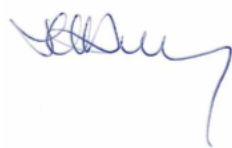


Rise Park Primary and Nursery School



SEND Policy

May 2021

Signed by Chair of Committee	
Print Name	Jeanette Kirkby
Date	May 2021
Date of Review	May 2024

Rise Park Primary and Nursery School

Special Educational Needs and Disability Policy

Aims and Objectives

This policy explains how Rise Park Primary and Nursery School will:

- Support and make provision for pupils with Special Educational Needs and Disabilities (SEND), in line with the school ethos and with current legislative requirements
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Rise Park Primary and Nursery School is a mainstream school that provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning an engaging and exciting curriculum that meets the specific needs of individuals and groups of children. When planning, teachers use our curriculum drivers; diversity, knowledge of the world, possibilities and enquiry and emotional awareness as a golden thread to set suitable learning objectives and challenges which respond to children's diverse learning needs. Some children may have some barriers to learning that mean they require particular action by the school.

At Rise Park we are committed to inclusion and ensuring equal treatment of all our pupils and employees and any others involved in the school community with any form of disability or special educational need and will ensure that people with SEND are not treated less favourably in any procedures, practices and service delivery.

We seek to provide each child with opportunities to achieve his or her full potential. The governors and staff share the vision and determination to create an inclusive, caring and stimulating learning environment where pupils can feel safe, develop self-confidence and thrive in a supportive environment of mutual respect.

Legislation

This policy follows the recommendations of the current legislative requirements of Special Educational Needs and Disabilities Code of Practice 2014, The Equality Act 2010 and Part 3 of the Children and Families Act 2014, which sets our schools' responsibilities for pupils with SEN and disabilities.

Definitions

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

'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 has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or post 16 institutions.

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning disability solely because the language or form of language in their home is different from the language in which they will be taught.

Many children and young people who have SEND may have a disability under the Equality Act 2010 that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Special educational provision is educational or training provision that is additional to, or different from, that generally made for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

The Inclusion Lead (SENCo)

The Inclusion Lead (SENCo) at Rise Park Primary and Nursery School is Mrs Rachel Mee. Mrs Mee can be contacted by phone on 0115 9153775 or via the school office email admin@risepark.nottingham.sch.uk.

The Inclusion Lead will:

- Work with the headteacher and the SEND governor 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 co-ordination of specific provision made to support individual pupil with SEND, including those who have Education and Health Care Plans (EHCPs).
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and quality first teaching.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the Local Authority (LA) and its support services.
- Liaise effectively with outside agencies and implement recommendations of reports and/or observations.
- Liaise with potential next providers of education 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 pupil with SEND up to date.
- Liaise and communicate with parents and carers as needed.
- Monitors and evaluates the SEND provision and reports to the governing body.
- Disseminates new initiatives in school and manages training opportunities.
- Manages a range of resources, human and material, to enable appropriate provision for children with SEND.
- Maintain the SEND register and individual pupil files.
- Writes Higher Level Need (HLN) funding requests.
- Attend local network training opportunities and other forms of Continuing Professional Development (CPD).

The headteacher

The headteacher is Mrs Natasha Kelly.

The headteacher will:

- Work with the Inclusion Lead (SENCo) and the SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the day to day management of all aspects of the school including SEND provision, having due regard for implementing the SEND Code of Practice 2014.

The SEND Governor and Governing Body

The named SEND governor is Mr Keith Brothwell.

The SEND governor is responsible for:

- Helping to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and Inclusion Lead (SENCo) to determine the strategic development of SEND policy and provision in the school.
- Ensure the necessary provision is made for any pupil who has special educational needs and that pupils are fully included

Class teachers

In our school, every class teacher is responsible for:

- The progress and development of every child 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 Inclusion Lead (SENCo) to review each pupil's progress and development and decide on any changes to provision.
- Liaise with all agencies and staff involved with a pupil, both internal and external, to ensure that the provision provided meets needs.
- Planning, implementing and reviewing an appropriately differentiated curriculum for all pupils with SEND.
- Ensuring they follow this SEND policy.

Admissions Arrangements

When children are admitted to school they will have an admission meeting with the headteacher and/or the Inclusion Lead. This provides an opportunity for open discussion around any additional needs the child may have so we can start considering additional provision which may be required.

Where appropriate, liaison between pre-school agencies, previous schools, medical or other professionals is arranged to ensure a thorough knowledge of the child's needs allowing a smooth transition to school.

Identification and Assessment

A graduated Approach

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

- Communication and Interaction, for example, Autistic Spectrum Disorder (ASD), Asperger's Syndrome, Speech and Language (S&L) difficulties.
- Cognition and Learning, for example, dyslexia.
- Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example, processing difficulties, epilepsy, developmental coordination disorder.
- Moderate/severe/profound and multiple learning difficulties.

