



PARTNERSHIP LEARNING

RIVERSIDE PRIMARY SCHOOL

Excellence for All



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SEND Policy

Approved: December 2018

Next Review: December 2020





A School Arrangements

A1. DEFINITION AND AIMS

Definition

The term 'Special Educational Needs & Disability' (SEND) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. Many children will have SEND of some kind at some time during their education. Help will usually be provided in their ordinary, mainstream early education setting or school, sometimes with the help of outside specialists.

If your child has special educational needs, they may get extra help in a range of areas, for example:

- Schoolwork
- Reading, writing, number work or understanding information.
- Expressing themselves or understanding what others are saying.
- Making friends or relating to adults.
- Behaving appropriately in school.
- Organising themselves.
- Some kind of sensory or physical need which may affect them in school.

Aims

We at Riverside Primary School believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs as some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Riverside Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and giving them meaningful access to the National Curriculum. In particular, we aim:

- To enable every pupils to experience success.
- To promote individual confidence and a positive attitude.



- To ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- To give pupils with SEND equal opportunities to take part in all aspects of the schools provision, as far as is appropriate.
- To identify, assess, record and regularly review pupil's progress and needs.
- To involve parents/carers in planning and supporting at all stages of their child's development.
- To work collaboratively with parents, other professionals and support services.
- To ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

A2 ROLES AND RESPONSABILIITES

Provisions for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the schools procedures for identifying, assessing and making a provisions to meet these needs.

The **governing body** in co-operation with the Headteacher, has a legal responsibility for determining the policy and provisions for pupils with special educational needs – it maintains a general overview and has appointed a representative (the SEND governor, see appendix) who takes an interest in this aspect of the school.

The SENCo at Riverside Primary is: **Sarah Kinnaird**

The governor with responsibility for SEND is: **Peter McPartland OBE**

Governors must ensure that:

- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for pupils with SEND.
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and their efficient education of other pupils.
- They have regards to the requirements of the most recent government legislation/guidance; Special Educational Needs & Disability Code of Practice (2015)
- Parents are notified if the school decides to make SEND provision for their child.



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- They are fully informed about SEND issues, so that they can play a major part in school self-review.
- They set up appropriate staffing and funding arrangements, and oversee the schools' work for pupils with SEND.

Governors play a major part in school self-review. In relation to SEND, members of the governing body will ensure that:

- They are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development.
- SEND provision is an integral part of the School Development Plan.
- The quality of SEND provision is monitored regularly.

The Headteacher has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs.
- Keeping the governing body informed about SEND issues.
- Working closely with the special educational needs co-ordinator
- The deployment of all special educational needs personnel within the school.
- S/he has overall responsibility for monitoring and reporting to the governors about the implementation of the school's SEND policy.

The special educational needs co-ordinator (SENCo) is responsible for:

- Overseeing the day to day operation of the schools SEND policy.
- Co-ordinating the provision for pupils with special educational needs.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other school staff.
- Helping staff to identify pupils with special educational needs.
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Supporting class teachers in devising strategies, drawing up Individual Educational Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents.
- Maintaining the schools SNED register and SEND records.



- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. Class based assessments/records, end of key stage assessments etc.
- Contributing to the in-service training of staff.
- Managing learning support assistants.
- Liaising with the SENCo's in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.

Class teachers are responsible for:

- Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion.
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Giving feedback to parents of pupils with SEND.

Learning Support Assistants work as part of a team with the SENCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND with the class. They play an important role in implementing IEP's and monitoring progress. They contribute to review meetings and help pupils with SEND to gain access to a broad and balanced curriculum.

Learning Support Assistants should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Dinner supervisors are given information relating to the supervision of pupils at lunchtime e.g. behaviour plans, social stories or risk assessments. They may meet the SENCo in relation to behaviour management and other issues for particular pupils.

A3 CO-ORDINATING AND MANAGING PROVISION

At Riverside Primary School:

- Sharing of expertise is welcomed and encouraged.



- Special; educational needs is a part of the school development plan.
- SEND is an item on every staff meeting agenda or the main item of a meeting.
- The SENCo ensures that regular meetings are held, normally once a term, to review IEPs and provision.
- There is daily informal contact between all staff to monitor individual pupils and to discuss concerns.
- Pupils are involved as far as practicable in discussions about their targets and provision.

