



Special Educational Needs and Disability (SEND) Policy

Everyone at Redlands Primary School is committed to providing the conditions and opportunities to enable any child with Special Educational Needs and Disabilities (SEND) to be included in all aspects of school life. Every child and family in our community is valued and diversity is celebrated. We provide a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND.

This policy should be read in conjunction with the school's:

- Behaviour and Relationships Policy
- Equality and Disabilities Policy
- Accessibility Policy

At Redlands Primary School we believe that all children have an equal right to a full and rounded education which will enable them to achieve their potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is “**additional to and different from**” that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014):

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory/Physical

Roles and Responsibilities

The Special Educational Needs and Disabilities Coordinator (SENCO) is Miss Cathy McCarthy.

The SENCO will:

- Work with the Head Teacher and SEND governor (Mrs S Bamford) to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact on SEND issues for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND governor is Mrs Sarah Bamford.

The SEN governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Head Teacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The Headteacher is Mrs Shabana Aslam.

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

Identification of SEND

At Redlands Primary School we aim to identify children with SEND as early as possible, and for some children SEND can be identified at an early age. In order to do this as effectively as possible we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment.

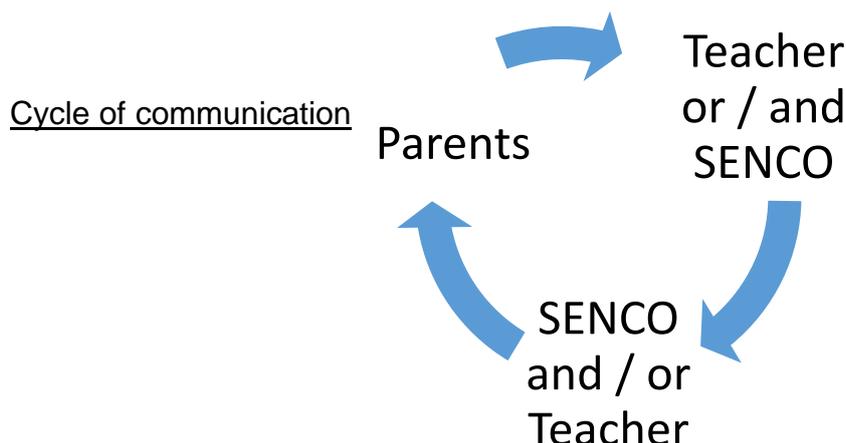
Children with SEND may be identified at any stage of this process during their school life as we recognise that for some children difficulties become evident only as they develop. It is possible that a child may present as having difficulties in more than one of the four areas identified on page 1 of this document and stated in the SEND Code of Practice 2014.

Consulting and involving pupils and parents

At Redlands we hold communication as a core value and believe that strong relationships between staff and parents benefit the children immensely. As such lines of communication remain open at all times.

Class teachers are the first point of contact for parents and are available to speak with parents daily should parents have concerns about a child. Teachers will keep parents informed at Parents Evenings about any additional support the child is receiving.

The SENCO is able to meet with parents at Parents Evenings if they wish to discuss any additional concerns or issues.



We will have an early discussion with the pupil and their parents when identifying whether they may need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEND support and be placed on the SEND register. (Appendix A)

Graduated Response to the Identification of SEND

In the Foundation Stages and Years 1 and 2 assessments include:

- Foundation Stage profiles
- Summative termly assessments of progress
- Ongoing formative assessment in class
- Year 1 Phonics Test
- Regular in-house phonics assessments
- Assessment against Target Tracker "steps"
- End of Key Stage 1 Assessments
- PPM (Pupil Progress Meetings) in Years 1 and 2. A member of the leadership team and class teacher meet to discuss progress of pupils and agree on a course of action for the identified children two to three times per year

In Key Stage 2 assessments include:

- Assessment against Target Tracker "steps"
- Summative termly assessments or progress
- Ongoing formative assessment in class
- End of year Teacher assessment
- End of Key Stage 2 Assessments
- PPMs (Pupil Progress Meetings – as described for Key Stage 1 above)
- YARC (York Assessment of Reading and Comprehension) for some pupils
- SWST (Single Word Spelling Test GL Assessment) for some pupils
- Dyslexia Portfolio (screening tool from GL Assessment) for some pupils

- Strengths and Difficulties questionnaires (www.sdqinfo.com) for some pupils
- FAGUS (social emotional development diagnostic and support tool) for some pupils
- DASH (detailed assessment of speed of handwriting) for some children identified in Years 4, 5 and 6

The ‘triggers’ for further intervention

We recognise that there is a wide range of SEND amongst our children and we match the level of intervention to the need of each child. We respond to children with SEND in a graduated way where the level of intervention increases whenever adequate progress is not being made.

