Ribby With Wrea Endowed C.E.
Primary School

Special Educational Needs and Disability Policy

Reviewed September 2014
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July 2023
July 2024
July 2025
July 2026

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Mission Statement:-

To encourage all children to develop as confident lifelong learners, to be curious about the world around them and to achieve their full potential within our safe and caring Christian school family.

Aims:-

We at Ribby with Wrea Endowed Church of England Primary School value all children equally.
We are committed to meeting the special educational needs of pupils and ensuring they make progress. In line with our mission statement we aim to educate all children to their full potential within our Christian family.
Our children will have access to a broad, balanced relevant curriculum which includes the Foundation Stage, National Curriculum and RE and will participate in the full life of school. We promote hard work and a feeling of self-worth with all our pupils.

Objectives:-

In order to achieve our aims and to ensure that children with SEND achieve their full potential and make progress we will:

- Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school and prepare for adulthood.

- Ensure good working relationships with parents, carers, health and social care services and the community.

- Ensure that the school offers a broad, balanced and differentiated curriculum which is accessible to pupils with SEND and promotes high standards of attainment and achievement.

- Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible, and their progress is closely monitored.

- Ensure all teaching and non-teaching staff are involved in planning and meeting the needs of SEND pupils.

- Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.

We accept the definition of SEND as outlined in the Education Act 1996 where the term SEND refers to those children who experience difficulty in learning in comparison with their peers. At Ribby with Wrea we are also concerned with the emotional, behavioural and physical aspects of our children's education. The primary responsibility for the education of the SEND children rests with all staff but will be co-ordinated by the SENDCo.

Roles and Responsibilities

The Governing Board has identified a governor to have oversight of SEND provision in the school and to ensure that the full Governing Board is kept informed of how the school is meeting statutory requirements. This Governor meets regularly with the SENDCo. The roles of the Governing Board are set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years, Statutory guidance for organisations, 2014.

The SENDCo (Miss Sarah Hargreaves) is responsible for managing the school's SEND work and will keep the Governing body informed about the SEND provision made by the school. The SENDCo will identify areas for development in SEND and contribute to the school's development plan. She will co-ordinate provision at school action, SEN Support and pupils with Education, Health and Care (EHC) plans.

The key responsibilities of the SENDCO include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

All teaching and non teaching staff will be involved in the formulation of the SEND policy. They are responsible for differentiating the curriculum for pupils with SEND and will monitor their progress. They will assist in the writing of IEP's, EHC's, annual review meetings, individual specialised programmes and also with the liaison with parents. Most importantly, the views of the child will inform the planning and structure of the EHC Plan. Teaching, non-teaching and welfare staff are actively encouraged to add to the pastoral care, enrichment and enjoyment of the pupil's time at Ribby with Wrea. All staff will work closely with the SENDCo.

Admissions

Pupils with SEND will be admitted to Ribby with Wrea Endowed CE Primary School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEND Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having SEND.

If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

The school website displays the Local Offer, in line with SEND Code of Practice 2014 Requirements. The Local Offer has two key purposes:
• To provide clear, comprehensive, accessible and up-to-date information about the available provision at Ribby-with-Wrea and how to access it, and
• To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review.

Access for Disabled / Facilities

The school has provided some access for disabled pupils and parents through the main entrance and to parts of the school. Toilet and shower facilities are also available. A changing table is provided in the disabled toilet. The needs of the pupil will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available. Future improvements to the school buildings and facilities are detailed in the School Development Plan.

Resource Allocation

The Governors will ensure that the needs of the pupils are met by employing a SENDCo and ensuring that they have appropriate time, training and resources to fulfil their role. The Head/SENDCo will use the child's EHC and LEA banding document to identify the areas of pupil need and make appropriate provision. The Governors will ensure that support staff are employed to support staff and pupils. They oversee expenditure on outside agencies and actively encourage the use of specialist teachers from appropriate providers.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

The Governors will ensure that monies are set aside to develop resources in curriculum areas. In addition, the Governors will ensure that staff are kept fully up to date about SEND issues and undertake training.

Identification, Assessment, Record-Keeping and Reviews

Where a pupil is identified as having SEND, support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **The Graduated Approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess

In identifying a child as needing SEND support, the class teacher, working with the SENDCO, carries out a clear analysis of the pupil's needs. This is based on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It is also based on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. School takes seriously any concerns raised by a parent. These are recorded and compared to the school's own assessment and information on how the pupil is developing. This assessment is reviewed regularly to help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. In some cases, outside professionals from health or social services may already be involved with the child and should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCo should contact them if the parents agree.

Plan

Where it is decided to provide a pupil with SEND support, the parents are formally notified. The teacher and the SENDCO agree, in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the school's information system.
The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge.

Parents are made aware of the planned support and interventions and regularly discussed with the class teacher or SENDCo, as appropriate.

Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date.

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.
Parents are given information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. School must co-operate with the local authority in the review process and, as part of the review, the local authority can request school to convene and hold annual review meetings on its behalf.

Requesting an Education, Health and Care needs assessment

SEND support can be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, school or parents can consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will want to see evidence of the action taken by school as part of SEND support.

An EHC needs assessment does not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child or young person's needs without an EHC plan.

Requesting an EHC needs assessment can be undertaken by the SENDCo, the child's parent, foster parents or health and social care professionals. (Relevant legislation: Section 36 of the Children and Families Act 2014)
The school will provide evidence from:

- The school's action through intervention programmes.
- Individual Education Plans for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- National curriculum levels.
- Attainment in literacy and numeracy.
- Educational and other assessments, e.g. from an advisory specialist support teacher or an educational psychologist.
- Views of the parents and of the child.

