an independent learner
- Writing and implementing class provision maps, Additional Support plans and Individual Support Plans in conjunction with SENCo, teaching assistants, parents and children.
- Working closely and sharing weekly planning with teaching assistants (TA) who support individuals or groups of children
- Developing classroom management skills that create a calm and purposeful classroom enabling children to manage their behaviour and to take part in learning effectively and safely
- Interpreting assessment data
- Recognising parents as partners in the educational process and informing them of their child's special educational needs.

Teaching Assistants

Teaching assistants help the teachers implement the Additional Support plans. They support groups of children on the SEND register and those receiving extra support on special programmes. These may include:

- Time to Talk
- Phonological awareness programme
- SNAP programs
- Language Groups
- Social Skills groups
- Anger Management
- Nurture Groups
- Spelling groups
- Talking partners
- Toe by Toe
- Plus 1/Power of 2
- 1-1 reading
- Reading groups
- Sensory programmes

If necessary, Teaching Assistants will withdraw the child or groups of children from the class for specific programmes, otherwise they will support the child or children in the class. Teaching Assistants support children with Education, Health Care plans. The level of support is specified in the plan. Their role, under the careful direction of the class teacher, is to enable the children to access the curriculum.

Responsibilities of Teaching Assistants include:

- Supporting children to achieve ISP/ASP targets



- Differentiating where necessary
- Monitoring and recording children's progress
- Liaising with class teachers
- Attending reviews where possible
- Attending weekly TA meeting
- Attending appropriate courses

SEND Profile of Need

The Surrey Profile of Need should be used at any time when a picture of a child or young person's achievements is needed, e.g. initial awareness of a special need, tracking progress, identifying an escalation of need, transition points, statutory assessment, Annual Reviews. The SENCo can use the Profile of Need as a tool to demonstrate to parents where their child fits within the support they are currently receiving. There are four categories within the profile:-

1. Universal Services (Quality First Teaching)
2. School SEND Support
3. Specialist SEND Support
4. Statutory EHCP

A child or young person could have highlighted indicators in Universal Services, School SEND Support or Specialist SEND Support. It is a best fit of needs as children/young people may have a wide range of needs or a spiky profile. The Profile gives an immediate visual profile of a child /young person.

The Profiles are summary documents ultimately enabling a consistent language to describe the presenting barriers to learning of a young person as assessed by the professionals using their respective expertise, informed by the experience of the parents and carers. The evidence which informs the Profiles is compiled by the SENCo and comes from school based assessments, the assessments made by the various professionals and agencies. The Profile provides a summary of the barriers to learning in a specific area of need, and the interventions agreed by the professionals and parents and carers as appropriate.

Special Educational Needs Co-ordinator (SENCO)

In line with the recommendations in the SEND Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- Co-ordinating educational provision for pupils with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support



- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support service
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date

Mrs Barnett is available after school to talk to parents or an appointment can be made via the school office. She meets parents (virtually/face to face) either individually or on the week of "Time for Talk" meetings, which are held each term. Liaison with class teachers takes place before and after school, during lunchtimes and at termly review meetings for which teachers are released to review high quality teaching methods, class provision maps and ISP/ASP targets. Liaison with Teaching Assistants takes place before school and at break times. The SENCO is available Mon, Weds, Thurs and Fri to liaise with other agencies which may include:

Educational Psychology Service
Learning and Language Support
Speech and Language Therapists
Medical Services
Children's Services
Traveller Support Service
Child and Adolescent Mental Health
Pupil Behaviour Support Service

Governors

The Headteacher and governors hold ultimate responsibility for the SEND Policy and its relationship with the SIP and the school's budget. They secure the necessary provision for any child identified as having special educational needs and ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate.



With the Headteacher the governors ensure:

- That due regard for the Code of Practice is given when determining the school's general policy and approach
- The success of the SEND Policy is monitored and evaluated and that necessary revisions are undertaken
- Appropriate staffing and funding arrangements are established.
- Parents are immediately notified that Special Educational Needs provision is being made for their child
- A specific governor is designated as having special responsibility for SEND who monitors arrangements and reports regularly to the governing body ensuring all are aware of SEND provision, including deployment of funding, equipment and personnel
- Children with Special Educational Needs are admitted in line with the school's agreed admissions policy
- The complaints procedure is in line with the schools agreed policy.