Early identification is vital. The class teacher will inform parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

We will assess each pupil's current skills and levels of attainment within the first few weeks of entry, which will build upon previous settings and Key Stages where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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.
- Widens the attainment gap.

This may include areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

Quality First Teaching

We strive to provide every child in this school with the best quality of education through a creative and engaging approach. We aim to offer excellence and choice to all of our children, whatever their ability or need. We want all of our children to feel that they are important and valued members of our school community.

Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators will be monitored.

Once a pupil has been identified as possibly having some SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child's teacher will take steps to complete any further possible assessments such as Routes to Inclusion (R2i) and provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the learning style that needs to be applied.

Many of the children who join us have already been in pre-education, in some cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. If staff or parents/carers suspect that a child may require support that is additional to or different from the day to day quality first classroom strategies in place then a series of steps will be followed to identify if support is necessary.

- First the class teacher will complete a 'Pupil Referral Form' outlining their concerns, parent/carer voice and which steps have already been taken.
- The Pupil Referral Form is then passed onto the Inclusion Lead (SENCo) who will discuss the form with the class teacher.
- The Inclusion Lead may then observe the child in the most appropriate environment linked to the concerns, for example, at outdoor playtime if there are social concerns or in a classroom environment if the concerns are more academic based.
- At this stage advice and new strategies may be put into place to provide support in the school environment. Routes to Inclusion (R2i) paperwork may be completed to provide a more holistic picture. Parents and carers will be informed of any significant changes and may be asked to support the class teacher with these changes.
- If it is felt that support from a specialist service is required the Inclusion Lead (SENCo) will work with the family to discuss which service may be best placed to offer advice. At Rise Park we work alongside several outside agencies including; Inclusive Educational Service, The Autism Team, Community Educational Psychologist and medical services including speech and physiotherapy teams. The Inclusion Lead (SENCo) meets regularly with representatives from each service to ensure that the needs of each individual are being met throughout the year.

If support from an external provider is required, parents/carers will be asked to sign a consent form to enable this work to take place.

Educational Provision

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our pupils and ensure that all children can experience challenge and success relative to their own level of achievement and personal development. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision we respect the fact that children;

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by;

- Providing support for children who need help with communication, language and mobility.
- Planning to develop children's understanding through the use of all of their senses and varied experiences.
- Planning for children's full participation in learning and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Planning and delivering appropriate interventions.

Assessment

If our regular assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources.

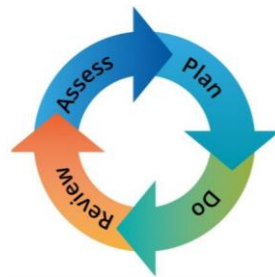
We work in line with the Nottingham City Provision Maps to support us with our assessments when a child may need some specialised or additional support. This is known as 'SEN support'. This means that a child requires

interventions or strategies that are 'different from' or 'additional to' those provided as part of the schools usual working practices. You can view the Provision Maps on our school website.

The strategies used to support the child will be recorded within a Pupil Profile or a SEND Support Plan (if the child is in receipt of Higher Level Need funding). Both are used to identify a child's strengths including what they enjoy and their challenges including what they find more difficult. Additional provision/interventions are noted and SMART targets are written in child friendly language "I will ..." in most cases. For most children, the plans will be reviewed at least once a term so that progress towards targets can be noted and new targets can be set if needed.

Monitoring effectiveness of Provision

To ensure that effective provision is in place the school follows the process of:



This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Social and Emotional Wellbeing

At Rise Park all staff are highly committed to supporting and developing children who feel happy and safe during their time with us.

We value the development of social and emotional well-being for every child and recognise that sometimes children may need additional help and support in this area.

We are proud to offer a range of interventions and support strategies to help children with their social and emotional wellbeing. These may include 1:1 work with our Emotional Literacy Support Assistant (ELSA), nurture group

work with a teaching assistant, playleaders at break or lunch times and playground buddies.

We have two specialist nurture teaching assistants who attend regular training and cascade their knowledge to other teaching assistants in the team. They follow a coaching and mentoring program to ensure best practice is always shared and maintained.

When necessary the Inclusion Lead may liaise with external agencies such as The Behaviour Support Team (BST), School Health Teams, Educational Psychologist and The Child and Adolescent Mental Health Service (CAMHS) for additional information or support.

Behaviour

Children with additional needs may have a separate system in place and this will be decided through consultation with the Headteacher and Inclusion Lead.

SEND register

The names of children with special needs are kept on a register which is updated at least once every term. The Inclusion Lead updates the list with the support of teachers and other support staff.

At Rise Park, children are only added to the SEND register if they have a diagnosis of an additional need such as dyslexia or ASD and children require provision which is 'different from' and 'additional to' quality first teaching or if their achievement is still significantly below expected levels despite having accessed appropriate interventions for the duration of an academic year.