- Involvement of other professionals.

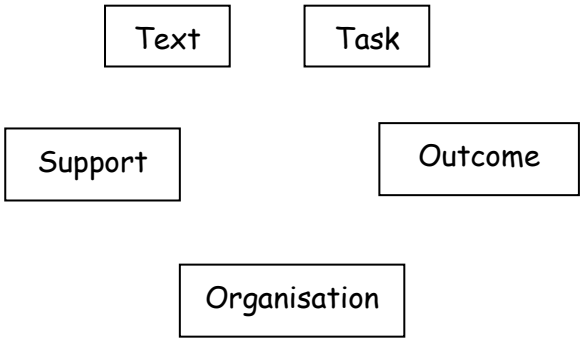
- Any involvement by social services or education welfare service.

On receipt of an EHC the SENDCo will formulate an action plan of support/ provision, ensure the intervention/support process is maintained, organise annual review meetings for all parties concerned with that particular child, and keep parents and governors regularly informed of progress made.

Access to the Curriculum
The class teacher ensures the children have access to a broad, balanced and relevant curriculum. They do this through careful curriculum planning and differentiation.

Forms of differentiation may be through:

- Content
- Interests
- Pace
- Sequence
- Structure
- Teacher Time
- Teaching Style
- Grouping
- Learning Style



At Ribby with Wrea we aim to ensure that children with SEND play a full role in all school activities as far as is appropriate e.g. music, homework, clubs, teams, swimming, school assemblies, concerts, visits, extra-curricular activities etc.

The school encourages pupils to support each other in work and play, to build on different strengths and talents and to encourage all children to reach their educational potential.

Success Criteria
We at Ribby with Wrea monitor our SEND provision so that we can ensure that we are meeting the needs of our SEND pupils in the most effective way possible using the resources available. When considering how successful our policy is, we will consider:

- Movement of pupils through the Code of Practice Stages and off the register.

- The identification and assessment of SEND i.e. early identification – PIVATS/ Baseline results.
- Pupil success in the National Curriculum, SATs and achieving targets or IEP's. Comparative data from annual standardised tests in reading and spelling in the Juniors.
- Resource allocation.
- Parental views and opinions expressed at Parents Evenings, reviews and informal discussions.
- Effectiveness of documentation.
- Complaints.
- Assessment co-ordinator monitoring of progress.
- SENDCo observations of whole class/ group/ individual teaching.
- The school's self-evaluation policy.
- Pupil and Parental views.
- Adviser views – monitoring visits.
- Area officer / EPS service.

Complaints
The complaints procedure for SEND mirrors the school's other complaints procedures, which can be found in the prospectus.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCo and Headteacher should be brought into the discussion process. If concerns cannot be resolved at this level they should be put in writing to the Chair of Governors, who will liaise with the SEND Governor. Parents will be made aware of the parent partnership service run by Lancashire.

SEND Training
The Governors will ensure they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SENDCo.

The SENDCo and Headteacher will keep fully up to date about SEND issues through attendance at training and cluster meetings. In addition, the SENDCo will develop skills through attendance at specialist training meetings, discussions with outside specialists, reading, the Internet and subscription to professional bodies.

Teaching and non-teaching staff will be kept up to date informally by the Headteacher or SENDCo as necessary. If a member of staff particularly wishes to pursue an area of SEND they will approach the SENDCo. The SENDCo and Headteacher will keep a record of all SEND training delivered and subsequent evaluations.

External Agencies

Ribby with Wrea Endowed CE works closely with other agencies to focus on the identification and provision for those children who have a special educational need. Liaison takes place with the following agencies:

- School's Psychological Service
- Educational Welfare Officers
- Speech Therapists
- Lancashire SEND Specialist Teaching Service
- Lancashire Information, Advice and Support (IAS) Team
- Local police officers
- School nurse
- School Doctor
- Mrs Paula Lyon - School's Learning Mentor
- Specialist Teachers
- Occupational Therapists
- Physiotherapists

Parent Partnership

Parents are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within the school. The school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at any time of their asking. They have the right to access the records relating to their own child and any school documentation they may feel appropriate.

The school will seek to engage the services of a translator if necessary or where requested by parents, to ensure partnership in developing strategies to help an individual student.

We hold two formal Parents Evenings and a post report drop in per year and send out Mid-Year reports in February and End of Year Reports in July. The parents of children with EHC Plans are invited to the Annual Review meeting, along with their child. Copies of all new IEP's are sent home for parental input.

Links

We have close links to Wrea Green Pre-School. An induction programme for the new Reception children coming to Ribby with Wrea operates in order to establish a welcoming environment. All the secondary schools in the area have close links with us. Carr Hill and St Bede's High Schools hold annual meetings for our Year 6 parents to attend, and SEND children may have additional, escorted visits to High School during their transition programme.

Our school also has links with Pear Tree Special School and Red Marsh Special School.

Ribby with Wrea Endowed CE School works closely, when necessary with other agencies, such as Child Health Services, Social Services, Educational Welfare Services and voluntary organisations who work on behalf of children with special educational needs.

Related legislation and guidance

- Special Educational Needs and Disability Code of Practice: 0 to 25 years
  (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities) July 2014
- Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers): Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
- Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission
- Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)