

Redbridge Primary School

Dream Big, Work Hard, Be Kind



SEND Policy

Date Approved
10.12.23

Next Review
Autumn 2024

Special Educational Needs Policy

Introduction

Our guiding principle is being an inclusive school and providing Quality First Teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to make the best possible progress.

This SEND policy details how we ensure that the needs of all our pupils with special educational needs are met.

When carrying out our duties towards our pupils with SEND, we have regard to the Special Educational Needs Code of Practice 2015.

Principles

- We value all children in our school
- All pupils are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential and high expectations should be shared for all pupils, including those with SEND.
- Good special needs practice is good practice for all pupils.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.

Aims

- To ensure that we take the views of the child into account when planning and evaluating their SEND provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- To ensure that pupils with SEND engage in all the wider activities of the school alongside pupils who do not have SEND.

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Definition of special educational needs (SEND)

- 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.
- 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 pupils of the same age in mainstream schools or mainstream post-16 institution

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. The needs of these pupils are explained in our Ethnic Minority Achievement/English as an Additional Language policy.

Identification and assessment of pupils with special educational needs

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers starting at the same baseline
- 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

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore, we do not immediately assume that a child has special educational needs. It is important that progress is measured from their own baseline.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will work with the SENCO to assess whether the child has SEND. The teacher, Year Lead, Phase Leader and SENCO will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Special educational needs can be categorised under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to put appropriate support/provision in place. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

Teachers are responsible (as per the Teachers' Standards) and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from Learning Support Assistants (LSA's) or specialist staff.

SEND Support

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place – SEND Support. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs, if their needs cannot be met through Quality First Teaching.

We adopt the graduated approach and four-part cycle of 'assess–plan–do–review' as recommended in the SEND Code of Practice. In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.

Some pupils will make accelerated progress and cease to require SEND Support after a period of targeted intervention and these pupils will then be removed from the school's register of SEND pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

Education, Health and Care Plans

A small number of children with more complex needs may need to be in receipt of an Education, Health and Care Plan (EHCP) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEND pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child (if appropriate) and their parents/carers at every stage of the assessment process.

How Redbridge Primary School adapts the curriculum and learning environment for pupils with SEND

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEND to access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the SEND pupils in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENCO, outreach teachers and professionals from other external agencies for advice as needed. E.g. Specialist Education and Training Support Service (SEATSS).

If a child has high levels of needs and they have difficulties accessing some parts of age appropriate curriculum, additional interventions are put in place, such as fine/ gross motor development, social skills interventions, attention and listening intervention etc. These take place during the afternoon in a designated space created for children to work in smaller, more focused groups. Provision on EHCP's may also be delivered within this designated space for some children.

Children with SEND also have one page profiles made for them which gives more detailed information about their strengths, needs and teaching strategies that should be implemented in order to help break any barriers to learning and to ensure staff have up to date information about them.

Where a child has very complex needs and cannot access phase appropriate curriculum, their needs will be met within a learning space in the school, where there will be a higher adult to child ratio, timetables will be adapted to suit their

needs and bespoke resources available to them. There is one designated learning space for Early Years and another for Key Stage 1 and 2. The decision to place them in this class will be agreed between the school Leadership team and parents.

Additional support for learning available to pupils with SEND

The SENCO ensures that the school provides a range of intervention programs to address the needs of groups of pupils and individual pupils within the school. Each child with SEND has an Individual Education Plan which is a working document stating their targets related to their needs.

Some interventions are delivered by trained Learning Support Assistants (LSAs) under the direction of the teacher and/or the SENCO. Other interventions are delivered by teachers or Teaching Assistants. In some cases, members of staff will be trained by professionals to deliver specific interventions or programs such as Speech and Language therapy, Occupational therapy etc.

Some pupils are supported in class for part of the school day by a LSA, either individually or in a small group depending on their needs (note we do not operate a one to one model). These pupils continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. It is important that we promote independence and therefore a member of the support staff team will only work with children to ensure their needs are met to avoid over reliance on an adult as this can be detrimental to their learning, as well as their life skills.

Note that although every effort is made to ensure children receive support from a consistent adult, this is not always possible and it is not always possible to inform parents when an LSA that supports their child is off or working with another group of children.

Support for pupils with social, emotional and mental health difficulties

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils through individual or group interventions, liaising with relevant outreach services and health professionals as appropriate. The school has two trained Emotional Literacy Support Assistants (ELSA's) to work with children who present with Social Emotional Mental Health needs. Parents will always be informed if their child is working with an ELSA.

