



## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

### STATEMENT OF INTENT

1.1 We value all children equally and we ensure that all pupils have an equal opportunity to take part in the whole broad and balanced curriculum of the school including the extra curricular aspects of school life. Alongside this principle of inclusion it is recognised that some pupils have special educational needs and/or disabilities (SEND) which call for special provision to be made for them that is “additional to and different from” that provided within the school’s differentiated curriculum.

1.2 Health care provision or social care provision which educates or trains a child will be treated as special educational provision.

1.3 At Riverside we aim to make this provision in the most appropriate ways, making efficient use of the resources available, to ensure all pupils’ needs are met with the minimum of disruption to a pupil’s participation in the whole curriculum.

1.4 The term SEND encompasses a wide range of types of need. The established categories of SEND are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

1.5 We recognise that the needs of high achieving pupils must be supported and provided for and may be seen as a “special educational need”.

### STATUTORY REQUIREMENTS

2.1 How schools make provision for pupils with SEND is currently governed by Part 3 of the ***Children and Families Act 2014*** and associated regulations.

2.2 The regulations associated with the ***Children and Families Act 2014*** are:

- The ***Special Educational Needs and Disability Regulations 2014***
- The ***Special Educational Needs (Personal Budgets) Regulations 2014***
- The Order setting out transitional arrangements

2.3 SEND provision at Riverside is made in accordance with these documents, copies of which is available on request from the school office

2.4 New legislation affecting school policy will be reviewed as and when the details are available. We recognise the consultation process regarding SEND and will review this policy in light of any changes made.

2.5 Children with special educational needs and/or disabilities are admitted to the school in line with the school and LA agreed admissions policy.

## AIMS AND OBJECTIVES FOR THE DEVELOPMENT OF SEND PRACTICE

3.1 At Riverside we aim to:

- through reasonable adjustments, enable all pupils to have full access to a broad and balanced education
- create an environment that meets the special needs of each pupil in order that they can achieve their learning potential and engage in learning alongside their peers
- to request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupils' needs through high quality CPD
- to ensure support for pupils with medical conditions with full inclusion in all school activities wherever possible in consultation with health and social care professionals
- identify roles and responsibilities in providing for pupils with special educational needs and/or disabilities
- ensure there is a multi-agency approach to meeting the needs of vulnerable learners
- promote effective partnerships and regular communication between class teachers, learning support, support staff and parents/carers
- actively involve the governor with responsibility for SEND in supporting and monitoring SEND provision in the school.

## SPECIAL FEATURES

### Management

4.1 All areas of the school's SEND provision and related policies and procedures are managed by the Learning Support Team, ***Eva Tang, Jill Lewis and Jose Lewis***.

4.2 Intervention Teachers, Teaching Assistants and specialists who work with pupils regularly are responsible for managing the day-to-day planning and assessments required to support the wide range of pupils' needs.

4.3 There is an identified governor with responsibility for Special Educational Needs and Disabilities.

### Continuous Professional Development

5.1 All staff regularly attend relevant SEND training and are kept up to date with SEND practice, usually through working with specialists regularly as well as attending specific training off site.

### Building Adaptation

6.1 The age and design of the building make access problematic for those with certain disabilities. The school acknowledges these difficulties and is always seeking ways to improve accessibility. The school has a number of areas/rooms, which allow one to one or group work to take place. We also recognise the need for rooms where confidential meetings can take place and this can be arranged. There is disabled access to a small number of rooms on the school site.

6.2 Consideration has been given to restructure the school site in part. The needs of pupils with SEND have been a key factor in planning and design.

### Links with specialists

7.1 Advice and guidance from specialist support is a crucial element of SEND provision at Riverside. There is a team of specialists at Riverside who provide in-school support and guidance. We also have a range of Local Authority specialists that are available through Southwark's Early Help Service.

### 7.2 Education Psychology Service

Our present Local Authority Educational Psychologist is ***to be arranged by Southwark LA***. Their main role is to advise and work with the Headteacher, Learning Support Team, Class Teachers

and TAs and Parents who are requesting a statutory assessment. This is part of Southwark's Early Help Service.

