

# RIVERSDALE PRIMARY SCHOOL

## SEND Policy

Date:

Review Date:

Signed: \_\_\_\_\_ (Governor)

Signed: \_\_\_\_\_ (Headteacher)



## **PURPOSE**

The Special Educational Needs and Disability Policy is a key part of a successful, inclusive school. There is a shared expectation that all pupils regardless of their specific needs should be offered inclusive quality teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community.

The Special Educational Needs and Disability policy outlines how the Riversdale Primary School aims to meet the additional needs of all children.

Riversdale Primary offers a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory and physical needs. We aim to provide induction, training, coaching and support to help teachers achieve good practice in teaching all children. We will do this by working with parents, children and staff by monitoring plans, lessons and books, providing interventions, and seeking external advice to ensure that all children receive the provision they require. Our policy is designed to promote pupils working towards becoming independent and resilient learners that should not be seen in isolation.

### **Admission Arrangements.**

- There are not different admission arrangements for pupils with SEND who do not have statements/EHCP (see admissions policy). However please state on the form what special educational needs the child has so we can plan and accommodate for them.
- Children applying with statements/EHCPs will have their needs assessed and admission agreed in line with the admissions policy and SEND Code of Practice, gaining priority admission if the school is able to provide for their needs.
- The school will endeavour to meet the needs of SEND children.

### **Equality**

All pupils have an equal opportunity to engage in the curriculum.

All pupils follow the expected behaviour policy as appropriate for their specific needs (see Positive Behaviour Policy).

### **Accessibility**

- Best endeavours will be made to make sure that an accessible curriculum is provided for all individual pupil needs.
- Best endeavours will be made to make sure the physical environment is accessible and supports individual pupil's needs (e.g. Soundfield system, contrasting flooring and wall colours etc.)

### **Contact details for some support services for parents/carers of children and young people with SEND and information on where the Wandsworth Local Offer is published:**

- WIASS (Wandsworth Information, Advice and Support Service for parents/carers of children with SEN and Disabilities) provides an impartial and confidential service to all parents of children with SEND. Their website is at <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 8061
- The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If parents want to get involved in influencing services their website is at [www.positiveparentaction.org.uk](http://www.positiveparentaction.org.uk) or telephone 020 8947 5260
- More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the THRIVE website at: <https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/home.page>. Their helpline is open from 9am to 5pm, Monday to Friday 020 8871 7899.



The term 'teacher' refers to all adults in school from this point onward.

## **DEFINITION**

As defined by the Children's and Families bill 2013 and The Special Educational Needs and Disability (SEND) Code of Practice 2014 (COP.)

A child or young person has Special Educational Needs and Disability if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age, or a young person, has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

Special educational provision means:

Educational provision which is additional to, or otherwise different from the educational provision made generally for children of their age.

The four broad areas of need that is outlined in the Code of Practice, that need to be planned for are stated below. The Code of Practice explains that the purpose of identification is to work out what we as a school needs to implement not to categorise a student. Children with SEN have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEND, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. (COP, 2014:97)

### **Categories**

- Communication and Interaction Need (CIN)- prev. speech, language and communication Need (SLCN). Includes ASD.
- Cognition and Learning (C&L)(includes SLD, PMLD and SpLD e.g Dyslexia)
- Sensory and/or Physical Needs (SPN)(includes VI, HI, MSI, PD)
- Social Mental and Emotional Health (SMEH)- prev. Social Emotional Behavioural Difficulties (SEBD)-  
Note no longer 'behaviour' NB: 'Behavioural'-without SEN

## SECTIONS

1. Principles of SEND
2. Roles and Responsibilities
3. Riversdale ASD and Social Communication disorders Base
4. Appendices

### Section 1: Principles of SEND

The needs of SEND children may be met in Riversdale Primary School by:

#### a. Early Identification

- Children with SEND have identified difficulties in a number of categories, (communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory and physical needs.) that call for special provision to be made.
- Concerns are noted by the class teacher/Parents/carers or External Agencies,
- The class teacher, in consultation with parents/carers, SEND personnel and/or External Agencies agree strategies to support the child.
- Class teachers or the SENCO may seek advice from external agencies to aid implementation of school support. No names will be mentioned at this stage without parental consent. If any further specialist/external action is deemed suitable, parents will be contacted and parental permission will be sought.

