

RICE LANE PRIMARY SCHOOL



SEND Policy

2021-2022

Policy to be reviewed annually

Policy agreed by Governing Board:

Signed: *Chair of Governing Board*

Review Date: October 2022

RICE LANE PRIMARY SCHOOL
Special Educational Needs Disability (SEND) Policy

1) Introduction

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014-10-06
- The National Curriculum in England document
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Special Educational Needs and disability regulations 2014

The SENCO is Lesley Pearce. Miss Pearce has attended training on all aspects of SEND and has a wealth of experience. Miss Pearce is also an Assistant Head teacher and member of the Senior Leadership Team. Miss Pearce can be contacted on 525 9776 or at l.pearce@ricelane.liverpool.sch.uk.

The SEND Governor is Mrs Elizabeth Baxter. Elizabeth is a retired teacher and has a wealth of experience working with children with special educational needs.

Philosophy

At Rice Lane Primary School we have high aspirations for all children, including those with a special educational need. We believe that all children are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. We will use our best endeavours to make sure that a child with SEND gets the support they need so they can do this and that any barriers to learning are overcome. We will ensure that children with SEND engage in the activities of the school alongside children who do not have SEND. As parents/carers know their child best we firmly believe they should be involved in any discussions about their child.

How are we going to do this?

- By providing Special Educational Needs Co-Ordinators who will coordinate provision
- By working within the guidance provided in the SEND Code of Practice 2014
- By identifying at the earliest possible opportunity any barriers to learning and participation
- By the SENCOs keeping up to date with new developments in SEND
- By the SENCOs identifying patterns in the identification of SEND, both within the school and in comparison with national data and use these to reflect on and reinforce the quality of teaching
- By providing support, advice and training to all staff to ensure a high level of staff expertise
- By linking SEND into the performance management cycle
- By making adjustments to the curriculum, environment and teaching strategies to enable all children to have access to all elements of school life
- By ensuring appropriate resources are available
- By working in partnership with parents
- By informing parents when special educational provision is being made
- By requesting and monitoring parent/carer and children's views
- By supporting parents to help their child(ren)
- By ensuring person centred planning when appropriate
- By working in cooperation with the Local Education Authority and other outside agencies to ensure there is a multi-agency approach to meeting the needs of all children

- By working with the governing body
- By reviewing how expertise and resources used to address SEND can be used to build the quality of whole school provision as part of the approach to school improvement
- By making the quality of teaching for children with SEND, and the progress made by children a core part of the school's performance management arrangements and approach to professional development for all teachers and support staff
- By integrating the identification of SEND into the overall approach to monitoring the progress and development of all children
- By preparing a SEND Information Report and publishing it on our school website
- By renewing the local offer

2) Defining Special Educational Needs

A child has SEND where their learning difficulty or disability calls for special educational provision, that is provision that is different from or additional to that normally available to children of the same age. Teachers, supported by the Senior Leadership Team, make regular assessments of progress for all children. These seek to identify children making less than expected progress given their age and individual circumstances.

It can include progress in areas other than attainment – for instance where a child needs to make additional progress with wider development or social needs.

For some children SEND can be identified at an early age. However for other children difficulties become evident only as they develop. Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum
- Working at levels significantly below age related expectations particularly in English or Maths
- Presenting persistent emotional and or behavioural difficulties, which have not been managed by appropriate strategies usually employed
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment
- Poor communication or interaction, requiring specific interactions and adaptations to access learning

There are four broad areas of need detailed below.

a) Communication and Interaction

Children 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 its needs may change over time. Children with an Autism Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

b) Cognition and Learning

Support for learning difficulties may be required when children 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.

c) Social, emotional and mental health difficulties

Children 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 may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

d) Sensory and/or physical needs

Some children require special educational provision because they have a disability, which hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Slow progress and low attainment do not necessarily mean that a child has SEN and do not automatically lead to a child being recorded as having SEN.

Other factors, which may impact on progress and attainment but are NOT SEND include:

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

3) How identification and provision look at Rice Lane Primary School

We apply the ASSESS-PLAN-DO-REVIEW cycle as set out in the Code of Practice 2014.

Assess

The progress of all children is reviewed at termly progress meetings. In year groups teachers meet with the Head teacher, SENCO and Assessment lead. These meetings seek to identify children making less than expected progress given their age and individual circumstances. It can include progress in areas other than attainment – for instance where a child needs to make additional progress with wider development or social development. At any other time throughout the year teachers or parents/carers can consult with the SENCO if they are concerned about a child.

There are a range of assessments which can be used in school to determine how best to support a child or we may have to refer to external agencies such as the Educational Psychology Service or Speech and Language Therapy Service and ask them to carry out more specialised assessments. Parental permission is always sought before referring a child to an external agency.

Plan

A Pupil Profile is drawn up with parents. This outlines the best ways to support a child, desired outcomes and the strategies/support to be put in place. Any advice from external agencies is included on the profile. Provision is recorded on a class provision map.

