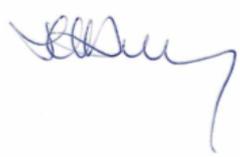


Rise Park Primary and Nursery School



Special Educational Needs and Disabilities Policy

Signed by Chair of Committee	
Print Name	Jeanette Kirkby
Date	July 2024
Date of Review	July 2025

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 more specific and personalised support by the school.

At Rise Park we are committed to inclusion and ensuring equal treatment of all our pupils and employees and any other people 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 and the update in 2015, 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 and the 2015 update 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 in conjunction with class teacher.
- Work with the headteacher and the SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Oversee the day-to-day operation of the schools SEND policy and co-ordinate 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.
- Be the point of contact for external agencies, especially the Local Authority (LA) and its support services.
- Liaise effectively with outside agencies and support class teacher to implement recommendations of reports and/or observations.
- Liaise with potential next providers of education.
- Ensure the school keeps the records of all pupil with SEND up to date.
- Liaise and communicate with parents and carers as needed, including discussing support needs and progress.
- Monitors and evaluates the SEND provision and reports to the governing body.
- Lead on SEND training in school as appropriate.

- Disseminates new initiatives in school and manages training opportunities.
- 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).
- Organise annual EHC and other reviews as needed.
- To liaise with the headteacher to discuss individual children and resources.

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 and the 2015 update.

The SEND Governor and Governing Body

The named SEND governor is Mrs Trudy Hammerton.

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 body on this.
- Work with the headteacher and Inclusion Lead (SENCo) to determine the strategic development of SEND policy and provision in the school.
- Have up to date knowledge about the schools SEND provision.

Class teachers

In our school, every class teacher is responsible for:

- Providing high quality teaching and learning experiences which are appropriate to the needs of individual children.
- 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.
- To know which children are on the SEND register.
- Revising and updating children's pupil profiles or SEND support plans.
- 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.
- Identification of SEN in their class in partnership with the SENCo.
- To be fully aware of the schools SEND policy.

Teaching Assistants

- Carry out activities and interventions planned by the class teacher.
- To support children in class, individually and in small groups.
- To be fully aware of the schools SEND policy.

We are extremely fortunate to have team of highly skilled teaching assistants who provide individual and small group support to specific pupils as identified by the headteacher and inclusion lead (SENCo).

Midday Supervisors

- To be aware of the children who have SEND that they work with on a daily basis.
- To keep up to date with relevant training provided by school.
- To be fully aware of the schools SEND policy.

Admissions Arrangements

When children are admitted to school they will have an admission meeting with the headteacher and/or the Inclusion Lead (SENCo). 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. This can include a visit to meet the child in their current setting if appropriate.

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.

