



RIDDINGS JUNIOR SCHOOL

Special Educational Needs and Disability Policy

Church Street, Riddings, Alfreton, Derbyshire, DE55 4BW
Tel: 01773 528492

Date Reviewed / Adopted	Minute No.	Amendments Made	Next Review Date
September 2021	N/A	Reviewed by Head and SENCo	September 2022
September 2022		None	September 2023
September 2023	2023/19	Reviewed by SENCo - Changes made in line with school practices	September 2024

To be read in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Policy

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Disability and Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

INTRODUCTION – KEY ROLES AND RESPONSIBILITIES

At Riddings Junior School, the role of the Special Educational Needs Coordinator (**SENCO**) is part of the role of the **Inclusion Lead**.

Responsibilities include day-to-day and strategic responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND; including those who have EHC Plans.

The Inclusion Lead is a qualified teacher and a member of the leadership team. The Inclusion Lead is Mrs Nicky Godfrey who can be contacted through the school office on 01773 528492 or via email at nicky.godfrey@riddings-jun.derbyshire.sch.uk.

The named advocate on the SLT is the Headteacher Mr D Cates.

The named governor for SEN is Mr Sam Henstock, who can be contacted through school on the above number.

Our SEN policy reflects the SEND Code of Practice 2014, 0-25 guidance. It has been shared with the school's governing body and will be reviewed regularly.

DEFINITION OF SEN

At our school we use the definition for SEND from the SEND Code of Practice (January 2015) which states:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that 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.’

We acknowledge that a proportion of children will have special educational needs at some time in their school career. Many of these pupils may require support throughout their time in school, whilst others may need a little extra provision for a short period to help overcome more temporary obstacles to learning. Riddings Junior School are committed to working together to provide a carefully planned, broad and balanced curriculum in order to improve outcomes for all children.

INCLUSION

We pride ourselves on being an inclusive school. We are committed to enabling access to all learning opportunities giving children, who are at risk of being unable to participate and contribute purposefully to making progress, every chance to achieve their best. The achievement, attitude and emotional well-being of every child matters and we take **pride** that inclusion is the shared responsibility of everyone within our school. **Every teacher is a teacher of every pupil, including those with special educational needs and disabilities.** We respect the unique contribution which every individual can make to our school community.

AIMS

At Riddings Junior School, we are dedicated to ensuring all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We ensure that access to learning opportunities for **all** children, is enabled through high quality adaptive teaching and we work together to ensure that all children can be successful both academically and as members of society. We strive to improve standards and maintain high expectations for all children, helping them to aspire to the best they can be. We work together as a community every day; to make sure our children are fully equipped for their future, through our ethos of PRIDE. We will use our best endeavours to give children with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

OBJECTIVES

- We will ensure the special educational needs of children are identified, assessed and reviewed using the graduated response as outlined in the SEND Code of Practice; following a cycle of Assess, Plan, Do, Review.

- We will work within the guidance provided in the SEND Code of Practice 2015.
- We will establish effective systems of early identification through internal and external assessment and regular liaison between class teachers and the Inclusion team.
- We aim to secure good learning outcomes for all by meeting individual needs through a wide range of provision adapted according to need.
- We will carefully map provision for all vulnerable learners to ensure that staff deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- We will ensure that all members of staff have appropriate training, support and clear guidelines for their duties and responsibilities regarding children with SEND.
- We will work in cooperative and productive partnership with Embark Federation, the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- We will “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).
- We will publish a SEN information report; this information is published on our website.
- We will ensure that parents and carers are involved in the process of identification and assessment of their child’s additional needs and in the process of supporting them and monitoring their progress.
- We will create a child centred approach where the child’s voice is heard and equally considered during the process of identification of their special educational needs and during the process of support and monitoring.

A GRADUATED RESPONSE TO SEND SUPPORT

Identifying Special Educational Needs

According to the SEN Code of Practice 2014 there are four broad areas of need:

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

At Riddings Junior School, we monitor all children termly to review their learning and progress. Where expected progress is not being made academically or emotionally, the school’s system for observing, assessing and tracking the progress of individual children may highlight concerns.