Parents

At Riverview Primary and Nursery School, education is seen as a partnership between school and home. This relationship has a crucial bearing on the child's progress and the effectiveness of any school based action. Parents are able to give the school key information about their child and they play an active and vital role in their child's education.

All parents will be informed of the graduated approach to the identification, assessment, provision and monitoring of SEND. They will be informed through the school's prospectus and in the SEND Information Report on the school website. Additional information can be found in Surrey's Local Offer on the Surrey website which includes other agencies who provide support.

Parents are advised of teachers' concerns about children's development at an early stage and their views sought. Additional Support Plans are discussed with parents and they are encouraged to support the programme at home. Parental consent is always sought before involving outside agencies. Subsequently parents will be informed of visits from external agencies and will receive feedback from the SENCO.

It is hoped that parents will:

- Ensure that children attend school in good health, punctually and regularly
- Regularly attend consultation meetings with the SENCO and class teacher
- Keep the school informed of relevant contact and reports with other support specialists
- Advise the school of any developments at home that could affect the child's well-being or achievements



- Through discussion with the class teacher and SENCO, contribute to one page profiles, ISPs and ASP targets – written on One Page Profiles
- Take an active interest in children’s learning by giving due importance to homework, hearing reading and assisting in learning spellings.
- Take every opportunity to encourage their children to develop skills and knowledge in all areas of development.

Pupils

Children become more engaged in the learning process and their part in it when they are more involved in making decisions, and have a clear understanding of what their difficulties are, and what they need to do to improve it. It is our aim to involve the pupils much more with their learning by:

- Creating a one page profile
 - Involving them at an appropriate level when setting targets in their ISP/ASP and encouraging them to make judgements about their own performance against their targets
 - Discussing targets with pupils and class teachers and teaching assistants referring to them frequently in class to encourage and motivate.
 - Frequently praising pupils when they make small step progress towards targets
 - Encouraging them to co-operate with teachers
 - Helping children develop an understanding of their own needs
 - Enabling children to take a growing responsibility for their own learning

Referral for an Education, Health and Care Plan

The special educational provision required to meet some children’s needs cannot reasonably be provided from within the normal resources here at Riverview. Where this is the case, we will gather all the information required by the LA to request an assessment of Education, Health and Care needs.

If a child has significant long term difficulties he/she may undergo a Statutory Assessment process by the Local Authority which is usually requested by the school but can be requested by a parent. This would be discussed at a review meeting with parents and possible outside professionals.

A request for an assessment must be supported by evidence of long term and sustained need for support, which cannot reasonably be met by the school SEND budget.



MONITORING and EVALUATION of SEND

General Monitoring

The SENCO updates information about pupils on SEND register each term through meetings with class teachers, pupils and parents. Class teachers meet every term with the SENCO to discuss pupils on the Register. The SENCO completes learning walks and book samples as part of the whole school monitoring process to evaluate the effectiveness of teaching and additional support for pupils with SEND.

How are parents, families, children and young people involved in this process?

Parents/carers will meet with the class teacher and have regular communication the SENCO each term to set objectives and review the progress made by their child. The class teacher with the SENCO will set and review targets with the children at least once each term. Targets are agreed with the children and written in child friendly language. Children review their targets regularly and discuss any changes with the class teacher.

LINKS WITH SCHOOLS – Transition

We continually review our transition process depending on the needs of the children. When children move to other schools, their SEND records are transferred. At end of Key Stage transfer the class teacher and SENCO meet with appropriate colleagues in the High School to discuss individual pupils' needs and ensure continuity of learning and provision.

When a child transfers to another Primary School the SEND profiles and child protection concerns are passed on. The SENCO will make contact with the SENCO of that school if further information is needed. When a child transfers from another primary school to Riverview, the SENCO will contact the SENCO of the previous school to ensure continuity of learning and provision.