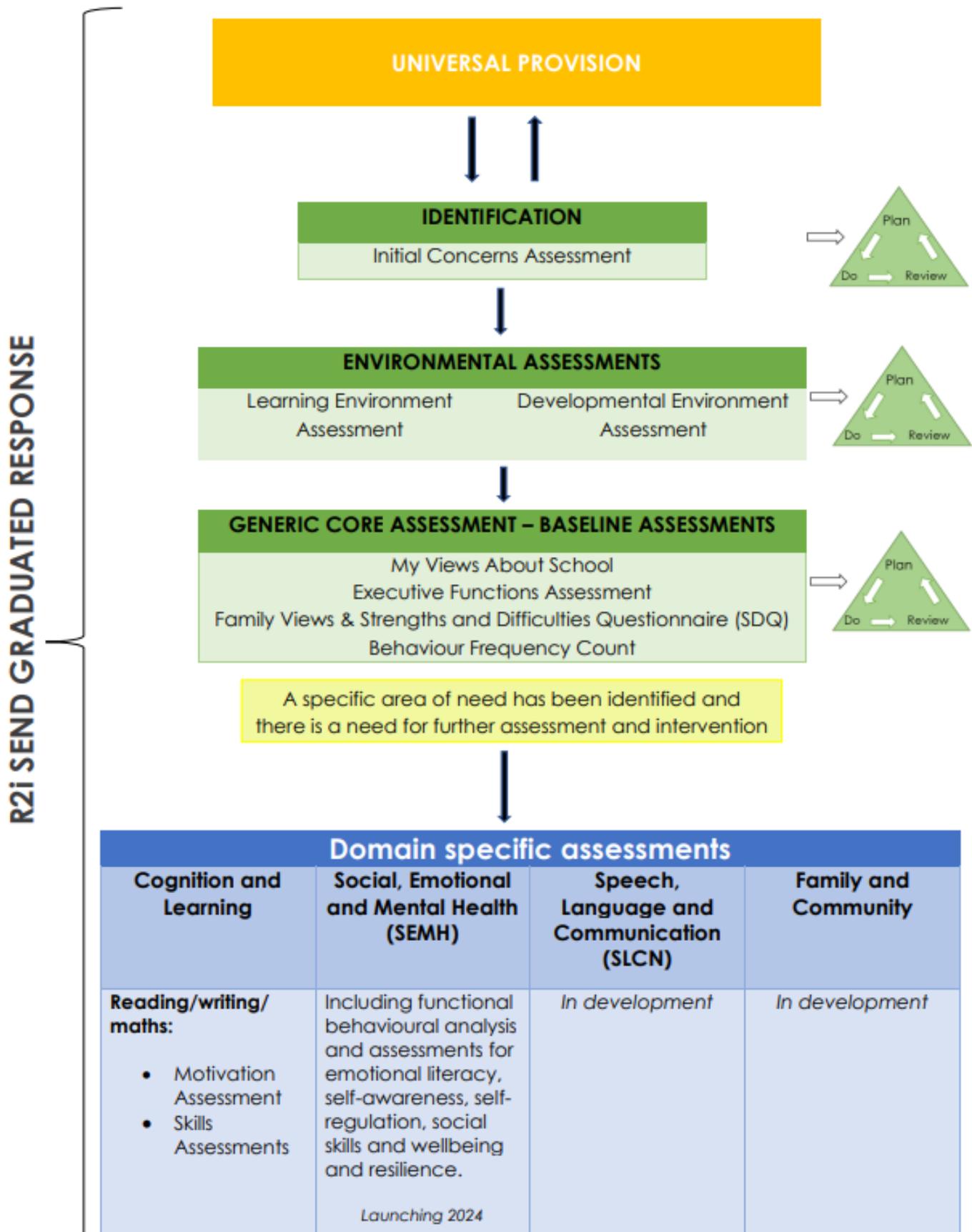
This may include areas other than attainment, for example, social and emotional needs.

Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

Routes to Inclusion (R2i)

At Rise Park we use R2i to support with identifying children's specific needs and to make action plans for next steps. We may request parental information to support with our assessments. The flow chart below shows the process that staff will follow when completing their assessments.

R2i SEND Graduated Response Toolkit



Quality First Teaching

We strive to provide every child at 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.

The following steps will be followed if a member of staff has concerns regarding a specific child:

1. Routes to Inclusion (R2i) assessments will be completed to help to pinpoint the area of difficulty.
2. A SEND Pupil Referral Form will be completed and given to the Inclusion Lead (SENCo) (appendix 1).
3. The Inclusion Lead (SENCo) will observe the pupil in class or at break time depending on the need.
4. If appropriate (and has not already occurred) concerns will be discussed with parents/carers.
5. The class teacher will write an R2i action plan as the start of the plan, do, review cycle.

6. If the class teacher is still concerned after a period of monitoring a decision will be made in conjunction with the Inclusion Lead (SENCo) regarding whether the child needs to go on the SEND register at the level of SEN support. If a child is placed on the SEND register, parents/carers will receive written confirmation of this.

If further support is required, outside agency support may be requested. 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. 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.