### 7.3 **Speech and Language Therapy**

Our present in-school Speech and Language Therapists are **Jasmine and Catherine**.

Pupils experiencing speech and language difficulties have access to this service. Advice from the speech and language therapist is used to help devise speech and language programmes. Assessments completed by the Speech and Language Therapist are used to monitor progress and set individual targets.

### 7.4 **School Nurse**

Our School Nurses are part of Southwark's Early Help Service.

The school refers pupils and families when it thinks the pupil and/or family

- a) require the specialist services that they provide
- b) these special services cannot be provided by the school itself or by the LA
- c) the pupil or family requires or requests support outside the school
- d) where the issues for the pupil concern the whole family

### 7.5 **Transfer to a new school**

Riverside School aims to ensure as smooth a transition to a new school as is possible. Staff are always available to support parents and SEND pupils on their visit when considering transfer to a new school. Additionally, contact is always made between the Headteacher and the appropriate teacher(s) of an SEND child at their new school.

## **PROCEDURE**

### **Identification, Assessment and Provision**

8.1 Provision for pupils with special educational needs and/or disabilities is the responsibility of the whole staff – all teachers are teachers of SEND pupils.

8.2 Levels of attainment are assessed and monitored for all pupils to build on previous learning and experiences and to provide an effective curriculum. This process of assessment gives clear indicators to any learning difficulties and ensures on-going observation and feedback to form the basis for planning the next steps of each pupils' learning.

8.3 Pupil progress meetings and reviews are held each term for all pupils. Pupils that are included in the SEND register are monitored by the Learning Support Team. All progress is monitored by the Intervention Manager who liaises with the Learning Support Team to identify any pupil not making expected progress. This review may lead to the conclusion that the pupil requires support over and above that which is normally available within class and will then, with parental consent, be included in the SEND register.

8.4 It may be considered appropriate for a pupil to be added to the SEND register if:

- little or no progress has been made towards personalised targets
- attainment in English or Mathematics is a cause for concern
- emotional or behavioural issues are cause for concern
- sensory or physical needs require specialist equipment and/or support
- communication and/or interaction is a barrier to learning.

8.5 Through appropriate curriculum provision we respect the fact that pupils:

- 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 teaching approaches and experiences.

8.6 Teachers at Riverside respond to pupils' needs by:

- providing communication, language and literacy support for pupils

- planning to develop pupils' understanding by means of personalised curriculums
- planning for pupils' full participation in learning, including physical and practical activities, using branch mapping
- supporting pupils to manage their own behaviour and take part in learning effectively and safely
- helping individuals manage their emotions, including trauma and stress
- agreeing personalised learning targets.

8.7 There is a three stage graduated approach to teaching pupils with SEND:

- Quality Teach First
- Intervention group/TA support alongside in-school and external specialist support
- A request to the LA for a Statutory Assessment.

8.8 At all these stages pupils will have a programme of support designed for them which is in addition to or different from the differentiated approaches and learning arrangements normally provided for all pupils that aims to:

- close the attainment gap between the pupil and his/her peers
- ensure access to a full curriculum
- provide specialist equipment where necessary
- improve the pupil's rate of progress
- improve the pupil's behaviour, self-help, social and/or personal skills.

8.9 The programme of support will be managed by the Learning Support Team and the Intervention Manager and co-ordinated/delivered by the class teacher on a daily basis. Parents, pupils, the class teacher and the Learning Support Team will provide vital information to ensure the programme can effectively support learning. The programme may include:

- differentiated learning materials or specialist equipment
- group and/or individual support by teachers and TAs
- working with a member of the Learning Support Team
- working with specialist in-school services, such as Speech and Language Therapy, Place2Be etc.
- access to external services, such as Visual Learning Team, Audiology Support Team etc.

8.10 The effectiveness of the programmes of support will be evaluated through observations, assessments and feedback. The Learning Support Team will oversee and administer further assessments where necessary and assist in the planning for future needs, including any interventions, in liaison with colleagues, specialists, pupils and parents.

