

RIVERSIDE COMMUNITY PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

AIM

The primary aim of the school's SEND policy, is to ensure that all children feel themselves to be valued and fulfilled members of the school community. All, from the least to the most able, make progress and are helped to reach their full potential.

RATIONALE

The SEND policy reflects the school's philosophy that every child is an individual who has a right to be provided with a supportive context in which he/she can develop his/her potential to the full, regardless of age, background, race or aptitude.

Inclusion is practised and diversity acknowledged.

Some children will have special needs that are temporary, others more serious and ongoing. The school adopts a holistic approach, appreciating that children may experience not only academic difficulties, but also have physical, emotional and social needs. There are complexities of need.

Meeting these needs is therefore a shared responsibility, involving all staff, both teaching and non-teaching, parents/carers and, where necessary, the expertise and advice of external professionals and the L.A.

OBJECTIVES include:-

- Early intervention and assessment of special educational needs and disability.
- Working collaboratively with parents/carers.
- Ensuring full access to all areas of the curriculum, planning differentiated work as necessary and matching resources to needs.
- Planning individual, small group activities, where appropriate, to reinforce learning or extend the more able.
- Developing self-esteem by providing teaching programmes with specific, attainable, measurable targets, thus engendering a sense of achievement and in-built success.
- Setting high expectations for children with SEND.
- Highlighting / nurturing each child's strengths.
- Valuing / celebrating achievements, however small.

- Promoting each child's personal, social, moral & cultural development.
- Developing, monitoring and improving the quality of SEND provision throughout the school through effective and consistent support.
- Implementing the procedures outlined in the Code of Practice (Special Educational Needs and Disability Act 2001)

The arrangements for co-ordinating the educational provision for pupils with SEND is the responsibility of the Head Teacher & Governors.

The School's appointed Governing Body appoints a Link Special Educational Needs Governor annually

The School's Inclusion Co-ordinator
is Mrs Ann Warren
[0.9 fte Monday, Tuesday, Wednesday & Thursday, Friday (am)]

The Role of the School's Inclusion Co-ordinator

Mrs Warren has responsibility for co-ordinating the SEND provision within the school liaising with both teaching and non-teaching staff, parents/carers and external agencies to ensure that special educational needs are being met.

As part of the Inclusion Co-ordinator's responsibilities, the following actions take place:

- An Inclusion Register is kept by the Inclusion Co-ordinator. High mobility gives rise to constant changes. The file is set out in class order and gives names, d.o.b., nature of child's difficulties, whether School Action (SA), School Action Plus (SA+) or whether the child is in receipt of a Statement of Educational Need with dates.
- Each class teacher has his/her own yellow Inclusion File in which individual plastic wallets are kept for the records of each child for whom specific action is being taken. These include I.E.P.s/Reviews, reports from outside agencies and other schools. Duplicates are maintained in Mrs Warren's room.
- Pre-planned meetings and informal discussions supporting and liaising with parents.

- Fortnightly meetings are held with the TAs in the SEND team.
- Termly meetings are held with TAs working 1:1 with statemented pupils.
- Problems of a medical nature are discussed with the School Nurse - Mrs Sarah Bedford when she visits the school.
- Liaise with the Education Welfare Officer (EWO) Mrs Jackie Seymour, as appropriate.
- To monitor the work and progress of all SEND Children. (see monitoring section)
- As BIP coordinator liaises regularly with the Play and Art Therapists, Learning Mentors and Counsellors.
- Liaise with external specialists such as the EP, Speech and Language therapists, HI, VI, EMAS advisors, PALS, BST, The Communication Interaction Team, Social Services, ATAN and MAST.

Permission from Parents/Carers is always sought before a child is referred to an external professional. They are encouraged to attend the assessment as appropriate and are kept informed as to outcomes. Literature pertaining to a wide range of specific problems is kept in Mrs Warren`s room and is available to both staff and Parents/Carers.

Parents/Carers are encouraged to participate fully in the education of their children through a range of both formal and informal opportunities. They are involved at every stage of the Code of Practice and encouraged to come into school to discuss any concerns with the appropriate staff.

They are advised, as necessary, of the Parent Partnership scheme and the Disagreement Resolution Procedure operated by the LA.

Implementation of the Code of Practice

In line with the Code of Practice (2001) the SEND Team has devised revised formats for the official monitoring of those children for whom specific action is being taken.

The Individual Education Plan (IEP) will include the following:-

- The nature of the child's difficulties
- Assessment results
- The child's views
- Action to be taken: Staff involved, frequency of support, strategies to be used.
- The setting of specific targets
- Comments from Parents/Carers and home input
- Review date

IEP Targets

- The success criteria for targets is that they should be:
 - Specific
 - Measurable
 - Attainable
 - Relevant
 - Time-specific
- All SEND children have a progress book in which their IEP and more detailed target sheets are maintained. Any member of staff working with a child in these books records and dates targets which have been addressed. Children have ownership of their progress books and they are kept in their classroom.
- Both one-to-one and small group withdrawal are practised as is support in the classroom.
- Progress is reviewed *twice yearly* or more frequently if necessary.

School Action / School Action Plus

If little or no progress is made, this may indicate that the SENCO will need to request advice from external specialists. If this support and advice is on-going, the child will then move to School Action/ School Action Plus.

Reports / verbal advice received will then inform planning. Complexities of need may involve a multi-disciplinary approach.

We operate a register of concern for those children who are being monitored regarding whether they might require an IEP or have recently been removed from IEP.

Monitoring Progress

Progress is monitored through:-

- Class / progress books / SEND records - ongoing
- Meetings with TAs working with SEND children.
- Meetings with Teachers before each Statement Review and Parents' Evenings
- Code of Practice IEP Reviews (twice yearly)
- Reports from external specialists
- Annual Statement Reviews
- SATs (Yrs 2 - 6) (pupil tracker)
- National Curriculum and FSP levels
- Informal discussions as the need arises
- The Inclusion Co-ordinator liaises closely with the Nursery department. Early intervention takes place whenever appropriate in Foundation and Year 1. Referrals are made to Early Years' Forum and Early Years' Inclusion Resource Panel.

Significant weaknesses indicate that positive action needs to be taken.

Parents/Carers are informed and comments noted.

Additional Support

The Inclusion Co-ordinator monitors the progress of children involved in B.I.P (behaviour improvement programme) and MAST (multi agency support team) referral system. This is regarding children who have additional needs regardless of the academic achievement. This may involve the school Counsellors, Therapists, Family Worker, Learning Mentors and other members of the MAST team. Team meetings are held once a term. Learning mentors write regular reports on the children involved with them. These are circulated to the Inclusion Co-ordinator, headteacher and class teachers.

Mrs Helen Dyer is the named Speech and Language TA who works mainly on delivering programmes recommended by trained therapists. The progress of these children is monitored and they are re-referred into the official Speech and Language system if necessary.

Resources

The SEND room is well resourced. Games, activities, ICT Programs and differentiated work reinforce, consolidate and extend children's skills and strategies in a variety of challenging and stimulating ways. These resources are available to all staff to borrow or adapt. They can be incorporated into planning and used to respond to individual's curricular needs as they arise. Additionally they can be used for setting homework.

Review

This policy is reviewed annually.

Signed: Chair of Curriculum Committee

Dated: