


# RISE PARK PRIMARY AND NURSERY SCHOOL



## SEND POLICY

Signed 

Chair of Governors  
Mrs JE Kirkby

Date 13 Dec 2017

# **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 makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2004, Equality Act 2010, Disability Discrimination Act 1995)

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 that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning objectives and challenges which respond to children's diverse learning needs.

Our school is committed to ensuring equal treatment of all its 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.

If you require further information about the provision for SEND in the school please talk to your child's class teacher or contact the Special Educational Needs Co-ordinator (SENCo).

### **Identification and Assessment of SEND**

*How does Rise Park Primary and Nursery know if Children/Young People need help?*

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".

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 general daily classroom strategies in place then a series of steps will be followed to identify if support is necessary. First the class teacher will discuss their concerns with the SENCo who will then observe the child in a range of settings for example classroom based, PE and playtime. At this stage advice and new strategies may be put into place to provide support in the school environment. 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 SENCo will



meet 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 SENCo meets regularly with representatives from each service to ensure that the needs of each individual are being met throughout the year.

## **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 children 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

*How will the school support me to support my child's learning?*

We will record, on a provision map, the strategies used to support the child. If it is felt that further clarification of short term targets is needed then an Individual Education Plan (IEP) will show the short-term targets set with the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases this review will take place once a term.

Provision Maps and IEPs will be fully accessible with both the child and their family showing what goals are in place and the strategies being used to achieve these goals. We aim to engage in an open dialogue with parents and carers to ensure that families can fully support the work taking place in school.

*How is the decision made about the type and level of support provided to my child?*

At Rise Park Primary and Nursery School we work in line with the Nottingham City Provision Maps to assess when a child may need specialised support, this is known as "Children requiring SEND Support". This means that a child requires interventions that are different from or additional to those provided as part of the schools usual working practices. For the most current information about the additional support we offer in school please see our school website.

### **Effectiveness of SEND Provision**

*How will the school know that what they are providing is helping my child make progress?*

At Rise Park all children are carefully monitored to ensure they are making good progress throughout the year. Once a child has been identified as needing additional support the class teacher and the SENCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process which is reviewed by members of the senior leadership team at regular intervals.

The names of children with special needs are kept on the SEND register which is updated and monitored regularly, when the SENCo updates the register with the support of all staff.

Children are only added to the SEND register if they have a diagnosis of an additional need: such as ASD, a physical need or if their achievement is still significantly below expected levels despite having accessed appropriate interventions for a significant period of time.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCo can break down the assessments into smaller steps in order to aid progress and provide detailed and accurate indicators. If external agencies are involved in providing support they will also have a role in the assessment of progress.

Information on the impact of our provision for children with SEND can be found in the yearly reports published on our website.

*How will I know how well my child is progressing?*

Parental support is vital to the progress of any child and class teachers are available to discuss progress at mutually convenient times throughout the year. We also hold two parents evening meetings and provide a written report at the end of the summer term. If your child has been identified as requiring SEND support we will hold two additional review meetings in the Spring and Summer term to discuss the progress



made and the next steps. All agencies involved with a child will be invited to the review meetings.

### **Social and Emotional Well Being**

At Rise Park we are proud to offer an in depth range of support groups to enable all children to develop a positive sense of wellbeing. More information about the current groups we offer can be found on our school website.

### **Medication**

We are only able to administer medicines which have been prescribed by a doctor

### **Training in SEND**

The SENCo attends regular training over the year which is then cascaded to all relevant staff.

If a staff member requires specific training this may be provided by other previously trained members of staff or may be accessed via one of the external agencies that we work with.

When a child requires specialist medical support eg physiotherapy or 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 each child.

The senior leadership team consider the needs of the whole school when planning a program of training for the coming year and this will include any requirements for training for children with SEND.

If parents/carers or families require specific advice or training this can be accessed via the Local Offer for Nottingham City which can be linked to from our school website.

### **Involvement of Parents**

If you have any concerns about your child's progress and development please raise this with the class teacher as soon as possible who will then inform the SENCo.

If staff have concerns about your child's progress or development they will discuss this with you as soon as possible.

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 each review meeting.

### **Involvement of Pupils**

We aim to include children in all decisions which affect them and ensure that their views are included in every review meeting. Before each review children are given the opportunity to consider the things they feel are going well and the things they

might like to improve. These views will then be shared in a manner that is appropriate to the child and family during the review meeting.

Each term a programme of pupil conferencing will take place between the SENCo and pupils who receive SEN support. This is also an opportunity for the pupils' to share work that they are proud of and discuss their achievements. Children are also able to discuss their views in class council meetings and with their class teacher or teaching assistant on a daily basis.

### **Transition**

*How will the school support the transition of my child on admission to the school, moving on to the next class or key stage and in preparation for a new school?*

Each transition is considered and planned for on an individual basis to ensure that needs of each child are met to the best of our ability. We do not follow a set plan for transition at any stage but instead develop a plan in consultation with the child, parent/carers and relevant staff. We may consider staggered starts, a program of additional visits, photo/social stories and meetings with key staff. We seek advice from outside agencies such as the Transition Team within the Autism Support Service. The needs of the individual child are paramount to every decision made.

### **Complaints Procedure**

If you are concerned about any area of your child's progress please contact their class teacher and/or the SENCo to discuss your concerns.

We strive to work with families to resolve any worries they may have through calm and open dialogue.

Our complaints policy is available to view on our website.

### **Local Offer**

Rise Park Primary and Nursery School fully support the Nottingham City local offer, a link to which can be found on our website.

We implement the Nottingham City Provision Maps and all provision made in school is in line with the good practice described in this framework.

Date: September 2017

Review Date: September 2020