8.11 A request for a statutory assessment can be made to the LA if the pupil has demonstrated significant cause for concern. The LA will then request information about progress over time, programmes of support in place and their effectiveness, health and social assessment documentation and any resources/equipment or special arrangements that are in place.

8.12 Progress of pupils with an EHCP - Education, Health and Care Plan will be monitored by the Learning Support Team, the Intervention Manager and class teachers. Assessments and feedback will inform future personal targets. Each year a formal Annual Review will take place.

8.13 Records will be kept by the Learning Support Team and class teachers for all pupils with an EHCP and will include:

- a copy of the EHCP
- short term targets for the pupil linked to the EHCP detail
- provision in place, including teaching and learning strategies used
- branch mapping data
- specialist equipment provided and reasonable adjustments made
- risk assessments
- who is responsible for providing each service
- specialist support in place

- success criteria
- review details
- the pupil's view
- the parents' view
- assessment data
- medical reports
- review dates

### **Inclusion Arrangements and Access to the Curriculum:**

9.1 In fulfilment of the 1996 Act, the school ensures that pupils with SEND join in school activities with pupils who do not have SEND in so far as it is reasonably practical and compatible with the efficient education of other pupils and with the efficient use of resources.

9.2 Pupils are only withdrawn from class for short periods as appropriate to work with learning support staff or other specialists in order to receive additional help. The aim of these withdrawals is to support a pupil's needs so that s/he will be more able to access the curriculum when with a large group or the whole class.

9.3 To enable pupils with SEND to cope in class, we aim to offer a curriculum that meets individual need by matching these needs with targets, resources, learning plans and support that will enable all pupils to achieve and make progress. This process is called differentiation and can be managed in various ways:

- by setting different tasks and activities
- by giving different levels of support
- by setting pupils different timescales for completing work
- by working alongside individual pupils to ascertain their needs
- by working in small groups
- by providing visual support

## **PARTNERSHIP WITH PARENTS**

10.1 Partnership plays a key role in enabling pupils with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to a shared view of a pupil's needs. All parents of SEND pupils will be treated as partners and given support to play an active and valued role in their child's education.

10.2 SEND pupils often have a unique knowledge of their own needs and their views about what type of support they would like. Pupils will be encouraged to contribute to the assessment of their needs and the review/transition process.

10.3 Riverside's website ([www.riverside.southwark.sch.uk](http://www.riverside.southwark.sch.uk)) contains details of policies, the SEND information report and links to the LA "offer".

10.4 At all stages of a pupil's time at Riverside, we will keep parents fully informed and encourage active involvement in their child's education. We have meetings to share the progress of SEND pupils with parents, we inform parents of any additional interventions above and beyond that of usual classroom practice and we share the process of decision-making by providing clear information relating to the education of their child.

10.5 Parents have access to the Headteacher's email ([jose@riverside.southwark.sch.uk](mailto:jose@riverside.southwark.sch.uk)).

## **ALLOCATION OF RESOURCES**

11.1 The amount of money available to be spent on SEND in each school year is included within the school budget and is identified as a sum to be spent on SEND specifically. The amount each year will vary.

11.2 The governing body take a strategic overview of how spending of the SEND budget is allocated.

11.3 Teachers, specialists and support staff provide the most valuable resource and plan and implement programmes and support throughout the year in the classroom setting.

11.4 The Learning Support Team is responsible for the operational management of the specified and agreed resourcing for SEND within the school, including the provision for pupils with an EHCP.

## **THE ROLE OF THE GOVERNING BODY**

12.1 The governing body challenges the school and its members to secure necessary provision for all pupils, including SEND pupils. They ask probing questions to ensure all teachers are aware of the importance of providing for SEND pupils and that funds and resources are used effectively.

12.2 The personnel sub-committee to the governors reviews this policy and considers any amendments in light of the review process. The Headteacher reports the outcome of the review to the full governing body.

12.3 The named governor for Special Educational Needs and Disabilities is ***Cllr Peter John***.