We operate the SEND register in a fluid way with children moving on or off the register at different points. Some children may remain on the register for longer periods than others, particularly if there is a specific need in place.

Higher Level Need (HLN) Funding

In some specific cases, the school may require additional funding from the Local Authority to meet the more complex needs of some children. The

Inclusion Lead is required to bid for additional funding and this bid is aided and moderated from specialist outside agencies.

HLN funding is at no point guaranteed and bids are usually made once every two years, although an emergency bid can be made during the year if a new child arrives at the school or if significant changes occur.

All HLN bids are taken to a moderation panel where HLN staff moderate the bids on a 'like-for-like' basis across Nottingham City.

Schools are informed whether or not an application for additional funding has been agreed.

Where necessary, Rise Park will support an application for an Education, Health and Care Plan (EHCP). This process has an assessment period of 20 weeks. Further information regarding EHCP's can be found here:

<https://www.asklion.co.uk/kb5/nottingham/directory/advice.page?id=P2eOQyKrnus>

Partnerships with Parents

At Rise Park we recognise that partnership with parents play a key and vital role in supporting children to achieve their full potential. We recognise that 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.

We aim to work closely with parents of SEN children through daily informal catch up in line with our open-door policy meaning that an adult is always available at a mutually convenient time to discuss any issues.

We hold regular termly meetings and possibly multi-agency meetings where needed and ensure that outside intervention is clearly communicated.

If you have any concerns about your child's progress or development please raise these with your child's teacher as a first port of call as soon as possible. The class teacher will discuss the concern with the Inclusion Lead.

We encourage parents and carers to have an active role in their child's education and welcome their views on progress and next steps at review meetings. We also hold two parents evening meetings and provide a written report at the end of the summer term.

Partnerships with Pupils

Pupil voice is incredibly important at Rise Park and we encourage pupils to have an active say to enable them to take responsibility and make decisions. This is part of the cultures and ethos of our school and it relates to children of all ages.

We strive to ensure that children with SEND are fairly represented as well as ensuring that their work and achievements are celebrated, examples of this may include star of the week in whole school assemblies or having their work displayed on classroom or whole schools displays.

Before review meetings children are given the opportunity to consider the things they think are going well, their achievements and things they might want to improve. In the Foundation Stage or for children with more extensive communication needs, a pictorial version is used where the child can identify activities that they enjoy. These views are then shared in a manner that is appropriate to the child and family during the review meeting.

Transition

Each transition is carefully planned and considered on an individual basis to ensure that the needs of each child are met to the best of our ability.

Transition does not follow a set plan as different pupils will require different approaches. Some things you may see include:

- We have a whole school transition program for children who are moving classes throughout school. This provides pupils with the opportunity to meet their new teacher and teaching assistant and to familiarise themselves with their new classroom. Children often have the opportunity to create a piece of art work which is displayed ready for when they start in September to support familiarity in the environment.
- Staggered starts, a program of additional visits, photo/social stories and meetings with key staff. This approach is generally used for younger children or for those who are joining our school from another setting.

- For in school transitions through year groups, additional classroom visits may be offered and additional resources to aid transition such as photo books may be sent home.
- Staff ensure a robust handover procedure is in place when children move classes so key information can be shared such as successful support techniques and advice from external agencies. The Inclusion Lead is available to support in these meetings if needed.
- Rise Park has strong links with the local secondary schools and children with SEN often receive additional transition support at the end of Key Stage 2. Where appropriate we access support from the Local Authority transition team.

Accessibility

Our school is accessible to all. Corridors are kept clear to ensure easy access and the external entrances are all either flat or have ramps to enter the classroom. Please see our Accessibility Plan for further information.

Training

Rise Park is committed to providing training opportunities to all staff. We welcome training opportunities from outside agencies to keep staff informed of new initiatives and to access training for all staff, both teachers and teaching assistants, to enhance their skills.

The Inclusion Lead attends regular training throughout the year which is then cascaded to all relevant staff as needed.

If a child requires specialist medical support, for example, administration of insulin, key members of staff are trained by the appropriate medical services and work alongside them to ensure the best care possible for the child.

Local Offer

Rise Park Primary and Nursery School fully support the Nottingham City Local Offer. This describes the services available for children and young people with SEND in Nottingham and is updated regularly. It provides information on:

- Transport services
- Health and social care
- Leisure activities and events for young people
- Support groups
- Education such as schools, colleges and specialist provision

More details about the local offer can be found on the Nottingham City Council's website:

www.nottinghamcity.gov.uk/localoffer

Complaints procedure

Any complaints about SEND provision should normally be initially discussed with the class teacher and then if necessary the Inclusion Lead and then the headteacher.

We strive to work with families to resolve any worries they may have through a calm and open dialogue and making use of our open-door policy. Our complaints policy is available to view on our school website.