If a child with an Education, Health Care Plan is going to a special school we make arrangements for that child to visit the school beforehand and if needed, with a member of staff. Similarly, if we are to receive a child from a special school we would hope both to visit and receive a visit from the pupil before s/he started with us and to work in close co-operation with the school.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Riverview School recognises that pupils at school 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 pupils may also have special educational needs and may have a statement, or 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.

There is wheelchair access to the ground floor and a lift for access to the first floor. There are 2 accessible toilets on the ground floor and one on the first floor.

The Governors review accessibility annually. Should a child requiring additional provision seek placement at the school, review would be undertaken as a matter of priority.

Health care plans are completed alongside the school nurse and reviewed annually. Individual children's asthma relievers are stored in the school office for use as appropriate. There is a 'Medicines' file in the office providing an up to date record of the date, time, dosage and specifications of medicines administered to individual children during the day.

TRAINING and DEVELOPMENT

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Staff attend courses for SEND as identified through the Performance Management Process or School Development Plan. The SENCO meets half-termly with every teacher to review ASPs and discuss any concerns. Teaching assistants attend training as appropriate and can meet with the SENCO each week to discuss relevant issues and new initiatives. The SENCO and Support Services provide in-service training as needs are identified. The school's SENCO regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

RESOURCES

The governing body ensures the funds are used to help it fulfil the governing body's obligations under the SEND Code of Practice.

Teaching assistants work throughout the school and may be used to support pupils with SEND. Where children have an Educational Health Care Plan provision will be made in line with the EHCP.

Resources are kept centrally, but can be used/assigned to specific pupils at any time by teachers and the teaching assistants. During Covid, resources which can be washed/cleaned regularly will be assigned to students by the SENCO and used only for that child. If needed they will be cleaned and quarantined for the recommended time as stated by DfE.



STORING AND MANAGING INFORMATION

All children with special educational needs have their names entered on the Special Educational Needs Register, which is held by the SENCO. Class teachers ensure that planning meets the needs of all pupils. Individual SEND Folders are also opened on children on the SEND register. Copies of all Additional Support Plans, referral letters and reports from outside agencies are kept in the file. This information is confidential to parents, the class teacher, the Headteacher, the SEND Governor and the SENCO. Information may be shared with teaching assistants and outside agencies supporting the work of SEND within the school.

COMMENTS, COMPLEMENTS AND COMPLAINTS

We aim for a close working partnership with parents and, if parents are anxious about any aspect of their child's education, they can approach the school. Informal complaints can be discussed with the class teacher by appointment. Formal complaints can be discussed with the SENCO and/or the Headteacher in the hope that a satisfactory resolution can be found. If the situation is not resolved, parents can contact the governor with responsibility for SEND, presently Miss Vivienne Aitchison, who will follow County's guidelines with due concern for all parties involved. Advice can also be sought from the Surrey independent Advice and Support Service (SIASS) for Special Educational Needs and Disabilities.

www.surreyparentpartnership.org

REVIEWING THE SEND POLICY

In line with all school policies the SEND Policy will be kept under regular review by the SENCO. This policy will be reviewed annually in line with the Code of Practice and shared with the school governors, all school staff and placed on the school web site. It will next be reviewed in September 2022.



Glossary of terms

Annual review: the review of an EHC plan which the local authority must make as a minimum every 12 months.

ASD: Autistic Spectrum Disorder including Asperger's Syndrome and Autism. Children are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

ASP: additional support plan

Care Plan: A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed with the child's parent or the young person and may be contained within a patient's medical record or maintained as a separate document. Care Plans are also maintained by local authorities for looked after children – in this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

MLD: Moderate learning difficulties



National curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Parent Partnership Services: Parent Partnership Services provide advice and information to children with SEN or disabilities, their parents, and young people with SEN or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, Parent Partnership Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.

PMLD: Profound and multiple learning difficulties where children are likely to have severe and complex learning difficulties as well as a physical disability or Sensory impairment.

SLD: Severe learning difficulties

Special Educational Needs (SEN): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs Co-ordinator (SENCO): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

SpLD: Specific learning difficulties affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

SLCN : Children and young people with speech, language and communication needs have difficulty in communicating with others.