Do

Strategies are put in place and provision coordinated by the SENCO. If a child is withdrawn from class the class teacher remains responsible for the child.

Review

Progress is reviewed through monitoring the impact of provision recorded on provision map 3 times a year.

Assess, Plan, Do, Review is a continuous cycle.

If a child continues to make less than expected progress and has demonstrated a significant cause for concern the school and/or **parent or carer** may decide to request that the LA undertakes a statutory assessment. This may lead to the child being provided with an Education and Health Care Plan (EHC Plan)

4) Managing the Barriers to Learning register

The SENCO keeps a barrier to Learning Register. Teachers have a copy of the section of the register that refers to their class. The register is a working document and is updated frequently. This register is a means of ensuring provision is provided for all children who require it

5) Supporting children and families

- School has worked with the Local Authority to help produce the Local Offer. This is information about the services available in the city for children and young people with SEN and Disabilities. The Local Offer can be found in the Early Help Directory on the Liverpool.gov.uk website
- <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page> (alternatively you can follow the link on our school website).
- Our school offer can be found on this page
- School is required to produce a SEND Information report. This can be found on the school website or a hard copy is available upon request.
- We understand that the identification of special educational needs can be a challenging time for parents and offer all the support we possibly can
- We seek to actively work with parents and carers and value the contributions they make to their child's education and development
- Parents are encouraged to help their child
- Parent/carer and child views are obtained through questionnaires each term and any suggestions acted upon
- School keeps parents informed of any training events which may be useful
- We signpost parents/carers to agencies who may be able to support them details may be found on the SEND section of the school website
- Where necessary children are supported with transition to a new class or school. Photographs of the new setting and key staff are taken and made into a booklet.
- There are a number of social/emotional groups run in school to support children
- All children are able to take part in all school activities during the school day or after school. Adjustments will be made where necessary
- Children are encouraged to participate fully in the life of the school. This includes after school clubs and trips. Every possible adaptation will be made so a child can participate. The SENCO monitors the participation in after school clubs and trips.

6) Supporting children at school with medical conditions

- The school recognises that children 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 school will comply with its duties under the Equality Act 2010
- Some 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
- If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the School Nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. In school we have four designated Medical Welfare Assistants.
- Our policy for supporting children with medical needs may be found on the school website
- Staff receive relevant training related to the identified needs of the Children in School

- Where necessary and, in agreement with parents/carers, medicines are administered in School but only where a signed Medicine Consent Form is in place to ensure the safety of both Child and staff member
- All support staff have basic First Aid Training. We also have a high level of Paediatric First Aid Trained staff
- Several members of staff have also been trained to use the defibrillator

7) The support offered for improving the emotional, mental and social development of children with special educational needs

At Rice Lane we recognise that children with special educational needs may require extra support with emotional, mental and social development. We have three Learning Mentors who use a range of programs to support children. We have a clear process of referral and have counsellors from Brighter Horizons, Mental Health Support Team and Seedlings. All children take part in wellbeing lessons.

8) Monitoring and evaluation of SEND

- The quality of provision offered to **all** children is regularly monitored through the performance management cycle. Lessons are observed, books monitored and children spoken to
- The SENCO monitors the progress of individual children and classes, and the implementation of Pupil Profiles and this is linked into the performance management cycle
- The SENCO monitors that resources are matched to need
- The SENCO monitors that staff training is matched to need
- The SENCO monitors the impact of provision
- The SENCO produces an Action Plan to address any issues that have arisen and to implement new policy/procedures
- Views of parents/carers and children are sought and acted upon
- The SEND Governor meets frequently with the SENCOs
- A termly report is delivered to the Governors on SEND related issues

9) Training and Resources

- School receives core funding for every child. We provide additional support that costs up to a set amount per child per year. This comes from core funding
- Any additional SEND funding we receive is determined by prior attainment. This means that the level of funding we receive is determined by levels of attainment in the early years.
- The Head teacher and Governors plan how to use this funding to meet the needs of children
- Where the cost of special educational provision costs more than the prescribed amount we are able to apply to the local authority for top up funding
- We are supported to meet the needs of children with complex learning difficulties, autistic spectrum disorder and social, emotional and behavioural difficulties by accessing outreach support from special schools
- We are a member of the Consortia. We meet each term to plan how we will use additional resources and to plan training to support children with special educational needs and disabilities
- Training needs of staff are matched to the needs of children in school. The SENCO may lead training or training may be provided by an external agency and the cost is met through the Continuing Professional Development (CPD) budget. All staff are encouraged to undertake training and development
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCOs to explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children
- The SENCOs regularly attend the Local Authority's SENCO briefings and other appropriate training to keep up to date with local and national updates in SEND.

