

# Ridgeway Primary School and Nursery

## Special Educational Needs and Disability (SEND) Policy

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This policy is written in conjunction with the following documents: Ridgeway SEND School Information Report; Croydon Local Offer; Teaching & Learning Policy; Accessibility Plan; Behaviour Policy; Complaints Policy; Persistent, Unreasonable, Habitual and/or Vexatious Complainants Policy; Managing Medicines and Dietary Requirements in School Policy; Data Protection Policy; Supporting Children with Medical Needs Policy; and the school's policy on Equality of Opportunity.

<b>Revision date</b>	<b>Page no</b>	<b>Significant changes made</b>
Nov 19	6-7	Additional information about ASPs
May 20	End of policy	Covid Annex added
Oct 20	End of policy	Covid Annex updated
	7	Updated information about ASP process
Jan 21	End of policy	Covid Annex updated
Sep 21	Throughout policy	Updated in line with the school SEND information report. Added Contents page
Oct 23	Throughout policy	Corrected spelling/grammar for consistency / accuracy
Apr 24	2	Name of SENCO updated
Sep 24	Throughout 11 12	"Parents/Carers" changed to "Families" Links to documents added Contact details updated

*This SEND policy is a key document to support the finest inclusive practice in our school.*

*It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their best possible learning outcomes and engage successfully in all aspects of the wider school community.*

*It complies with current statutory requirements and guidance set out in relevant legislation and documents.*

*The policy is available on our website or hard copies can be requested through the school office.*

Our Special Educational Needs Coordinator (SENCO) takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEND support. Our SENCO also contributes to the strategic development of SEND provision.

Our SENCO is Sarah Jackson and she can be contacted via Weduc message to Ridgeway office.

Our SENCO is a qualified teacher and has experience teaching children with SEND. She is currently undertaking the NPQSENCO. She is a Leading Practitioner and a member of the Senior Leadership Team.

**Ridgeway Primary School Ethos Statement for all:** "Nurturing every child for lifelong success."

### **Core Values**

At Ridgeway we are:

- Creative
- Collaborative
- Responsible
- Resilient
- Reflective

**Please note the term 'family' in this policy applies to the adult with parental responsibility and legal responsibility for the child.**

### **Aims of this policy:**

- To ensure that all pupils in the school have equal opportunity and access to a curriculum which meets their individual needs and is designed to further their knowledge, skills and understanding both within and beyond the requirements of the Foundation Stage and the National Curriculum.
- To actively seek to remove the barriers to learning and participation that can hinder or exclude pupils with special educational needs. Ridgeway is successful at including pupils with special educational needs and meets those needs in a positive and proactive way. We actively support inclusion, looking for the most appropriate use of provision when planning for children's needs.
- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision.
- To work in close partnership with families, Croydon Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and co-ordinated approach to planning and reviewing provision.
- To ensure a high level of staff expertise to meet pupils' need through universal and targeted training/continued professional development.

- To promote independence and resilience in pupils with SEND so that they are well prepared for transition to adulthood.
- To strive to do the best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them.
- To endeavour to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs. This is to allow those pupils to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.
- To recognise that the prime responsibility for meeting the child's needs will lie with the class teacher, but that the process of identification, assessment and provision will require a whole-school co-ordinated approach, working closely together in partnership with families, the child and in co-operation with outside agencies where appropriate.
- To work within a framework which is characterised by a gradual shifting of support from resources available within the classroom, to school-wide resources and then drawing on outside resources provided by external agencies.
- To contribute towards our school's commitment to the development of the 'whole child' which will be reflected in positive professional attitudes and a continuity of approach.
- To ensure that when supporting children with SEND, school works in partnership with families. This will be reflected in practice by their active involvement in the process of identification, assessment and provision – see section 3.
- To ensure that valuable human resources will be used imaginatively and flexibly to ensure the provision of the most effective learning support for all children with special educational needs.

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## **SECTION 1: ADMISSION ARRANGEMENTS FOR PUPILS WITH SEND.**

The school's admission arrangements are set out on the school website and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEND.

The Code of Practice requires a school to admit all pupils who have an Education Health and Care Plan (EHCP) where it has been requested by families as their school preference and named by the Local Authority (LA).

The LA SEND department must comply with this request and name the school in the EHC plan unless:

- the school is unsuitable to the child's age, ability and aptitude or their special educational needs, or;
- the attendance of the child at the school would be incompatible with the provision of efficient education for the children with whom they would be educated or the efficient use of resources.

The Croydon SEND department will work closely with the school so that any decisions on placement for a pupil with an Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from the Croydon Special schools.