Concerns regarding possible Special Educational Needs may arise when a child who despite receiving differentiated learning opportunities makes:

- little or no progress;
- shows signs of difficulty in developing English or mathematics skills;
- presents persistent social, emotional, mental health or behavioural difficulties
- has communication and / or interaction difficulties and makes little or no progress
- has physical, sensory or medical needs and makes little or no progress or which require special equipment and intervention from a specialist service.

Provision for children with Special Educational Needs

High quality teaching adapted for individual learners, is the first step in responding to children who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving,

teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEN most frequently encountered. SEND Code of Practice (2014, 6.37)

Some children may continue to make inadequate progress, despite enabling access to high-quality teaching. For these children we may use a range of further assessments to determine their difficulty in learning. The purpose of this more detailed assessment is to understand what additional resources or different approaches are required to enable the child to make better progress.

The aim of formally identifying a child with SEN and placing them on the SEN register is to help school ensure that effective provision is put in place and reviewed regularly through a team approach. We will have regard for the SEN Code of Practice and use the Assess - Plan - Do - Review model for tracking the effectiveness of provision.

SEN Support

If a child has been identified as having a special educational need and requires additional and different support then the class teacher and/or the Inclusion Team will meet the Parents / Carers for consultation about the child's needs and next steps.

Following identification of gaps in learning or other need, children will have their provision outlined on the termly year group Provision Map which will be reviewed in consultation with all staff six times each year and with children and parents three times a year - either during parents consultations or at an alternative time.

Additional or different provision may take many forms such as additional support or focus within class; small group booster sessions; small group withdrawal for a specific intervention; 1:1 evidenced based interventions. Provision may be put in place to improve learning outcomes, to develop social, emotional and mental health, communication and interaction or to develop sensory or physical needs.

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with our Inclusion Lead, Lead Intervention Teaching Assistants (LITAs), Special Educational Needs Teaching Assistants (SENTAs) or Wellbeing Mentors (WBM) to plan and assess the impact of support and interventions and ensure transfer of taught skills to the classroom.

If the child is able to make good progress using this additional and different provision (but would not be able to maintain this good progress without it), we will continue to identify the child as having a special educational need.

If the child is able to maintain good progress without the additional and different provision, he or she will not be identified with special educational needs and be removed from the SEN register for monitoring.

Monitoring and assessment of children with Special Educational Needs

Riddings Junior School evaluates the effectiveness of its provision for all children with SEND through the Graduated Response using a continuous cycle of Assess–Plan–Do–Review through whole school Provision Mapping.

Termly assessment information will show whether adequate learning progress is being made. In addition to this, children with Special Educational Needs may have more frequent assessments of

reading age, spelling age etc. Using these, it will be possible to see if children are increasing their level of skills in key areas. This is recorded centrally and is reviewed during Provision Mapping.

If assessments do not show adequate progress is being made, provision will be adjusted and recorded on the schools Provision Map. The SEND Code of Practice (2014, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

A child's progress will be regularly reviewed and the impact of support will be monitored. The review process will take place during the whole school SEN Staff Meeting each short term and will evaluate the impact and quality of the support and interventions.

During review meetings, the class teacher, in conjunction with the Inclusion Team (and where appropriate SSEN), will evaluate the support and outcomes based on children's progress and development making any necessary amendments, in consultation with parents and the child.

If a child continues to make little progress, despite appropriate targeted support over time, the Inclusion Lead may liaise with outside agencies such as Educational Psychology, Health and Social Care agencies.

If, after following recommendations from outside agencies, significant concerns remain, the school may take the decision to make a referral for additional support or top up funding through the Local Authority's Inclusion Panel Funding or a referral for an Education, Health and Care Needs Assessment (EHCNA). Parents and children will be fully involved in this process. Further information about top up funding can be found via the Derbyshire SEND Local Offer <http://www.derbyshiresendlocaloffer.org>.

Education, Health and Care Plan

Only a very small proportion of children require an Education Health and Care Plan. These children are likely to have lifelong or severe and complex needs that require more specialist advice and support.

Annual Reviews

For children with EHC plans, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the EHCP should continue, and whether provision/strategies should be maintained or amended. Annual Reviews are normally held during the school day and we follow a *Child Centred Approach where the child is fully involved in their successes and review process*. All relevant professionals, including those who contributed to the original EHCP, are invited to attend or submit a written report.