10) Roles and Responsibilities

Governing Board

- It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014
- The Governor with particular responsibility for SEN is Elizabeth Baxter. She meets with the SENCOs regularly to discuss SEN issues
- In partnership with the Head teacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of children with SEND
- The Governing body ensuring, through the appraisal process, that the Head teacher sets objectives and priorities in the school development plan, which include provision for SEND
- All governors are informed of the schools provision, including funding, equipment and staffing
- Reporting annually to parents on the schools policy through the website and through the SEND Information Report

Headteacher

- Set objectives and priorities in the school development plan, which include SEND
- Line managing day to day provision for children with SEND, including setting a budget for supporting children within the schools overall financial resources
- Informing the Governing Board

SENCOs

- Work closely with the Head teacher and governing body to determine the strategic development of the SEND policy and the coordination of specific provision made to support individual children with SEND
- Work with the Head teacher and governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Work with the Head teacher and governing body to establish a clear picture of the resources that are available to the school. Consider the strategic approach to meeting SEND in the context of local resources, including any resources targeted at particular groups, such as pupil premium
- Be responsible and accountable for whole school SEND resources and sharing with the Head teacher responsibility for allocation of funding devolved directly from the LA by producing a costed provision map
- Liaise with SEND Governor and prepare a report for governors each term
- Monitor the effectiveness of the SEND policy and produce an action plan to address any issues that arise
- Ensure all SEND records are kept up to date
- Review Accessibility Plan every three years
- Draw up, monitor and review Pupil Profiles
- Be aware of the provision in the Local Offer and keep the school offer up to date
- Prepare the school SEND Information Report
- Keep abreast of SEND information and issues and disseminate information throughout the school
- Liaise with professionals providing a support role to families
- Liaise with other SENCOs through Consortia
- Be a key point of contact with external agencies, especially the local authority and its support services
- Oversee the school's maintenance of Dyslexia friendly status and the Inclusion Charter Mark
- Prepare referrals and attend meetings with outside agencies (including EHATs)
- Prepare EHC plans and coordinate reviews
- Liaise with the Designated Teacher of Looked After Children
- Ensure all teachers understand their responsibilities to children with SEND and the school's approach to identifying and meeting SEND
- Have a supporting specialist role within school to develop staff skills, confidence and expertise
- Contribute to in service training
- Ensure that resources and support are allocated and maintained to all those individual children who may need additional provision of support staff e.g. LSA's,

- Review the work of other adults regularly. In reviewing pupil progress and tracking achievement review targeted support on a regular basis
- Be actively involved in the analysis and interpretation of data for the whole school and in the planning and intervention of those children who are not making expected progress and plan appropriate interventions with teachers
- Teach the pupils in SEN bases (KS1 and KS2)
- Oversee interventions and develop alternative strategies and individual programmes where necessary.
- Monitor the effectiveness of the former.
- Ensure a Family Centred Approach to planning and provision and ensure accessibility to parents
- Meet with parents
- Ensure parental engagement
- Support parents in helping their child to progress and develop
- Liaise with next providers of education to plan a smooth transition
- Ensure the child's voice is heard

Teachers

'Every teacher is a teacher of every child'

- Know the needs of the children in their class
- Know the best strategies to support learning and development
- Track the progress of all children in their class
- Adapt teaching to meet the needs of any children not making progress
- Liaise with SENCO to plan assessments
- Liaise with SENCO to plan interventions
- Ensure strategies on Pupil Profiles are considered in lessons
- Be fully aware of the schools procedures for SEND
- Raise individual concerns to the SENCO
- Liaise with parents with the support of the SENCO
- Be aware of LSA's strengths and utilise effectively

Learning Support Assistants

- Know who the vulnerable children are in class
- Read Pupil Profiles so that individual needs and strategies are known
- Under the direction of the class teacher support the learning and development of children
- Give feedback to the teacher on any work done with children
- Provide the teacher with any valuable observations that have been made about a child's learning or development
- Be aware of desired outcomes so they can enhance learning

10) Storing and managing information

- All documents are stored in a locked cupboard or filing cabinet
- Other information is stored on an encrypted pen drive
- Any confidential documents are disposed of by shredding
- Documents are passed on at relevant points of transition and when a child moves to a new school
- See also the school confidentiality policy

11) Accessibility

Definition of Disability

Discrete SEN	Both SEN & Disability	Disability
Mild Dyslexia	Long term motor impairment	Asthma
Social emotional mental health difficulties	Learning difficulties	Diabetes
Mild dyspraxia	Hearing impairment	Cancer recovery
Minor speech impairment	Visual impairment	Mental health issues
Mild learning difficulties	Incontinence	Disfigurement
	Significant dyslexia	Eating disorders
	Epilepsy	Lack of limbs
	ADHD	Sickle cell anaemia
	Autism	Gross obesity
		Very short stature

- School has a statutory responsibility to increase accessibility for disabled children over time, this is set out in the Accessibility Plan
- The plan is reviewed annually
- Through the plan school ensures accessibility in the following areas:
 - Premises
 - Curriculum
 - Communication/Information

12) Dealing with complaints

- Initially all complaints from parents or carers about how their child's provision is made are made to the SENCO who follows this up with relevant staff
- However, if a parent or carer is not satisfied with the response given the Complaints Procedure in the school prospectus may be followed

This policy is reviewed annually by staff and governors and parents.