#### b. Specialist Teaching

- Teachers adapt to the needs of the learners, in terms of learning styles & prompts.
- Teachers may provide interventions that are *additional to or different from* those provided as part of the schools usual differentiated curriculum.
- The work is well-matched to the full range of learners' needs demonstrating a range of strategies to support the children's learning.
- Advice from outside agencies is incorporated in the teaching.
- Triggers for interventions are underpinned by evidence about the child, regarding progress and specific difficulties as well as consultations with parents, appropriate SEND personnel or external agencies.
- For children accessing Education Health Care Plans individual needs will be met through collaboration between the parents, education, health and care professionals.
- Targets are established and reviewed termly on a provision maps. (see Appendix 2)
- Resources that may be available are stated in the 'Local offer' (Appendix 1)
- Supporting any other individual need where deemed appropriate.
- Support and advice from External Agencies is sought through the SENDCO where deemed appropriate.
- Parental consent will be gained at this stage for any referral to external agencies for a specific child.
- Parents, SENCO, Class teacher and outside agencies, work collaboratively to decide appropriate interventions.
- Targets, incorporating recommended advice, are established and reviewed termly on a provision map/IEPs.
- Strategies and advice are followed by teachers to ensure targets are met.
- Children with ASD: In line with all other mainstream Wandsworth schools, children with a diagnosis of ASD, who live in the Wandsworth area, will have access to Wandsworth's autism advisory service. Not all mainstream pupils with ASD will have access to specialist staff at Riversdale. However, any requests will be considered by the Senior Leadership Team if deemed appropriate.

Children with ASD who attend Riversdale Mainstream school will have access to a Garratt Park advisor, who are Wandsworth's autism advisory service. Children in the Early Years will have access to an Early Years Advisor. Children with ASD who attend the Riversdale ASD base will access to an ASD inclusion advisor. If required the children will also have the opportunity to be taught by Elklan (Speech and language) and OT trained staff. Depending on the needs of the child, they can access, a variety of resources, equipment, 'TEACH' strategies and specialist learning environments. Please see Section 3 of the SEN Policy for more information on the The Base.

- Children who are diagnosed with cognitive and learning difficulties will have access to the Wandsworth Literacy Support Service. All staff will be able to have the time with specialist teachers to discuss any concerns or further training requirements.

### **c. Behaviour expectations:**

Children with SEND are offered full access to a broad, balanced and relevant education.

A flexible curriculum is possible in order to meet their specific needs. This may include learning needs and social, emotional and communication needs. Pupils are able to access a wide range of interventions to support their development in all area. Interventions are accessed and monitored based on evidence of impact on pupil outcomes.

We have high expectations at Riversdale Primary School. All children are expected to follow the school behaviour policy which is committed to enabling all children to access education successfully. Children with SEN are rewarded for their successes which include maintaining school rules and positive behavior. There may be occasions when children require individual support and strategies, these may be shared with other staff and parents, for example the use of a working towards chart.

Behaviour management procedures for SEND children accord with the school behavior policy or follow guidance and support from outside agency where appropriate. Riversdale's behaviour policy displays clear expectations of children's behaviour and ensures that all children will be treated with respect. Every child at Riversdale is treated as an individual, their SEND is understood and as a result behaviour expectations are outlined to suit the needs of the child. All members of staff working with children with SEND are mindful of any adaptation or flexibility that are necessary. This may include: personalised behaviour targets, supporting children in developing understanding of school rules and appropriate consequences for behaviour choices.

### **d. Education Health Care Plans (EHCP)**

If a child continues to demonstrate significant cause for concern, a TAC meeting to discuss the potential need for an EHCP will be arranged between the parent, SENCO and all relevant agencies. From this meeting 'next steps' shall be agreed and managed by the appropriate agency.

A range of written evidence is collected and submitted from all parties involved with the child's education and health provision.

The EHCP is reviewed annually and targets are set termly in conjunction with teachers, SENCO and parents. Class teams and the SENCO meet each half term to look at the pupils targets, progress and to update support in place to achieve this. Pupil progress meets between teachers and SLT take place termly to look at pupil progress and attainment.

## **Details of Core Principles**

This section breaks down the principles above into details.

