



Ryelands Primary and Nursery School

SEND Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council.

The implementation of this policy will be monitored by: The Headteacher and school leadership team.

This policy should be read in conjunction with the following documents:

- Inclusion Policy
- Behaviour (including Anti-Bullying)
- Attendance
- Able, Gifted and Talented
- Accessibility Plan
- Administration of Medication Policy

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| Policy Created: | September 2018 | | |
| First Presented to Governors for approval: | September 2018 | | |
| Proposed Review Cycle/Next Date: | 3 Year | May 2024 | |
| Approved by (Headteacher) | | Approved by (Governor) | |
| Date: | | Date: | |
| Policy Review History | | | |
| Date: | September 2018 | Date: | May 2021 |
| Date: | | Date: | |
| Key Changes: | Key Changes: | Key Changes: | |
| <ul style="list-style-type: none"> • Key People • Individual learning plan | <ul style="list-style-type: none"> • Acronym SEN changed to SEND. • Minor amendments | | |
| Presented to Governors: | Presented to Governors: | Presented to Governors: | |
| Curriculum Committee 26/09/2018 | Curriculum Committee 09/06/2021 | | |

1. Ryelands School – Mission Statement

Imagine believe achieve

In our school community every individual is respected valued and nurtured; we share a belief about every child's ability to exceed their dreams.

We teach children to love life themselves and the world around them. Through learning we foster curiosity perseverance and resilience.

We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement effort and by embracing challenge.

2. Key People

The school SENDCo is Annika Smith, who is a member of the Senior Leadership Team.

The acting named governor for SEND is Lesley Hemming.

This policy is agreed upon with the support of governors, staff and parents.

3. Aims

- To provide a graduated approach to identifying and supporting pupils with Special Educational Needs.
- To provide all staff with the knowledge, understanding and confidence to enable children with Special Educational Needs to achieve their full potential.
- Special Educational Needs should be identified as early as possible and assessed; so that they may receive the support and guidance necessary to their development.
- To provide every opportunity for all children, including those with Special Educational Needs to feel confident and positive about their own achievements.
- To provide children with special educational needs the same rich provision as other pupils in school.

4. Objectives

Through effective implementation of this policy we intend to:

- Work within the guidance provided in the SEND Code of Practice 2014.
- Help every child with special educational needs find their place in the life of the school and foster a positive self-image, with a high focus on high aspirations and on improving outcomes for all the children.
- Give children with special educational needs access to the National Curriculum at an appropriate and challenging level for each individual, ensuring a success transition to the next phase of learning or adulthood.
- Work effectively with parents and carers and with relevant outside agencies to fully meet the needs of children with SEND. This participation will take place on an individual and strategic level.
- Foster a positive self-image in all our children.

5. Strategies

In order to achieve our aims and objectives, we will ensure to:

- Match activities to pupil needs, capabilities, interests and previous experiences.

- Incorporate a range of teaching techniques and provide suitable resources to give SEND children access to learning.
- Plan activities in small achievable steps to enable targets to be achieved.
- Encourage SEND children to recognise and use their strengths to enable them to develop and progress as independent learners.
- Provide children with the opportunity to share in the setting and monitoring of targets, allowing them to recognise their own successes thus promoting a sense of self-worth.
- Are tolerant of difficulties so removing fear of failure
- Access specialist advice and support when required.

6. Roles and Responsibilities – The role of the Special Needs Co-ordinator

The key responsibilities of the SENDCo may include:

- oversee the day-to-day operation of the school's SEND Policy.
- co-ordinate provision for children with special educational needs;
- liaise with and advise teachers, learning support assistants and pastoral team;
- advise on the graduated approach to providing SEND support.
- liaise with parents of pupils with SEND
- liaise with external agencies including the LA's support and educational psychology services, health and social services;
- seek to develop effective ways of overcoming barriers to learning and sustain effective teaching through the analysis and assessment of children's needs;
- help class teachers maintain records in the form of an Individual Learning Plan (Appendix 1) with evaluation of outcomes resulting from working on specific targets.
- be responsible for provision and organisation of resources, ensuring awareness of their location and their appropriate use;
- build confidence and understanding through keeping staff informed about changes to the SEND Code of Practice, to arrangements and to provision.
- liaise with potential next providers of education to ensure a pupil and the parents are informed about options and a smooth transition is planned.
- Work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements.
- ensure the school keeps the records of all pupils with SEND up to date.
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively (SEND Code of Practice 2014, 6.90)

7. Roles of the Head teacher and Governing Body

The Governing Body has identified a governor (acting: Lesley Hemming) to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. (For roles of governing body CoP Section 6:79)

- The Headteacher and SENDCo will identify areas for development in special educational needs and this will be included in the school's development plan.
- Interim reports on SEND provision are presented to the Governing Body
- The Governing Body produces an annual report on the school's provision for special educational needs, providing information on:
 - access arrangements;
 - the identification and assessment of pupils perceived as having special educational needs;
 - teaching and staffing related to meeting the needs of such pupils.