Further information about EHC Plans can be found via the Derbyshire SEND Local Offer:

MONITORING AND EVALUATION OF SEND

Riddings Junior School regularly monitors and evaluates the quality of SEND provision by:

- Implementing the Graduated Response
- Monitoring high quality adaptive teaching for all
- Implementing and evaluating the Assess, Plan, Do, Review model
- Ensuring half-termly SEND whole school child progress/provision meetings (SEN Staff Meetings) attended by the Inclusion Team
- Monitoring of intervention by the Inclusion Lead, Senior Leaders, the Inclusion team
- Termly analysis of child tracking data by class teachers and the Inclusion team
- Regular Lead Intervention Teaching Assistant meetings (LITA)
- Termly Phase meetings
- Teaching Assistant Role Reviews
- Termly Riddings Rambles (Learning Walks)
- The Inclusion Lead ensures that the following information is easily accessible to staff:
 - the school's SEN policy
 - the SEN register
 - the schools Graduated Response - Assess, Plan, Do, Review cycle
 - an overview of SEND provision – Inclusion on a Page
 - Provision Map folders with current Provision Mapping
 - Priority Pupil folders - individual child SEN file with all relevant information.

SUPPORTING CHILDREN AND FAMILIES

Riddings Junior School staff endeavour to guide and support children and their parents by:

- Being available at the beginning and end of the school day and visible on the playground
- Reviewing their child's progress via Parent Consultations or SEND meetings three times a year.
- Parents are always welcome to arrange to meet their child's teacher and/or the SENCo at other mutually convenient times to discuss their child's progress and provision.
- Strategically planned parents Inclusion Coffee Mornings x 6 per year
- Staffing structures that support a proactive Inclusion Team including:
 - two Lead Intervention Teaching Assistants
 - two Wellbeing Mentors
 - one Wellbeing Mentor shared between Riddings Infant School and Riddings Junior School
 - SENTAs (Special Educational Teaching Assistants)
- Establishing links with agencies to support the family and child such as the SSEN (Support Service for SEN), EPS (Educational Psychology Service), Compass Changing Lives Mental Health Support Service
- Signposting to the Local Authority Local Offer via the school website
- Providing a link to the SEN Information Report on the school website
- Providing additional support during times of transition
- Managing the medical condition of children in line with the Managing Medical Conditions requirement placed on schools Sept 2014.
- Signposting to Derbyshire Information, Advice and Support Service for SEND (formerly Parent Partnership Service). Tel: 01629 533668 email: ias.service@derbyshire.gov.uk
www.derbyshireiass.co.uk
- Signposting to the Derby and Derbyshire Emotional Health and Wellbeing website
<https://derbyandderbyshireemotionalhealthandwellbeing.uk/>

TRAINING (CPD) AND RESOURCES

Funds are delegated to Riddings Junior School through the normal school budget. Top up funding is provided by the Local Authority for students with an Education, Health and Care Plan or Inclusion Panel Funding.

We aim to keep all school staff up to date with appropriate training and developments in teaching practice in relation to the needs of children with SEND.

- The Inclusion Lead regularly attends Local Authority/Embark Federation/Health run training in order to stay up to date with local and national updates in SEND and respond strategically.
- The Inclusion Lead regularly attends Embark Federation Network meetings in order to respond to current SEN practice and plan strategically for best outcomes for all.
- The professional development of our school's Inclusion Team is strategic and dynamic. Our CPD offer actively responds to the current development needs of our staffing or children, ensuring all support staff are appropriately trained and empowered to fulfil their role to the best of their ability, ensuring best outcomes for the children they support.
- The Inclusion Lead facilitates/signposts relevant SEND focused external training opportunities for all staff.
- SEND focused staff meetings six times per year for reviewing and setting targets as well as training opportunities
- Regular liaison between the Inclusion Team - Inclusion Lead, SLT, Lead Intervention Teaching Assistants, Special Educational Needs Teaching Assistants and Wellbeing Mentors
- Liaison between the Inclusion Team and support services such as SSEN / SALT and AO

ROLES AND RESPONSIBILITIES

Governing body:

In conjunction with the Headteacher they will:

- Determine the school's general policy with approach to provision for children with special educational needs, establish the staffing and funding arrangements and maintain a general oversight of the school's work
- Appoint an SEN link governor to take a particular interest in and closely monitor the school's work on behalf of children with special educational needs. Currently this is Mr S. Henstock. The Inclusion Lead and SEND Governor meet regularly to share a strategic overview of SEND provision.