### The views of the child are sought and taken into account through:

Target setting

Assessing progress

Contributing to the annual review.

Contributing to school reports where appropriate.

In supporting provision, whenever deemed suitable.

### Parents will work in partnership with the school and other agencies through sharing:

Concerns

Information

Progress

Responsibility

### Parents/Carers contributions are sought through:

Parent meetings, Provision map /EHCP annual reviews, informal conversations, any written format or any other method deemed suitable by all parties. There will be recognition of the need for flexibility in the timing and structure of meetings.

### Keeping parents/carers fully involved:

The school will:

- Make parents aware of how to access support in preparing for their contributions (<http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page>)
- Make sure that parents/carers are given documents to discuss prior to meetings.
- Make information about procedures accessible to all
- Share information about pupil progress
- Inform parents of any changes
- Share provision map/IEPs with parents termly.

Parents may not be informed of initial anonymous advice sought from external agencies but where further action is required all referrals and named discussions will only take place with parental consent.

## Section 2: Roles and Responsibilities

Overseeing the provision of SEND within the school is the responsibility of the Governors and the Head teacher.

The Governors and Head teacher delegate responsibility to the Coordinator for Special Educational needs (SENCO). The named responsible person is Lucy Burls.

### ***The SENCO is responsible for:***

- The day-to-day running of the SEND policy.
- Monitoring
- Assessing
- Coordinating the provision for pupils
- Maintaining the school's SEND records for identified pupils
- Liaising with and advising teachers about SEND planning, provision, resources, approaches etc.
- Liaising with parents of children with special educational needs.
- Liaising with external agencies
- Contributing to the in-service training of staff.
- Reporting to the governing body on SEND policy.
- Managing the SEND budget set for purchasing specialist resources.

### ***Learning Support Assistants***

- *The Role of the Learning Support Assistants is to support all children in school but they may be asked to take on responsibility of a particular child or group of children with SEN. The Learning Support Assistants (LSAs) are managed by the Deputy Head Teacher, Carla Myrie, but may also be directed by class teachers. LSAs are responsible for encouraging and supporting children with work, play and social issues. They regularly liaise with the class teacher and have meetings with the SENCo. Teaching assistants keep a record file of relevant information, including Provision Maps and records of interventions. They are invited to all relevant review meetings and maintain the school code of confidentiality.*

## **Section 3:** The ASD and Social Communication disorders Base at Riversdale

### The base at Riversdale Primary School: Introductory inclusion statement

We believe that every child is unique and should be given the opportunity to make the best possible start in life. Children on the autistic spectrum are different from one another and require a learning environment that responds to their individual needs.

The base currently has places children with ASD (Autistic Spectrum Disorders) and/or SCD (Social Communication Disorder) please contact the SNAS – Special Needs Assistance Service for more information about places for the base on 020 8871 8061.

### **What provision does the Base make for children with Special Educational Needs?**

Currently the base has two classes, one for key stage one and the other for key stage two.

### **Curriculum:**

All pupils have the right to access a broad and balanced curriculum allowing each child the opportunity to succeed in an environment where they feel safe and valued. We recognise that children with ASD think and learn differently and therefore at the heart of our curriculum is creativity and the flexibility to target children's individual needs. We support children to integrate into the mainstream and all staff within mainstream classes have received training to support the needs of pupils with ASD.

The Primary curriculum and EYFS are adapted to take into account children's needs, so that each child is able to understand and progress at their own pace. The curriculum will be personalised in its approach to suit the learning style of each child as we recognise their individuality and how this can enable children to enjoy and benefit from their learning. We aim to make learning hands on which will be relevant and meaningful for all children, as well as having the opportunity to develop their language skills. Children have the opportunity to practice and consolidate learning that is completed within the mainstream and all staff take an active role in supporting individual children. Inclusion for ASD learners is evident within the school environment with all classes using visual timetables and other visual aids to support learning. In addition to these topics, the base will plan and deliver a social skills curriculum which will have a strong emphasis on PSHE provision. These sessions will focus on family life, their community, themselves, independence skills, friendships and safety. Trained staff will also deliver sessions following set therapy packages, such as speech and language work and occupational therapy.