The “triggers” for further intervention are one or more of the following:

- The child continues to work at a level below the national expectation for the child’s year group
- The attainment gap between the child and his/her peers is getting wider
- A previous rate of progress is not being maintained
- Little progress is being made even when teaching approaches and resources have targeted a child’s identified area of weakness
- Assessments in KS1 and in KS2 showing how far below the national expectations the child is working
- The class teacher’s annual assessment shows underachievement in one or more curriculum areas
- Persistent emotional or behavioural difficulties
- Self-help skills, social and personal skills are inappropriate to the child’s chronological age
- Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After Children, in liaison with Children’s Services
- For a child who is new to the school, records from the previous school indicating that additional intervention has been in place
- Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills
- Other adults’ concerns e.g. medical services, Educational Psychologist or Children’s Services.

Steps in response to SEND

a. If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine, providing high quality teaching targeted at the area of weakness. The teacher will adapt resources or teaching methods/styles to suit the child.

b. If a child is having behavioural difficulties the teacher will monitor the behaviours and develop strategies which aim to support behaviour improvement.

c. When a teacher is concerned about a child's physical or mental well-being (s)he will share her/his concerns with the SENCO and the staff who have responsibilities for pastoral, medical and safeguarding issues.

d. The teacher will liaise with the parents or carers of the child and discuss the concerns, with the aim of devising strategies to use together to support the child, recognising that consistency of approach between home and school is vital.

e. If a child continues to make little or slow progress in spite of the strategies the teacher has used in class, the teacher may decide that additional and different intervention is needed. The teacher and the SENCO look at the evidence of progress and decide on strategies which are additional to, or different from those already being provided in the classroom to help the child make progress.

f. The teacher and SENCO will discuss what strategies and arrangements to be put in place to target the area of need. Teacher interventions will be delivered, monitored and recorded by the teacher and interventions to be delivered by SENCO or SEND Teaching Assistants will be monitored by SENCO.

g. If the child continues not to make adequate progress the SENCO may seek further advice and support from outside professionals. This is in addition to the extra support the child is already receiving within school. These professionals will be invited to contribute to the identification of specific needs of the child, to offer advice to others working with the child, to suggest further support that can be given and to support with target setting and monitoring the progress of the child.

Outside Agencies may become involved if a child:

- Continues to make little or no progress in specific areas over a long period
- Continues working below the expected level for children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

- Despite having received intervention, the child continues to fall behind the level of his/her peers.
- h. Parents will be asked to give permission for the involvement of external agencies and actively accept the sharing of information between professionals involved with their child.
- i. They will be invited to attend meetings and to contribute to the process and will be able to talk to the SENCO to discuss concerns.
- j. If the child continues not to make progress, the school, through the Headteacher and SENCO, will request the Local Authority (LA) to undertake a formal Needs Assessment of the child's SEND. If the LA agrees, it collects information from all the people who have been involved with the child and from this the LA Special Educational Needs Panel decides whether the child needs an Education, Health and Care Plan to meet their needs.

At Redlands Primary School, following the national requirements for SEND, there are two stages of support for meeting the needs of children with SEND:

1. **Additional SEND support**

If a child is identified as not making the expected progress or attainment, and this is being caused by SEND, then we will provide additional support for the child. The support is provided through a repeated four-part cycle **Assess, Plan, Do, Review.** The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs and create an Individual Education Plan (**IEP**). This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress every term using an 'At a glance' (pupil profile) and an 'Individual Educational Plan' with Smart targets which are:

- Specific
- Measurable
- Attainable

- Relevant
- Timebound.