The SENCo ensures that the following information is easily accessible to staff:

- The school's SEND policy
- The SEND register
- A class SEND file giving the names of all the pupils in the class on the SEND register, and copies of the pupils IEPs, moderation descriptors and other relevant information.

A4 **ADMISSION ARRANGEMENTS**

Riverside Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the LA admissions policy. If a parent wishes to have mainstream provision for a child with a statement the LA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

A5 **SPECIALISMS AND SPECIAL FACILITIES**

At Riverside Primary School:

- All teaching staff are experienced teachers who are able to teach pupils with SEND. Additional training for teachers and LSA's is made available when necessary and appropriate, particular training to meet the specific needs of an individual pupil.
- Differentiated resources are used to ensure access to the curriculum; resources are easily accessible in Riverside Primary School and in each classroom.
- All staff are kept well informed about the strategies needed to manage pupil's needs effectively, and we try to ensure that other pupils understand and respond with sensitivity.



- Pupil support aims to encourage as much independence as possible within a safe and caring environment.
- We have access to the expertise of the LA services and other agencies if it is required.

A6 PUPILS WITH ADDITIONAL NEEDS

Pupils who are making little or no progress in key curriculum areas may receive some form of intervention in order to reduce or close gaps in attainment between themselves and their peers. These key areas consist of Speech and Language, Literacy and Mathematics. Withdrawal from class is limited to 30-40 minutes per day.

Speech and Language

Speech and Language interventions are organised by the Speech Therapist and the SENCo. They are run by the Speech and Language TA. They consist of individual Speech Therapy programmes, and group language development such as Colourful Semantics. Additional Speech and Language support is provided in class.

Literacy

Group literacy intervention is available for some children who need some extra provision for literacy. This incorporates the teaching of reading, writing and phonics. This intervention is generally short term, is provided by trained TA's and is monitored by SLT. The children are regularly assessed to identify gaps in learning and to ensure good progress is made. For children with more specific needs, some individual programmes are available such as Booster Classes and improving Reading Partners.

Mathematics

Group maths intervention is available for children who have particular difficulties in mathematics. Again, these are short term programmes developed to identify and eradicate gaps in learning. These are run by trained TA's and monitored by the SLT.

Further Support

Additional Language support is given to pupils who are at the early stages of learning English. Also counselling is available for some identified pupils with emotional or behavioural needs.



B Identification and Assessment and provision

B1 ALLOCATION OF RESOURCES

The Headteacher, SENCo and the governors of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEND budget. The school has a continuing commitment to purchase appropriate resources for pupils with SEND. In some cases where pupils need extra support contingency or dowry funding is applied for so that the school can provide appropriate resources. There is a full report of our local offer on the school website.

Riverside Primary School follows LA guidance, as given in the SEND handbook, to ensure that all pupils' needs are appropriately met.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The school responds to children with special educational needs using a graduated response to pupils needs, recognising that there is a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

When pupils are identified as needing extra support strategies are employed within the school first which may then lead to outside support or an Educational Health Care Plan being issued by the local authority. Pupils' needs are always taken into account to select the appropriate support.

A register is kept of pupils with SEND and circulated to all staff where appropriate. Where concern is expressed that a pupil may have SEND, the class teacher and support staff take early action to assess and address the difficulties. A central copy of the SEND register is kept with the SENCo and updated regularly.



Categories of Special Educational Need

The SEND Code of Practice (2015) recognises four broad areas of need:

- Communication
- Cognition and Learning
- Social, Mental and Mental Health Difficulties
- Sensory and/or physical

Levels of Provision

Provision made within the school

If a pupil requires additional and different support and meets the moderation criteria then support at SEN support is put in place. An individual Education Plan (IEP) is written by the class teacher with the support from the SENCo, and reviewed every term. Parents are invited to reviews and encouraged to play a full part in the process. The triggers or interventions through SEN support could be the teacher, parents or others concerns, underpinned by evidence, about a child, who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and /or interaction difficulties, and continued to make little or no progress despite the provision of a differentiated curriculum.