#### Teaching:

Each class within the base will have a teacher who will plan and deliver high quality learning activities and experiences for each class. A number of different strategies will be used within the ASD provision to aid communication and independence skills. Teaching assistants will provide a consistent approach and support children with their individual needs. Individual targets, including those set by external agencies, will be incorporated throughout the school day in all curriculum areas. Personalised Learning Plans will focus on specific needs identified in a child's EHCP or statement and will focus on what is needed for individuals to achieve their outcomes. These will be updated termly and shared with families. The annual reviews will be held by the class teachers with the child's professional team.

#### Integration:

Our aim is for all children to integrate into the mainstream classes with an appropriate level of support. Support may be provided through additional resources, embedded strategies, or the support of a teaching assistant from either the mainstream class or the resource base. There will be times when children are able to integrate independently; this will be dependent on their individual needs. Children will also have the opportunity to complete planned activities within their ASD class. These opportunities will be carefully planned by the both the ASD and mainstream teacher.

All staff are committed to a positive attitude and are aware of their responsibility towards younger children in identifying barriers to learning and intervening at an early stage.

Speech and Language Therapy – support for speech, language and social communication skills The base has a speech and language therapist to support all children who access the base. There is an emphasis on collaborative working between therapy and teaching staff, who plan, set targets and work together to develop pupils :- Understanding of language e.g. words, concepts and instructions - Use of language e.g. vocabulary and sentence structures - Pragmatic language skills (using language for a range of functions) e.g. making requests, making comments, asking questions - Social skills e.g. taking turns, playing and interacting appropriately with peers, building friendships - Understanding of feelings, emotions and facial expressions Individualised therapy programmes will be set for children in the base following assessment and observation by the speech and language therapist and information gathered from parents/carers and teaching staff.

Our speech and language therapist is able to provide advice and assistance to mainstream and base teaching staff to support pupils to access the curriculum. In addition to in-class support, children from the base may receive speech and language therapy within small group, paired or individual work, depending on their needs. Therapy may be delivered alongside mainstream peers to support integration and generalisation of skills.

Occupational Therapy –The base has an allocated therapist who will work alongside children and staff at various times during the term. This is dependent on the package of care that is identified to individual children. There is an emphasis on collaborative working between therapy and teaching staff, who plan, set targets and work together to help pupils progress. The therapist will provide outcomes and programmes which will be embedded throughout the school day, led by staff within the resource base. Individualised therapy programmes will be set for children in the base following assessment and observation by the Occupational Therapist and information gathered from parents/carers and teaching staff. Our therapist is able to provide advice and assistance to mainstream and base teaching staff to support pupils to access the curriculum.

### Swimming

Currently, all children can access a weekly lesson delivered by qualified staff in the school swimming pool. Swimming lessons last for approximately half an hour and focus on developing water skills and confidence as well as learning all four strokes. Swimming is also beneficial to supporting the development of children's independence skills. Whilst being a valuable life skill swimming can be an excellent therapy to support the following: improved focus, safety skills, motor skills, confidence, behaviours and social skills.

### Behaviour

We have high expectations at Riversdale Primary School. We follow the school behaviour policy which is committed to enabling all children to access education successfully. The children within the base are rewarded for their successes which include maintain school rules and positive behavior. There may be occasions when children require individual support and strategies, these may be shared with you, for example the use of a working towards chart.

### Social and Emotional Development

The school has developed its own social curriculum, which is embedded into a number of lessons. Teachers work closely with the speech and language therapist to promote this area of development, running social skills groups as required.

### Outside Agencies

We are able to access agencies outside of the school to support children. These agencies include Educational Psychologist, Inclusion services, Early Years Centre, ASD Advisor. We also have information for parents who may wish to access support, such as Contact.

### Monitoring and assessments

Monitoring and assessments of children will be used to inform future teaching as well as support meeting children's individual learning targets. We aim to support each child in achieving their potential building upon their strengths scaffolding their learning and enabling them to develop in all areas of need.

### Specialist Equipment

Our Sensory room and soft play areas will have a range of equipment and resources for all children to access, providing a multisensory experience. The sensory zone will provide a calming space for children to relax, which is good for their emotional health as well as giving them a chance to explore their feelings, improve hand and eye co-ordination and develop language skills. Sensory equipment and resources have been proven to be extremely useful for children with ASD, as well as benefitting all children.