2. **EHCP – Education, Health and Care Plan**

An EHCP is legally binding and the support detailed in the plan must be provided. The LA may provide the school with additional funds to cover costs of this provision. Each year the school must hold an Annual Review with the parents, child/YP, school staff and other agencies involved with the child/YP to assess their progress and review the plan. A representative from the LA may attend these reviews. Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHCP when they start in Foundation Stage. The same cycle of assess, plan, do and review is put into place as soon as the child starts school.

Transitions

We understand that for many children and parents transitioning between phases or settings can be distressing. We plan transitions carefully in communication with parents, other settings' staff and where appropriate, the child. We have strong links with local secondary schools where the SENCO from those schools will often attend review meetings in term 6 if asked. Additionally we also have links with a number of local nursery settings and offer a flexible, child-centred approach to beginning education at Redlands.

SEND Staff

The SENCO has been in post for 3 years and holds the PGcert qualification in Special Educational Needs. She has worked as a teacher at Redlands for 12 years. We have a team of 3 teaching assistants who are trained to deliver SEND provision. Additionally, we have 2 Emotional Literacy Support Assistants who are also trained as Emotional First Aiders.

In the last academic year, staff have been trained in *Anxiety, Trauma and Attachment, Speech and Language strategies, specialist learning support for children with MLD, Working Memory and Food Therapy.*

We use specialist staff for therapeutic interventions.

Local Offer

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), attachment and trauma, anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

In addition to high quality teaching in the first instance we will also provide the following interventions:

- Sensory circuits
- ELSA; small group or 1:1 sessions depending on need
- Social skills
- Precision Teaching skills; Maths and English
- Speech and Language support
- Music Therapy (run by an external therapist)
- Play Therapy (run by an external therapist)
- Lunch Club.

More information on the our local offer can be found at:
<http://www.redlandsschool.co.uk/our-school/readings-local-offer>

Reading's Local Offer is at: <https://brighterfuturesforchildren.org/send/>

Adaptations to the environment

Redlands Primary School is on two levels in the main school building and one level in the Upper Redlands building. Access to the upper levels of the main school building may present challenges for children with mobility difficulties. There is a special disabled toilet and bathroom facility on the ground level for people with mobility difficulties. Ramps have been installed where doors open into the playground.

When there are additional and new needs identified these will be met individually taking advice from the LA.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiation to match tasks to learning need
- Flexible grouping of children according to learning needs for English and Maths to ensure that tasks are suitable matched to each child

- Use of a range of teaching styles which recognises the individual learning styles of the children in the class
- Use of TAs in class to provide additional support via small withdrawal groups and 1:1 teaching
- Accessibility to resources to support pupils with sensory or physical difficulties e.g. Addington Room
- Alternative means of accessing the curriculum, for example through computers and other forms of technology
- Peer group support through mixed ability grouping
- Use of positive behaviour management strategies within the classroom and other areas of the school
- Use of Social and Emotional Aspects of Learning (SEAL) resources in school
- Access to the school's FSW (Family Support Worker) for both children and parents
- In-service training for staff of the needs of children with SEND to ensure that staff knowledge and awareness remains high.

Evaluating effectiveness

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Using parent questionnaires
- Holding annual reviews for pupils with EHC plans.

Complaints about provision

Complaints about SEND provision in our school should be made in accordance with the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services.

Review

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

This policy was agreed by the board of governors on _____

Next review date: September 2020

APPENDIX A

Dear Parent/ Carer,

Following recent discussions with you and _____'s class teacher, we have undertaken the following assessment:_____. It shows us that _____ would benefit from additional support. In order to do that we will need to add him/her to the SEND register where his/her progress will be closely monitored and an Individual Education Plan written.

As part of the graduated approach to supporting children with SEND, it might be necessary for us to seek the guidance and input of other professionals such as the; Educational Psychologist, Occupational Therapist, Primary Mental Health Worker or Speech and Language Therapist. You will always be asked for your specific consent for them to work with your child.

Information about _____ will be shared only with staff working with him/ her and this will include external professionals coming into school to do direct work with your child.

On leaving Redlands, we will retain copies of school generated documents such as IEPs for a period of 5 years.

Yours sincerely,

Cathy McCarthy