The Headteacher: Mr. D Cates

Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Headteacher will give responsibility to the Inclusion Lead and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the governing body is kept up to date about issues relating to SEND.

The Inclusion Lead (SENCo): Mrs. N Godfrey

Responsible for

- Developing and reviewing the SEN policy.
- Co-ordinating provision for children with special educational needs or disabilities (SEND)
- Working closely with the Headteacher to determine the strategic development of the SEND policy and provision.
- Ensuring that parents/carers are consulted via consultations or meetings.
- Liaising with support services who may be coming in to school to help support a child's learning, e.g. Speech and language therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of children in this school are known) and making sure that records of children's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best possible outcomes.
- Coordinating Annual Reviews for children with an Education, Health and Care Plan (EHCP)
- Mrs Godfrey provides professional guidance to staff in the school with the aim of securing high quality teaching for all children including those with SEND, she also works closely with professionals who provide a support role to families to help ensure that children with SEND receive inclusive high quality adaptive teaching and appropriate additional support in order to raise the achievement of children with SEND and achieve best outcomes.

Teaching and non-teaching staff:

Responsible for

- Be fully aware of the schools procedures for identifying, assessing and making provision for children with special educational needs.
- Be aware of their responsibility to children with special educational needs - to enable access to high quality teaching by adapting teaching to respond to the strengths and needs of all children – **every teacher is a teacher of a child with SEND.**
- Monitoring the progress of children and identifying, planning and delivering any additional help they may need (targeted work or additional support) and letting the Inclusion Lead know as necessary.
- Attending half-termly SEND staff meetings to collaboratively develop whole school Provision Mapping, in line with our Graduated Response - assess, plan, do, review cycle.
- Share and review provision with children and parents through Parent Consultations and at other appropriate times.
- Ensure that the school's SEND policy is followed in their classroom and for all the children with SEND.
- Work as part of a team - class teachers, the Inclusion Team, supporting children's individual needs, and delivering high quality adaptive teaching, intervention and in class support enabling access for all.

Midday supervisors:

- Necessary information relating to the supervision of children with SEND at lunchtime is shared with MDS. The Headteacher and Inclusion Lead have regular conversations with MDS in relation to behaviour management and other issues for particular children.

STORING AND MANAGING INFORMATION

All information in school is securely managed on the schools own data system. All staff are aware of the Confidentiality Policy and Data protection. Children's SEN information is kept in secure storage. Upon transition SEND files are securely transported.

LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Transfer and links with other schools

- At Riddings Junior School, we work closely with educational settings our children transfer from and to, in order to seek the information that will make transitions for our children as seamless and proactive as possible.
- A robust transition programme exists between Riddings Infants and Juniors. Joint planning between Riddings Infant School pastoral Lead and Riddings Junior School's Inclusion Team ensures the needs of vulnerable children are considered through a carefully planned approach including all stake holders. Visits to school are phased throughout the summer term to support children in gaining familiarity and confidence about their imminent arrival in our school. This is supported by our Wellbeing Team including a link KS1/KS2 Wellbeing Mentor. Throughout Y2, Riddings Junior Schools Inclusion Lead and Riddings Infant School SENCO, liaise regularly to discuss and plan for children with SEND transferring to us in Y3.
- We also operate a transition programme for children's onward journey to their secondary setting including meeting with Secondary staff to discuss each individual child in detail and inviting the secondary SENCOs to Y5 and Y6 Annual Reviews. We facilitate children making additional visits to their new secondary schools, where this is available, during their final year at Riddings Junior School. We will also support parents, carers and children in their deliberations over secondary school placement especially where this may require consideration of a specialist setting.

ARRANGEMENTS FOR COMPLAINTS

Should parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance to be resolved informally. If the issue is not resolved an appointment can be made to speak to the Inclusion Lead. If this does not resolve the concerns then the school has a formal complaints procedure which is available on the website.

GDPR

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.