



CITY OF PLYMOUTH  
***Riverside Community  
Primary School  
(Primary and Nursery)***

*Poole Park Road, St Budeaux Plymouth PL5 1DD Telephone 01752 365297  
e-mail:admin@riversideprimary.net*



**SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY**

**Adopted by Curriculum Committee on 8<sup>th</sup> October 2009**

**Updated & Reviewed Summer Term 2021**

**Signed ..... Chair**

**Bi- Annual Review due Summer Term 2023**

**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, aptitude or physical difficulties.

Inclusion is practised and diversity acknowledged.

Some children will have special needs that are temporary, others more significant 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 Local Authority.

### **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 0 - 25 SEND Code of Practice 2014 (Children and Families Act 2014, Equality Act 2010)

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 (PLASC) is kept by the Inclusion Co-ordinator. High mobility gives rise to constant changes. This gives names, dob, the nature of a child`s difficulties and whether the child is classed as SEND support or has an EHCP (Education, Health, Care Plan.)
- 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.
- 6 (termly) meetings are held with all SEND TAs.

- Weekly meetings with the Pastoral team which includes the Family Support Advisor, Pupil Support Tutor and SEND HLTA.
- Problems of a medical nature are discussed with families, the School Nurse or relevant outside medical agencies. This results in some children having a medical plan to meet their needs.
- Liaise with the Education Welfare Officer (EWO) and Deputy Head as appropriate.
- To monitor the work and progress of all SEND Children. (see monitoring section)
- To liaise with any Play/Art Therapists, and Counsellors from Plymouth Learning Partners.
- Liaise with external specialists such as the EP, Speech and Language therapists, HI, VI, SEND Strategic Advice and Support Team, The Communication Interaction Team, Social Services, ATAN and MAST, CAMHs, EHCP Coordinators, EHAT Coordinators, Colleagues at the CDC, CITEY team, GPs, Health Visitors, Family Support Advisors, The Gateway and FIIP.
- To carefully plan and implement the transition of pupils transitioning into or out of Riverside School. Care plans are written for medical needs. In addition we have an `in house` programme for SEND children moving year group.
- To ensure that Plymouth Online Directory (POD) has Riverside School`s SEND Local Offer kept up to date.

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 PIAS, Plymouth Information, Advice and Support for SEND.

### **Implementation of the 0 - 25 SEND Code of Practice 2014**

Riverside School embraces the changes that the SEND code of Practice 2014 introduced. Formats for tracking pupils needs have been devised and are reviewed to ensure maximum efficiency.

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

- The nature of the child's difficulties
- Assessment results
- The child's views (on a separate sheet)
- Action to be taken: Staff involved, frequency of support, strategies to be used.
- Any advice from external agencies
- The setting of specific targets
- Comments from Parents/Carers and home input
- Review date

Where required 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 three times a year or more frequently if necessary.

We operate a method of identifying children who are making below age expected progress. The InCo liaises with teaching staff as to whom requires an IEP and support. Consideration is given as to whether any further agencies need to be involved.

### **Monitoring Progress**

Progress is monitored through:-

- Class / progress books / SEND records - ongoing
- Meetings with teachers and TAs working with SEND children.
- IEP Reviews (three times a year)
- Reports from external specialists
- Annual EHCP Reviews
- SATs (Yrs 2 - 6) (pupil tracker)
- Termly assessment scores (PIRA and PUMA)
- 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 Inclusion Service.
- Parents/Carers are informed and comments noted.

### **Additional Support**

The Inclusion Co-ordinator and Team Leaders monitor the progress of children pastorally as well as academically. These pupils are identified on the schools Social Matrix. Pupils can access our Pupil Support Tutor when required. The school has a full time Family Support Advisor, a specialist Speech and language Therapist for one day a week and identified Sp & L TAs, who deliver support to pupils across the school. This is in addition to any therapy provided by Livewell Children`s Speech and Language Service.

### **Resources**

The SEND Team at Riverside is well resourced. Our work aims to consolidate and extend children's skills and strategies in a variety of challenging and stimulating ways.

### **Review**

This policy is reviewed bi-annually.