What arrangements are in place for parents who wish to give feedback or make a complaint?

The website include information on how you can raise a concern or make a complaint or give positive feedback and influence service development.

***The role of the teacher who is in charge of the ASD Base is Rachel Dallimore.***

- *Rachel is responsible for the operational management of provision of education for students educated with the Resource Base;*
- *Meets with the Head and Senior Leadership Team on a regular basis to discuss current issues and delivers staff meetings and training to keep all staff up to date in their knowledge;*
- *Supports and advises teachers in the provision for children with SEN;*
- *Oversees the work and training of staff within the Resource Base;*
- *Liaises with outside agencies such as the Educational Psychologist, Child & Adolescent Mental Health Service (CAMHS), Social Services, Speech & Language therapists (SALT), Occupational Therapists (OT) and Healthcare professionals;*
- *Works closely with the Learning Mentor and Home School Link Worker to support our most vulnerable children and families;*
- *Manages the Resource Base budget;*
- *Liaises with parents/carers of students educated within the Resource Base in conjunction with the class teacher;*
- *Contributes to the continuing professional development of all staff in the school with regards to SEN;*
- *Coordinates and costs the provision of resources for the Resource Base.*

***The staff at the Riversdale ASD Base can be contacted via the School Office on 0208 874 6904***

## APPENDICES

### Appendix 1 – Riversdale’s Local offer

The School may offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory and physical needs. Below is a list of interventions and support that may be on offer to children requiring support. This list is subject to change and shall be adapted termly or when deemed appropriate.

Provision /Resources	Staff/Pupil Ratio	Staff involved
<b>Literacy Provisions</b>		
Focused literacy support (in class)	1:6	TA/teacher
SEND Literacy support group (Years 1-5)	1:6	SEN Teacher
Phonics	1:8	TA/ teacher
Rapid Read	1:3	TA
Nessy literacy support	1:7	SEN Teacher
Spelling Snake group	1:6	TA
Wandsworth Literacy support team Lit Support	1:1	Literacy Support Teacher
Handwriting group	1:5 (max)	TA/Class teacher
Breakfast club reading	1:1	Learning mentor/ TA
Reading support	1:1	Volunteer
<b>Numeracy Provisions</b>		
Singapore Maths intervention -pre teach/development of foundation skills (Years 1-5)	1:6 (max)	SEN Teacher
Focused numeracy support (in class)	1:5	TA/teacher
Mathletics club	1:1	TA/ learning mentor
24 Club	1:8	Teacher
<b>Speech and Language</b>		
Individual Speech and Language support	1:1	S&L therapist
Comprehension group	1:3	LSA
S&L group work	1:3 (max)	S&L therapist/Learning mentor
Thoughts and feelings group	1:2	Learning mentor
Individual S&L target work	1:1	Elkan trained TA + S&L therapist.
Narrative Group	1:3	LSA
S&L group work Teach Talk	1:3 (max)	Elkan trained TA /Learning mentor
S&L group work Magic Kids	1:3 (max)	Elkan trained TA /Learning mentor
S&L group work Word Aware	1:3 (max)	Elkan trained TA /Learning mentor
Colourful Semantics	1:1	Inclusion team
Black sheep press Story Telling	1:2	Inclusion team
<b>Other</b>		
ASD Lego group	1:3	Learning mentor/LSA/Garratt Park
OT group	1:4 (max)	LSA / TA
Gymtastic Dance	1:8	SEN Teacher
ASD learning/ behaviour support	1:1	Garratt Park advisor
BLSS support	1:1	Victoria Drive PRU
Movement/ sensory breaks	1:1/ 1:2	SENCO/ TA/ Teacher

<b>Social support</b>		
Making friends & taking turns group	1:4 (max)	Learning mentor
Anger Management Group	1:4 (max)	Learning mentor
Mentoring/ Counselling	1:1/1:4 (max)	Learning mentor
Social Skills	1:4 (max)	Learning mentor
Playground Support	1:1(max)	Learning mentor
Social skills Lego group	1:3	Learning mentor
Self-esteem group	1:3	Learning mentor
Integrated Play Group	1:3	Inclusion team
Art/ Play therapy	1:1	Well-being practitioner / school play therapist