- how the school works in partnership with agencies outside school; as set out in the SEN Code of Practice 2014.
- To maintain and update the school's Local Offer (SEND Code of Practice 5.2, *Special Educational Needs (Information) Regulations*)

8. Roles of teaching staff and teaching assistants

- All our pupils are entitled to receive an education appropriate to their needs and this is delivered normally within the classroom environment. The teacher's classroom management skills ensure a positive atmosphere of encouragement, acceptance, and respect for achievement and sensitivity to individual needs. Teachers are to ensure that pupils with Special Educational Needs are helped to access the National Curriculum within the classroom by means of differentiated work, a range of teaching styles, information technology and appropriate groupings.
- The SENDCo, together with the Assessment Co-ordinator, will review and monitor the progress made by SEN children through tracking results of summative assessments. (see Assessment Policy)
- The SENDCo, together with curriculum co-ordinators, will review and monitor the effectiveness of resources and another curriculum material.
- All staff will work closely with the SENDCo to keep her fully informed of pupils needs.

9. Admissions

Pupils with special educational needs will be admitted to Ryelands Primary School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEND and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs.

If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

10. Access for Disabled

To ensure access for pupils or parents with disabilities the school has disabled access as described in the school's Accessibility Plan and SEND Local Offer <https://ryelands.lancs.sch.uk/wp-content/uploads/2018/08/Supporting-Pupils-with-Medical-Conditions-May-2017.pdf>

11. Access for Children with Medical Needs

All medical needs will be supported as much as possible, in line with the Administration of Medication Policy. Close liaison with the school nurse will ensure that care plans can be drawn up swiftly.

12. Identification and Assessment

Special Educational Needs are unique to each child and must therefore be assessed on an individual basis. However, whole class/whole school screening tests will play their part in highlighting when a pupil is falling significantly behind his/her peers. Teacher observation and parental concern will also serve as triggers for individual assessment.

Class and subject teachers should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

- widens the attainment gap

Other factors that may impact on progress and attainment but may not be SEND are:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- New Arrivals
- Pupil Premium children
- Looked After Child

Special Educational Needs can be divided into four broad areas (See Code of Practice 2014 6.28 – 6.35):

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

When identifying a child with SEND, the needs of the whole child will be considered, not just their special educational need. This may encompass more than one of the areas highlighted above.

If the need of the child is not educational, parents will be signposted to outside agencies to support them. This may need a referral from the SENDCo. Information on outside agencies in the local area can be found in the Local Offer, created by Lancashire County Council. <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

13. Early Identification

We recognise that if a child has an identified special need then the earlier action is taken, the more effective it is likely to be.

- Children who attend **Ryelands Nursery** are closely monitored. Some may already have had their additional special needs identified; by health services for example. Parents are requested to fully inform the Nursery of any additional needs their child has. Continuous observations, formal checks and any specialist assessments will be used to inform the needs of the child.
- If the outcome of baseline assessment or any further routine assessment or observation on entry into **Ryelands Reception class** indicates areas of concern then targets to address these concerns will be drawn up in consultation with parents and all those working with the child.
- At each key stage, tracking results of standardised screening, continuous assessment and teacher observation will ensure that children who are falling behind their peers will be identified as soon as possible.
- If the conclusion of the discussions following such assessments and observation is that the pupil requires help over and above what is normally available within the current teaching arrangements, then consideration should then be given to helping the pupil through;

14. Graduated Approach to SEN Support

At Ryelands, a graduated approach to SEND is used. A flowchart is used by teachers, teaching assistants and the SENDCo to inform the process. The flowchart indicates where the child is and the next steps

that are to be taken in order for the child to make progress. Parents will be informed of any intervention that are in place for their child to ensure good or accelerated progress.

WAVE 1

At Ryelands, a wave system is used to identify the needs of the children. At Wave 1, quality first teaching and possible catch up interventions are used.

WAVE 2

Alongside quality first teaching, if a child is receiving targets from outside agencies or are 2+ years behind chronological age then an ILP (Individual Learning Plan) with specific interventions are used to support the child's learning needs.

WAVE 3

Pupils on the SEND register who have an EHCP. Individually tailored, One to One interventions are implemented to close the gap to their peers.

The SEND register is fluid in our school. If a child has closed the gap and an intervention is no longer needed, they will be removed from the SEND register. This does not mean children will not be supported in other ways.

The school is able to call on the services of the Educational Psychology Service, IDSS (Inclusion Disability Support Service), Nurse and Doctor, Speech and Language Therapy Service, Education Welfare Service, Pupil Referral Service, Child and Adolescent Mental Health Services (CAMHS) and Social Services. The School Nurse and Doctor also give access to outreach services for the Visual and Hearing Impaired and to the Physiotherapy and Occupational Therapy services.

Targets will be drawn up following discussion with the relevant school staff, and with the help of outside agency advice wherever possible.

- Strategies and materials will be used primarily within the normal classroom setting. However, at this stage it may be desirable for some withdrawal from the class for special support.
- Classroom support assistants will also have an identified role in supporting pupils at this stage and will assist in planning and in monitoring progress towards the specific targets set out in the ILP
- Parents/carers will continue to be involved in supporting their child meet small targets.
- Everyone involved will agree outcomes for the plan together with strategies and resources to be used.
- A review date will be set no longer than one term from the start of the current plan.