Specialist provision, equipment and facilities

If a child needs specialist equipment due to physical or medical needs, the SENCO will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use. E.g. physiotherapy, occupational therapy, SERC and SEATSS.

Note, that Redbridge Primary School does not permit external private professionals to work with children at school. This is due to the fact that this can lead to conflicting approaches being used as well as compromising learning spaces around the school.

How Redbridge Primary School evaluates the effectiveness of its provision for pupils with SEND

Intervention programs are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to meet the child's needs more closely or we will plan a different type of support.

These are then tracked using an individual intervention tracker which states the intervention, duration, focus and finally a review after a set number of weeks.

The success of the education offered to children with SEND will be judged against the aims of this SEND policy. The SEND policy will be reviewed annually, and the Governing Body's Annual Report will report on the implementation of the policy.

How Redbridge Primary School assesses and reviews the progress of pupils with SEND

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEND. Pupil progress meetings are held termly, attended by the class teacher, SENCO and assessment coordinator, at which action is planned to address any lack of progress identified.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

The progress of pupils with SEND in relation to the outcomes in their Education, Health and Care Plan are reviewed annually through the annual review to which parents and professionals involved with the child are all invited to.

A child's objectives or outcomes are broken down into smaller steps and recorded on the child's Individual Education Plan. These shorter-term targets are reviewed termly with the class teacher and SENCo. We involve the child and family fully in the planning and review process.

If a child is on the school SEND support register, their IEP's will be reviewed termly by the class teacher alongside parents. If a child is working significantly behind their peers, then their progress will be tracked using the Pre Key Stage standards.

Safeguarding

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including: Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviors such as bullying, without outwardly showing any signs Communication barriers and difficulties in managing or reporting these challenges We offer extra pastoral support for these pupils. This includes: ELSA trained TA's Members of SLT monitoring and supporting families. Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

This has been taken from the school Child Protection and Safeguarding policy. The full policy can be found on the school website.

Behaviour and SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability. When incidents of misbehavior arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehavior will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehavior will be made on a case-by-case basis.

When dealing with misbehavior from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The approaches used to manage the behaviour of some children with additional needs need to be amended. Further details can be found on the Behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using best endeavors to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If the school has a concern about the behaviour of a pupil with an EHCP, the school will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

This has been taken from the school Behaviour policy. The full policy can be found on the school website.

If a child is at risk of hurting themselves or others, or damaging school property, the staff will use reasonable force using strategies given through Positive Handling training. The school records when reasonable force has been used and will share this information with parents.

Some children who pose a risk, will have individual risk assessments drawn up to mitigate the risks as much as possible. These will be drawn up in collaboration with parents and reviewed regularly.

Admissions

Pupils with SEND are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria. Pupils in receipt of an EHCP will be placed at the school following Local Authority consultation but a family must apply through the Local Authority.

Roles and responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. However, some key individuals and groups have particular areas of responsibility:

Governing Body

The Governing Body will fulfil its statutory duties towards pupils with SEND as prescribed in the Special Educational Needs Code of Practice 2015. In order to do this, they will allocate appropriate resources, monitor and evaluate this policy and participate in appropriate training.'

The Headteacher

- to manage all aspects of the school's work, including provision for pupils with SEND
- to keep the governing body fully informed
- to work closely with the school's SENCO
- to seek out and share best practice with the LA and other schools

The Special Educational Needs Co-ordinator

The Special Needs Co-ordinator is Miss H Heer. Her key responsibilities include:

- to work in collaboration with the Headteacher, school governors and staff to develop a clear strategic direction for SEND
- to oversee the day-to-day operation of the school's SEND policy
- to coordinate and develop high quality provision to meet the needs of pupils with SEND

- to work in partnership with parents/carers of pupils with SEND to develop and review effective support for their child
 - to work with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEND
 - to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
 - to liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented
 - to liaise with other schools to ensure that pupils make smooth transitions between school placements
 - to work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
 - to promote the inclusion of pupils with SEND in the school community, ensuring they have access to the school's curriculum, facilities and extra-curricular activities
 - to ensure that the records of pupils with SEND are maintained and kept up to date
 - to support and advise teachers about differentiated teaching methods appropriate for individual pupils with special educational needs
 - to coordinate the effective deployment learning support assistants, providing support and training as needed
 - to contribute to the in-service professional development of staff in relation to SEND
- **Teachers**
 - to provide Quality First Teaching for all the pupils in their class
 - to provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate
 - to be accountable for the progress of all their pupils, including those who receive additional support from learning assistants and specialist teachers
 - to work with the SENCO to monitor the effectiveness of interventions and the progress made by pupils with SEND
 - to liaise with families during parent consultations and make them aware of what support is in place for their child
 - **Learning Support Assistants**
 - to support pupils with their learning under the direction of the class teacher and/or the SENCO, implementing strategies recommended by the teacher, SENCO or professionals from external agencies
 - to develop the independence of the pupils with whom they work
 - to provide feedback to the teacher and/or the SENCO on the progress of the pupils with whom they work to inform planning and review