The SENCo and the class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning material or special equipment.
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.



- Access to LA support services for one off or occasional advice on strategies or equipment.

It is the aim of the school to provide all support in the most inclusive manner available. All children will participate in school productions and have access to the wider curriculum. Children with SEND should generally take part in lessons in their classroom with peers (with group or individual support where appropriate), but separate provision may be necessary for specific purposes and as a time-focused solution to enable the needs of all the children to be met and their entitlement to an appropriate curriculum secured. This may include small group withdrawal or using individual programmes to enable the acceleration of children's learning and to develop the skills to enable the children to fully participate in class activities.

Involvement of Outside Agencies

If a pupil has not made sufficient progress and meets the moderation criteria, the level of support may be increased to include outside provision. This is often the schools Educational Psychologist, but may be one of a range of other LA or Health Service professionals. They may undertake more specialised assessment and/or observe the pupil. Parental permission is always sought for a formal referral to any external service.

The SENCo takes lead responsibility for writing the IEP, together with the class teacher and any outside agencies involved. The IEP should reflect any advice given by outside agencies.

Parents are encouraged to attend reviews and to [play a full part throughout the process.

Educational Health Care Plan

Only a very small proportion of pupils require and EHCP. These pupils are likely to have severe or complex needs that require more specialist advice and support.

The school follows the LA guidelines for implementing the EHCP. These include holding a meeting to which parents, professionals and relevant school staff are invited.

1. Within the first two months after an EHCP is issued, to set targets and discuss strategies to be used.
2. After 6 months to review the EHCP where the child is under five years of ages.
3. To annually review the EHCP.



The feelings and opinions of the child will be sought before the meeting and the child invited to the meeting/part of the meeting. The review will focus on what the child has achieved as well as on any difficulties that need to be resolved, and any changes that need to be made to the wording of the EHCP,

Individual Education Plans

IEP's will be used for children with individual targets/needs.

The IEP will include information about:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed

The IEP will only record that which is additional to, or different from, the differentiated curriculum. It will focus upon (usually) two to three individual targets which match the pupil's needs and have been discussed with the parents and child. It will be reviewed three times yearly, and the pupil and parent will be involved on review and target setting processes.

GEP's for children in group up interventions. These will be reviewed every 8 weeks and will include:

- Short term targets
- Teaching strategies
- Provision (in the form of an IEP)

Annual Review

For pupils over the age of 5 with EHCP's, an annual review meeting has to be held in addition to the regular termly reviews (those under 5 will need to be reviewed every six months) at this meeting, consideration is given to whether the EHCP should continue, and whether provision/ strategies should be maintained or amended. It should set new long term objectives for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report.



Common Assessment Framework

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCO and subject co-ordinators.

Analysis of pupil tracking data and test results:

- For individual pupils
- For cohorts
- Termly monitoring of procedures and practice by the SEND governor
- School's self-evaluation
- The school's annual SEND review, which evaluates the success of our policy and sets new targets for development
- The school Development, which is used for monitoring provision in school
- External monitoring and inspection; this enables us to evaluate the success of our provision
- Frequent meetings of parents and staff both formal and informal, to plan IEP's and targets, revise provision and celebrate success
- Regular learning walks with specific SEND focus undertaken by the senior leadership team

B5 ARRANGMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussions early in the morning before school.

In the event of a formal complaint parents are asked to refer to the schools complaints policy.

C Partnership within and beyond the school

C1. PARTENRSHIP WITH PARENTS

The staff at Riverside Primary School will continue to forge home/ school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to take part in the process of reviewing and monitoring provision and progress.



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Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour in school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent's evenings are held twice a year in the Autumn and Spring terms, however parents are welcome to visit the school or arrange meetings at other times to discuss any aspects of their child's progress with the class teacher or SENCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. A guide to the SEND provision in Barking and Dagenham is available in school, plus the schools SEND policy, information about the Code of Practice, the SEND tribunal and how to contact the Local Education Authority. Parents are welcome to request any of these publications.

C2 THE VOICE OF THE CHILD

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupils evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during their school years.

At Riverside Primary School, we encourage pupils to participate in their learning by:

- Contributing to review and targets (formally or informally)
- Talking to LSAs and teachers about their learning.
- Class and individual reward system.
- School council which includes SEND representation.