The SENCO, in collaboration with families and other key agencies, will ensure appropriate provision is in place to support pupils with SEND entering the school (See SECTION 5: TRANSITION).

## **SECTION 2: IDENTIFICATION OF SEND**

The school uses the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2010 (Appendix 2).

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate;
- Ongoing assessment, including termly tracking of all pupils to monitor rates of progress and attainment;
- Concerns raised directly by families or other agencies.

As well as progress in core subject areas, progress in other areas will also be considered, such as social and emotional development and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including:

- Attendance;
- English as an additional language (EAL);

- Family circumstances;
- Economic disadvantage.

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional SEND support, the SENCO and class teacher will review current arrangements to meet the child's needs within the provision of quality first teaching and consider any further modifications and adaptations that should be put in place to support good progress.

### **SECTION 3: MEETING THE NEEDS OF CHILDREN WITH SEND**

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer additional **SEN Support**.

Families will be formally notified that their child will receive this additional support and placed on the **SEN Register** where their progress and provision can be monitored more closely.

**The SEN Register – this information will be kept in school and will only be available to staff supporting your child.**

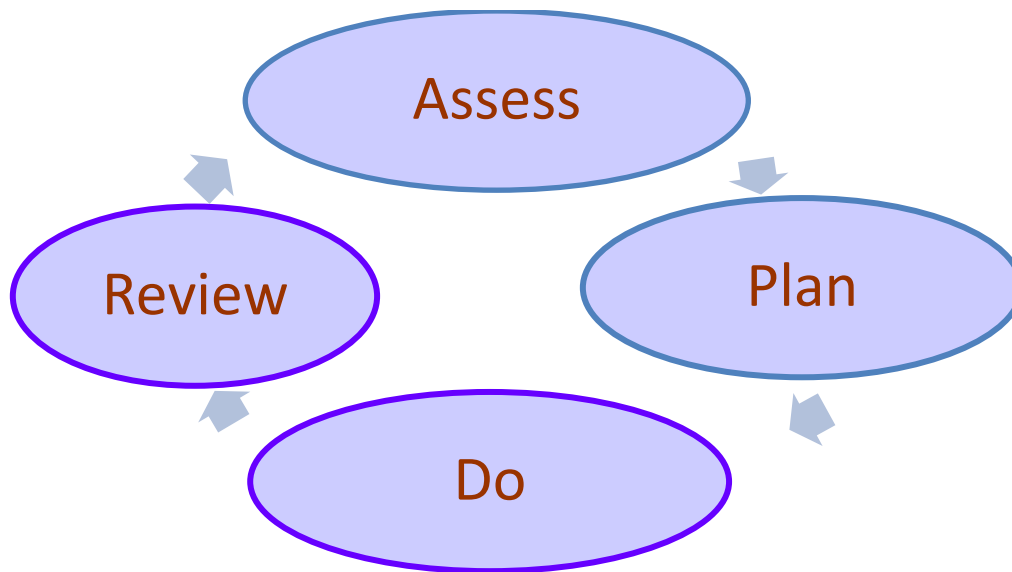
The register provides an updated record of all pupils receiving additional SEN support so that:

- progress and achievements of pupils with SEND can be more closely monitored;
- there is an overview of the range and level of need across the school;
- school provision reflects and is responsive to current profile of need.

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.

Once identified as requiring additional SEN support, pupils will receive an enhanced package of support to remove barriers to learning and put in effective provision. This will be managed through a four part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEN Code of Practice. It will enable a growing understanding of the pupil's needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

## The Graduated Response



### ASSESS:

Once identified as requiring additional SEN support, a more detailed assessment of the pupil's needs will be carried out. This will include discussions with families and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil, such as speech and language therapists. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime. This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

### PLAN:

The school may use the information from the assessment to draw up an Additional Support Plan (ASP), or in some cases a Behaviour Plan, to show the support that will be offered. The ASP will:

- Be outcome focused, where the desired benefit from any intervention is clearly identified and used to evaluate the impact of any intervention;
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes;
- Highlight the ways in which families can be involved, to reinforce and contribute to progress outside of school;
- Give details of the role and input of external agencies when they are involved with a pupil;
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

### DO:

Class teachers, with the support of the SENCO, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

### REVIEW:

The impact of any additional support offered will be reviewed at least termly. Families will be invited to attend a review meeting, along with pupils when this is appropriate. We aim to send a copy of the updated plan to families within two working weeks of the review meeting.

Where the pupil's needs are more complex and they receive support from a range of specialist agencies, a separate review meeting may be arranged so that all key parties can contribute.