BEYOND SEN Support

In some cases, where there remains significant cause for concern, even after additional intervention, it will be necessary to seek funding for extra support from the LA.

The SENDCo (and outside agencies if appropriate) will carry out assessments before completing the necessary documentation for the appropriate route for the child (depending on the type of need).

There is one route to obtaining individual funding for a pupil: Statutory Assessment.

STATUTORY ASSESSMENT

Education Health and Care Plan (EHCP) Chapter 9 Code of Practice 2014

The SENDCo may request the LA to carry out a **statutory assessment** providing evidence of the child's needs.

- Following a request for statutory assessment the LA will seek advice from all agencies involved with the child, consider all the evidence provided and may issue an EHC plan.
- When an EHC plan is issued, it will include information on the nature of the child's difficulties through a One Page Profile. This will be the basis of the EHC plan. Education, Health and any other agencies will be involved in creating outcomes that take the long view into account, as well as short term outcomes in relation to educational targets.
- An EHC plan is reviewed annually.

15. Movement between the stages on the Code of Practice

Interventions as part of Quality first-class teaching:

Intervention outcomes will be shared with parents when the timescale of the intervention is at an end. The timescales depend on the intervention.

A copy of the evaluated ILP (*appendix 1*) and/or new intervention will be sent home and the parent/carer views will be welcomed. The outcome is to ascertain whether: the child no longer needs provision and will be removed from the SEND register; the child needs to move between stages or the child will continue to be supported at the current stage.

If it is felt that there is a need for further assessment, these can be sought through a referral from the SENDCo. However, in reality, some agencies have waiting lists (e.g. Speech and Language Therapy) and so every effort will be made to cater for additional needs through the school staff if a child is placed on a waiting list. This may entail further training for staff either in house or with an appropriate training provider.

16. Monitoring, Review and Evaluation of the SEND Policy

This is achieved by:

- Measuring the progress of children with SEND by regular assessments
- Monitoring and evaluating the provision, use and effectiveness of resources
- Monitoring and evaluating the effectiveness of methods of teaching and learning
- Reviewing SEND records
- Reviewing the effectiveness of support from outside agencies
- Seeking views of parents
- Seeking views of staff
- Reviewing the effectiveness of staff liaison, dissemination of information and in-service training.

COMPLAINTS

Should a parent/carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCo and class teacher will arrange a further meeting with the parent/carer.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher. If the Head is unable to resolve the difficulty the parental concerns should be put in writing to the

SEND Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

Links with other services

LA

Schools Special Needs Officer for children with SEND
Educational Psychology Service
Specialist teachers from Lancashire Education Inclusion Service

Other External Staff

Specialist teachers from The Loyne Special School, Outreach team from Stepping Stones PRU

The Medical Services

Community Paediatrician
Community Nurse
Consultant Child Paediatricians – Longlands Child Development Centre
Royal Lancaster Infirmary
Clinical Psychologist
Sands Educational Psychology services
CAMHS
Physiotherapy Service – Longlands Child Development Centre
Occupational Therapy Service – Longlands Child Development Centre
Speech Therapy Service
Independent Speech and Language therapy

Lune Park Children's Centre

Children's Services

Lancashire Parent Partnership

Glossary of abbreviations

| | |
|--------|---|
| ASD | Autistic Spectrum Disorder |
| CAMHS | Children and Adolescent Mental Health Service |
| COP | Code of Practice |
| EY | Early Years |
| GDD | Global Developmental Delay |
| HI | Hearing Impairment |
| ILP | Individual Learning Plan |
| INSET | In –Service Training |
| KS | Key Stage |
| LEA | Local Education Authority |
| LEIS | Lancashire Education Inclusion Service |
| MLD | Moderate Learning Difficulties |
| PD | Physical Disabilities |
| PIPS | Performance Indicators in Primary Schools |
| PIVATS | Performance Indicators for Value Added Target Setting |
| SATs | Standardised Attainment Tests |
| SEMH | Social, Emotional and Mental Health disorder |
| SEN | Special Educational Needs |
| SENCO | Special Educational Needs Co-ordinator |
| SENDNA | Special Educational Needs and Disability Act |
| SLD | Severe Learning Difficulties |
| TA | Teaching Assistant |

APPENDIX 1

INDIVIDUAL LEARNING PLAN



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|--|---------------|-------------------------------|
| Name: | Year: | Age: |
| ILP No: TERM: Date of this IEP: | D.O.B. | Stage: SEN support/EHC |
| Present at this review meeting: | | Date of previous ILP: |

| Assessment (Assess) What is the difficulty? Stated positively, what can the child do unaided, what can they do with support? | Targets (Plan) | Strategies and Resources (Do) | Evaluation (Review) Date: |
|---|-----------------------|--------------------------------------|---|
| | | | |

Signature of Parent/ Carer _____ (Indicate if copy sent)