C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school has access to a wide range of education, health and social services professionals available in Barking and Dagenham. This includes outreach teachers from the Language Resource Bases, the Service for Autism, Service for Pupils with Physical Disabilities, Sensory Support Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. It also includes the Educational Psychology Service and the Advisory Team for Inclusion (SEND). We are committed to using the expertise and advice provided by other professionals, including CAMHS. The school has access to advisory teams, resource centres and in-service training programme.



C4 LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGMENTS

Transfer and links to other schools

- Teachers visit SEND pupils at their nursery school and at home.
- SEND action records are transferred following borough/county procedures.
- There are opportunities for all pupils to visit their prospective new school.
- Pupils with SEND are given additional visits, if required, so they will become more confident in the new situation.

Transfer within the school

- Teachers liaise closely when pupils transfer to another class within the school.
- Meetings are arranged wherever possible between the staff involved in monitoring pupil's progress.
- There are close links between the Primary school and Secondary school; the Secondary school teacher meets the teaching staff to discuss pupils with SEND as part of the transition
- There are opportunities for all pupils to visit their prospective new year group with pupils with SEND being given additional visits, if required, so they will become more confident in the new situation.

C5 STAFF DEVELOPMENT AND APPRAISAL

- The school is committed to gain expertise in the area of SEND.
- There are regular training sessions for LSAs.
- The SENCo attends the Partnership SENCo support termly meeting
- Whole staff in – service training sessions are arranged as appropriate, in response to particular needs within the school.
- Reading and discussion of documentation, and SENCo/teacher meetings are considered to be part of staff development, as well as a time to share information.
- The SENCo and other staff attend borough/county meetings and INSET when relevant.
- Newly appointed teaching and support staff meet the SENCo to discuss SEND procedures in the school.



D ACCESSIBILITY PLAN

D1

Objective	Task/Action	Led By	Resources	Success Criteria
<p>Curriculum</p> <p>1) To extend the degree of inclusion for pupils in protected groups.</p>	<p>Ascertain the areas of the curriculum to which children in protected groups might not gain access.</p>	<p>SLT</p>	<p>Meeting time with teaching staff.</p>	<p>Children in protected groups are enabled to participate in all curriculum areas.</p>
<p>2) To improve learning opportunities for pupils in protected groups.</p>	<p>Ascertain the areas of the curriculum, teaching strategies classroom management techniques that might have a restricting influence upon the learning of children in protected groups.</p>	<p>SLT</p>	<p>Meeting time with teaching staff.</p>	<p>The learning opportunities for children in protected groups are enhanced.</p>
<p>3) To ensure that all homework assignments are accessible to pupils in protected groups. Attitudes and Participation</p>	<p>Monitor samples of homework to establish compatibility with the additional needs of pupils in protected groups.</p>	<p>SLT</p>	<p>Meeting time with teaching staff.</p>	<p>Children in protected groups are able to complete work all homework assignments.</p> <p>All staff develop their practices to increase opportunities for children in</p>



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<p>Attitudes and Participation 4) To make extracurricular clubs accessible to pupils in protected groups.</p>	<p>Educate providers of activities to improve accessibility for pupils in protected groups.</p>	<p>SLT</p>	<p>Meeting with Clubs lead.</p>	<p>protected groups to participate in extra-curricular activities.</p>
<p>Employment 5) To improve the accessibility of some inset courses for members of protected groups</p>	<p>Investigate types of courses that are problematic. Make reasonable adjustments to overcome problems.</p>	<p>SLT</p>	<p>Questionnaires to teacher and Support Staff</p>	<p>Staff in protected groups are able to attend and participate in all staff training and staff meetings.</p>
<p>Environment and other policies 6) To improve mobility in the classroom for pupils in protected groups. 7) To ensure accessibility for all pupils</p>	<p>Examine the school building to ensure considerations for pupils from protected groups, and especially disabled children, are current</p>	<p>SLT</p>	<p>Working party to tour the school.</p>	<p>The physical environment of classrooms and the rest of the school are more conducive to freedom of movement on the part of pupils from protected groups and specially disabled children.</p>