At the review, the following will be considered:

- Impact of each element of the intervention towards the identified outcomes;
- Pupil's response to the support and view of their progress, where this is applicable;
- Views of families and specialist agencies;
- Next steps with refinement and adjustments to the support offered as required.

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of families, the SENCO may make a referral to a specialist agency.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEND is included in Appendix 3.

### **Additional Support Plans (ASPs)**

ASPs outline the plan in place to support children who have additional needs which are impacting on their ability to make expected or accelerated progress. Plans will be devised in consultation with families through discussions with the class teacher or SENCO.

ASPs will be reviewed three times annually. Families will be invited to a review meeting which will typically be 20 minutes in length, unless the school feel that a longer meeting is necessary. The class teacher and other members of staff (e.g. SENCO, TA, HST) may join the class teacher in these meetings; the members of staff attending will be at the discretion of the school.

### **Removal from the SEN Register**

If a pupil makes good progress and achieves the outcomes set then they will no longer require additional SEN support and their name will be removed from the register. Families will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

### **Education, Health and Care Plan (EHCP):**

The additional needs of most of the pupils with SEND at Ridgeway will be met by interventions and resources from the school. In a few cases, the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning.

Where this is the case, the SENCO, in consultation and agreement with staff, families and other specialist agencies, will make a request to the Local Authority for an Education, Health and Care needs assessment. Full details of the process for requesting an EHC assessment can be found on the Croydon SEND offer website (details in Appendix 1).

If a child has an EHCP in place, this will be reviewed annually, in line with Croydon processes. Any additional support offered will also continue to be reviewed and modified termly, taking into account the views and contributions of families, pupils and external agencies.

## **SECTION 4: MEETING THE NEEDS OF PUPILS WITH MEDICAL CONDITIONS**

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plan (IHCP).

The IHCP will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with families, the pupil as appropriate, and health professionals;
- Shared with all relevant staff;
- Reviewed at least annually or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has SEND, the IHCP will be closely linked to provision, to support accessibility and additional educational needs so that there is a coordinated approach. Some children may have an IHCP alongside an EHCP.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties. This will be on an individualised basis, depending on the need of the child, following the advice of the attached medical agencies.

Full details on the arrangements to meet the needs of pupils with medical conditions are set out in the Supporting Children with Medical Needs Policy.

DFE guidance and a template for an IHC plan can be found at the link below:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3>

## **SECTION 5: TRANSITION ARRANGEMENTS**

When a child with SEND joins Ridgeway or moves to another school (e.g. another mainstream primary, a specialist setting or secondary school), transition arrangements will be put in place. These will be developed by taking into account the most successful way to meet the child's needs upon transition. Staff may arrange a meeting involving families and staff from the new school. The child may also be involved in this meeting. A plan will be created and implemented, which may include extra visits to their new school, visual images of their new school before transferring, and staff from their new school visiting the child while they are still at Ridgeway. Staff at Ridgeway will discuss the needs of children with SEND with their named secondary school during the summer term.



When moving to another year group within Ridgeway, class teachers will have a transition meeting in the second half of the summer term to discuss each child's needs. All SEND paperwork will be passed on. A meeting involving the current teacher, families and next year's teacher may be arranged if appropriate. Some children may require more than one visit to their new classroom or to meet their new teacher, alongside other strategies such as those mentioned in the previous paragraph, in order to make the transition as successful as possible.

## **SECTION 6: FUNDING AND RESOURCES**

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEND support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The school leadership team, through consultation with the SENCO and Governing Body, decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole school. This is a finite sum and is not adjusted throughout the year to take into account any changes in the cohort of pupils with SEND.

## **SECTION 7: TRAINING**

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and plan learning for the pupils with a range of SEND within everyday teaching.

We also have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are in place for new staff so that they are familiar with the school's approach to supporting pupils with SEND.

The SENCO attends the termly Croydon briefing sessions to keep abreast of local and national policy and initiatives to enhance SEND provision. She is also an active member of the local cluster network.

## **SECTION 8: ROLES AND RESPONSIBILITIES**

### **The class teacher is responsible for:**

- Planning and delivering a challenging and differentiated curriculum to respond to the strengths and needs of all pupils;
- Monitoring the progress of each child, using Assessment for Learning (AfL);
- Identifying, planning and delivering any additional support required to aid progress;
- Devising and reviewing additional support plans (ASPs) which prioritise and focus on the next steps required for each child to improve in their learning and make progress;
- Ensuring that families are kept informed about their child's needs and progress, and advising them on how best to support their child at home;
- Communicating with the Inclusion Team (see details below) and other staff involved in supporting a child, to ensure that all relevant staff members are aware of the child's needs.