Arrangements for training and staff development

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Individual School Budget each year that it may use to meet identified needs. Particular support is given to Newly Qualified Teachers and other new members of staff. Support staff are given one hour of training per week which could include SEN specific training. Teaching staff have one-hour training once a term based on SEN dependent on the school priorities. The school has also bought into a whole school online training package, which will be by staff throughout the year.

Arrangements for partnership with parents

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEND provision.

A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

Parents of any pupil identified with SEND may contact the Parents in Partnership Service of Redbridge for independent support and advice (RIASS).

To promote parental engagement, the school hold a termly coffee morning for parents whose children are in receipt of an EHCP. This allows parents the opportunity to network with other parents and share experiences.

Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centered ways of working to make it easier for our SEND pupils to express their views.

Storing and managing information

See Redbridge Primary School's Data Protection Policy.

Links with other mainstream schools and special schools

Advanced planning for pupils in Year 6 is essential to allow a smooth transition to secondary school. The SENCO will liaise with the SENCO of the Secondary School to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Redbridge Primary School has good links with local special schools through the outreach services.

Links with other agencies and voluntary organisations.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated Education Welfare Officer for the area.

The SENCo works closely with the Educational Psychologist assigned to the school and meets with her at the beginning of each term to plan her work in the school for the term.

Other agencies and outreach services that the school works with include:

- Speech and language therapy service (SALT)
- Occupational therapy service (OT)
- Physiotherapy service
- Newbridge Outreach
- Special Education Resource Centre (SERC)
- Early Years Advisory and Support Service (EYAS)
- Child and Adolescent Mental Health Service (CAMHS)
- Redbridge Child Development Centre (CDC)
- Virtual School for Looked After Children
- Social Care services
- Specialist Education and Training Support Services (SEATSS)
- Education Psychology Service (EPS)

Complaints procedures

The schools' complaint procedures are set out in the school prospectus.

Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

Redbridge Primary School's Local Offer

Further information on Redbridge Primary School's arrangements for supporting pupils with SEND can be found in the school's Local Offer which can be accessed via the FIND website: <http://find.redbridge.gov.uk>. Our School Local Offer forms part of the local authority's Local Offer, which is also available on this site and provides information for parents/carers on SEND services available within Redbridge and neighboring boroughs.

Legislation and guidance relevant to this policy

Children and Families Act 2014, Part 3
Educational Needs and Disability Code of Practice: 0 to 25 years 2014
Equality Act 2010
Education Act 2011

Related school policies

Equality Policy
Accessibility Plan
Health and Safety Policy
Supporting children with medical needs Policy
Behaviour policy
Child protection and Safeguarding policy
Exclusion policy

Glossary

Annual review	A legal annual meeting for those children who are in receipt of an EHCP where outcomes are reviewed and new outcomes are set. All professionals involved with the child are invited and contribute within their area of expertise.
CAMHS	Child and Adolescent Mental Health Services- an NHS service
Educational Psychology services (EP)	A team of trained psychologists who come to school for advice and training purposes
Individual Education Plan	A document containing the child's targets and strategies used to overcome barriers to their learning and help them achieve their individual targets
Learning Support Assistant (LSA)	A professional who supports a child under the direction of the class teacher and SENCo.
Occupational therapy (OT)	A service offered by the Local Authority for pupils with physical and/or sensory needs
Speech and Language Therapy (SALT)	A service offered by the Local Authority for pupils with Speech and Language concerns
Specialist Education and Training Support Service (SEATSS)	A professional service who work with mainstream teaching staff, LSA's and SENCo's in an advisory role
SENDCo	Special educational needs coordinator- person responsible for pupils on SEND register
Special Education Needs and Disabilities (SEND)	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.
Education Health Care Plan (EHCP)	A legal document listing the pupil's strengths and needs along with their provision. Only pupils with severe needs will have an EHCP. Most SEND pupils' needs can be met at School SEND support.
One Page Profile	An overview of a child stating their strengths and needs
Quality First Teaching	Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching of all pupils in a class.