Education, Health and Care Plans (EHCPs)

If advice has been sought by external professionals and the school and parents consider that help is needed from outside the school's resources, the application process for an EHCP may be initiated. The process is slightly different for Nottingham City and Nottingham County and this will be dependent on the child's home address. The Local Authority will decide whether a formal assessment will take place. If a decision is made to assess, all professional involved in supporting a child will be asked to submit reports. A decision will then be made after a review of all this evidence about whether an EHCP will be issued.

Further information about EHCP needs assessments can be found here:

<https://www.asklion.co.uk/kb5/nottingham/directory/advice.page?id=P2eOQyKrnUs>

If a child has an EHCP these must be reviewed annually. All professionals involved with the child will be invited. If there are significant concerns about a child with an EHCP then an earlier EHCP review can be held and this can take place at any time during the year.

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 anxiety, 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.

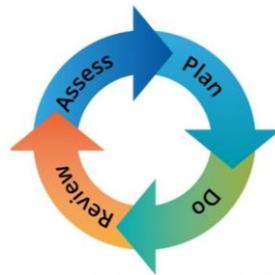
The strategies used to support the child will be recorded within a Pupil Profile or a SEND Support Plan (if the child is in receipt of

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), Theraplay (for years F2 to year 2), nurture group work (for years 2 to 6) with a teaching assistant, playleaders at break or lunch times and playground buddies.

We have two specialist nurture teaching assistants who are both trained ELSAs and 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.

SEND register

The names of children with special needs are kept on a register which is updated at least once every term.

At Rise Park, children are only added to the SEND register if they 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. Children do not require a diagnosis to be added to the SEND register.

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.

Parents/carers will be informed by letter if their child is added to or removed from the SEND register.

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 (SENCo) is required to bid for additional funding and this bid is moderated by specialist outside agencies.

HLN funding is at no point guaranteed and bids are usually made once every two years, although an interim 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.

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 all parents 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 ask that if you wish to speak to a member of staff at the end of the day you please wait until all children have been safely dismissed first.

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 (SENCo) and will arrange a further meeting if necessary.

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 culture 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 in the classroom or around school.

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. Training is also provided by the Inclusion Lead (SENCo) within school and staff may be signposted to on-line training for self-study.

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. It is a one-stop shop for everything you need to know and services you might need to access, including:

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

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

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

You can also type 'Ask Lion Nottingham' into Google to search.

Complaints procedure

Any complaints about SEND provision should normally be initially discussed with the class teacher. Most concerns can usually be resolved in this way.

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.

If there are ongoing concerns related to a child's special educational needs or disability a meeting should be requested with the Inclusion Lead (SENCo) and/or the headteacher.

Our complaints policy is available to view on our school website.

Appendix 1 – pupil referral form

Special Educational Needs – Pupil Referral Form

Pupil's Name:				
Date of Birth:				
Year Group:				
Member of staff:				
Current data:	Reading	Writing	Maths	SPaG

1. Tick which area(s) are a concern:	
Communication and Interaction	<input type="checkbox"/>
Cognition and Learning	<input type="checkbox"/>
Social, Emotional and Mental Health Difficulties	<input type="checkbox"/>
Sensory and/or Physical Difficulties	<input type="checkbox"/>

2. Briefly explain what difficulties the pupil is experiencing in accessing the curriculum:

3. Aside from quality first teaching, how have you differentiated your lessons/adapted your planning for the pupil?

4. Please tick which R2i assessments you have already completed with/for the pupil.	
Initial concerns checklist (EYFS or Primary)	<input type="checkbox"/>
Learning environment assessment	<input type="checkbox"/>
Developmental environment assessment	<input type="checkbox"/>
My views about school	<input type="checkbox"/>
Executive functions checklist	<input type="checkbox"/>
Strengths and difficulties questionnaire	<input type="checkbox"/>
Behaviour frequency count	<input type="checkbox"/>
Target behaviour monitoring form	<input type="checkbox"/>

Other (please state)	
----------------------	--

5. Please detail any other factors which may be relevant: (include conversations with parents/carers, the pupil or colleagues)

--

Signed: _____

Date: _____

Action taken by Inclusion Lead:

--