**The SENCO is responsible for:**

- The strategic development of SEND provision within the school, along with the Headship Team and Governing Body;
- The operation of the Special Educational Needs & Disability Policy and the co-ordination of specific provision to support individual children with SEND;
- Liaising with teaching staff to monitor pupil progress and to plan further interventions where progress is slower than expected;
- Making regular contact with a wide range of external agencies to seek more specialised advice, and ensuring the implementation of external care plans;
- Attending local SENCO briefings and cluster groups, to share good practice and keep up to date with current, local and national initiatives and policy.

**Our co-headteachers are Rebecca Shelley and Suzanne Kelly and they are responsible for:**

- The day-to-day management of all aspects of the school, including the provision made for pupils with SEND.

**Our SEND Governor is responsible for:**

- Supporting the SENCO to evaluate and develop quality and impact of provision for pupils with SEND across the school (meeting at least termly);
- Ensuring that updates on the quality and impact of SEND provision are regular items on the Governing Body's cycle of meetings.

**Inclusion Team:**

Other key members of staff who are actively involved in supporting and coordinating SEND provision and part of our wider inclusion team include:

- Ridgeway Nurture team leader: Chris Avery
- Designated teacher for Looked After Children: Kayley Dunn
- School Business Manager: Lynn Simmonds
- Speech and Language support: Halina Firman, Sharon Fennell
- Attendance and Welfare Officer: Jessica Lovatt

**SECTION 9: MONITORING AND EVALUATING SEND PROVISION**

The school undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision the school will take into account a range of evidence, including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of families and pupils. Pupil progress is shared with the Governing Body.

**SECTION 10: DEALING WITH COMPLAINTS**

Families are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance, families should speak to the class teacher, with further discussions with the SENCO as required.

Where these initial attempts to resolve the issue are unsuccessful, families will be encouraged to seek advice and support from the local parent SEND Information, Advice and Support service (SENDIAS). This is an independent and impartial service. Families will also be encouraged to discuss concerns with other key professionals supporting their child, such as the educational psychologist.

If issues remain unresolved, families can choose to seek the support of Croydon's mediation and dispute resolution services. This service is commissioned by Croydon LA but operates independently. They can provide a quick and non-adversarial way of resolving disagreements.

If concerns are still unresolved, families will be asked to make a formal complaint and directed to the school Complaints Policy which can be found on the school website.

Where the complaint is directly related to decisions around an EHC plan assessment of needs or provision, this will be managed directly by the Croydon SEND team. Families will be contacted directly to receive information about the mediation services available.

## **SECTION 11: ANTI-BULLYING**

We recognise that pupils with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils, including those with SEND, are encouraged to share any concerns with a trusted adult, including members of the Headship Team. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices within the school community, we ensure our effectiveness in reducing and responding to bullying.

## **SECTION 12: DISABILITY ACCESS ARRANGEMENTS**

In compliance with the duties set out in the Equalities Act 2010, the school has an Accessibility Plan which outlines the actions we will take over time to increase the accessibility for pupils with disabilities.

This includes action to:

- Increase participation in the curriculum;
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities;
- Improve access to a range of information.

Our Accessibility Plan can be found on the school website.

## Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in [Part 3 of the Children and Families Act 2014](#). It is written with reference to the following legislation and documents:

- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- [SEND Code of Practice: 0-25 years](#)
- [Supporting Pupils at School with Medical Conditions](#)
- [Best practice guidance for school complaints procedures 2020](#)
- [The National Curriculum](#)
- [Teachers Standards](#)
- [Working Together to Safeguard Children](#)
- [Keeping Children Safe in Education](#)
- [Croydon's Local Offer for SEND](#)

## **Appendix 2: Definition of Special Educational Needs**

### SEND Code of Practice 2014

A child or young person has SEN 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 or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of 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 mainstream post-16 institutions.

### Equality Act 2010

A disability 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:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer

### **Appendix 3: Links with Local and National services and organisations to support implementation of the SEND policy:**

Croydon Educational Psychology Service	020 8241 5468
Croydon CAMHS	020 3228 0000
Occupational Therapy	020 8274 6854/50
Children's Physiotherapy	020 8274 6853
Speech and Language Therapy Service	020 8714 2594
Community Paediatricians	020 8401 3982 option 1
Croydon Sensory Support Service	020 8726 6000 ext. 23951 or ext. 24638
Croydon Locality Early Help	020 8667 8485
Primary Fair Access Panel	020 8726 6162
SENDIAS (SEND support for families)	020 8152 4558