

Roding Primary School



with Provision for Deaf Children

SEND Policy

Ratified by Committee:	Teaching and Learning
Adopted by Full Governing Body:	Autumn Term 2023
Next review due by:	Autumn Term 2024

Our aim is to be a school where everyone feels safe, works hard and has fun. All our policies support our ethos and stakeholders will be challenged if they fail to adhere to a policy and supported to be able to do so.

Roding Primary School and Nursery, with Provision for Deaf Children, is committed to the positive emotional wellbeing and mental health of all of our community members. This policy should be read in conjunction with the Emotional Wellbeing and Mental Health Policy.

1. Introduction Our Inclusion Statement

Our guiding principle is one of Inclusion and we aim to provide High Quality Teaching for all our pupils. We believe that all children should have the opportunity to experience success in learning at the highest possible standard. We do this by taking account of pupil's varied life experiences and needs. We offer a broad and balanced, exciting curriculum and have high expectations for all our children. The achievement, attitude and wellbeing of every child matters, and inclusion is the responsibility of every person within our school community.

2. We want our children to be:

Aspirational
Confident
Honest
Independent
Enthusiastic
Valued
Excellent
Respected
Successful

3. This includes appropriate and adaptation and differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

4. Our SEND policy details how we ensure that the needs of all our pupils with special educational needs and disabilities are met. When carrying out our duties towards our pupils with SEND, we have regard to the Special Educational Needs Code of Practice 2015.

5. Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: '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 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 post 16 institutions'.

'A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them'. (Section 1: xiii; xiv)

6. Many children and young people who have SEN 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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. (Section 1: xviii)

7. This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with

such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions

8. The Inclusion Team work with the Senior Leadership Team to ensure full consideration is given to children who need support from all vulnerable groups including Pupil Premium, Looked After Children, and children who are new to English or have English as an additional Language . Class Teachers monitor children who are finding accessing the curriculum difficult to ensure decisions are carefully made around if the child has an identifiable SEND or needs can be supported in the short term as the support provided would differ. (DfE 2015) Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. The needs of these pupils are explained in our Ethnic Minority Achievement/English as an Additional Language policy.
9. Our Principles – in line with the Code of Practice (2015) and the children and Families Act (2014) Roding Primary School is committed to the following key principles:
 - 9.1. We value all our children at Roding equally
 - 9.2. All pupils have the right to a broad and balanced curriculum which is adapted and differentiated to meet their individual needs and abilities.)
 - 9.3. All children have the right to experience success regardless of their starting points.
 - 9.4. All children have the right to have their particular needs recognised, addressed and met.
 - 9.5. All children have the right to be helped to reach their full potential — we have high expectations for everyone.
 - 9.6. High quality special needs practice is high quality practice for all pupils.
 - 9.7. Early identification and early intervention and support are essential for ensuring better outcomes for children.
 - 9.8. Raising the achievement of children with SEND is a whole school responsibility.
 - 9.9. All children with SEND benefit from High Quality Teaching – this means that all teachers are expected to assess, plan, and teach and review all children at a level which allows them to progress.
 - 9.10. Additional intervention and support cannot compensate for High Quality Teaching but complements it.
 - 9.11. All children with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment.
 - 9.12. Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
 - 9.13. Pupils with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.
 - 9.14. Collaborative working with external partners and services is essential to ensure we effectively meet pupil need.
 - 9.15. Effective transition arrangements must be in place across all phases of education to ensure positive outcomes for the child and family.
 - 9.16. Resources allocated to SEND must be effectively used to secure maximum impact and value for money
 - 9.17. Systems for monitoring and evaluating developments in SEND, support improvement in a child's learning and provide appropriate challenge
10. Our Aims
 - 10.1. To ensure that we take the views of the child into account when planning and evaluating their SEND provision.
 - 10.2. To develop and maintain partnerships and high levels of engagement with parents.

- 10.3. To raise the aspirations of and expectations for all pupils with SEND is a whole school responsibility.
 - 10.4. To ensure that every child has his or her individual needs recognised and addressed through High Quality Teaching and effective additional support. – this means that all teachers are expected to assess, plan, ~~and~~ teach and review all children at a level which allows them to progress
 - 10.5. To ensure that all pupils have equal access to a broad, balanced curriculum which is adapted and differentiated to meet individual needs and abilities.
 - 10.6. To ensure that pupils with SEND engage in all the activities of the school alongside pupils who do not have SEND.
 - 10.7. This policy will contribute to achieving these aims by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of Asses, Plan, Do and Review.
11. Identification and assessment of pupils with special educational needs
- All staff are responsible for identifying pupils with special educational needs. The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. The school has termly accountability meetings which include a member of the Core Leadership Team (CLT), a member of the Inclusion team and Class Teacher. Data is used to monitor all children's progress and effectiveness of support in place. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:
- 11.1. is significantly slower than that of their peers starting from the same baseline
 - 11.2. fails to match or better the child's previous rate of progress
 - 11.3. fails to close the attainment gap between the child and their peers
12. We are aware that a number of factors may impact on a child's progress and attainment, attendance, punctuality, and family circumstances. Therefore we do not immediately assume that a child has special educational needs. The first response to inadequate progress is;
- 12.1. high quality teaching targeted at the child's areas of concern. Most pupils will have their needs met through High Quality Teaching. This may include appropriate differentiation of learning tasks
 - 12.2. adaptations to the curriculum and learning environment
 - 12.3. the provision of additional practical or visual resources, and time-limited interventions.
 - 12.4. We focus on early intervention to ensure 'gaps' are targeted and interventions are put in place at the earliest opportunity.
 - 12.5. Close liaison with the family to ensure consistent is given to the child at school and home and that the family are fully informed of support.
13. Where progress continues to be less than expected, the teacher will complete an Initial Concern Form on Edukey which will then be discussed with the SENDCO. Strategies will be put in place to support the child, these concerns and strategies will be discussed with the parent as part of the daily communications/ parents evenings. If after at least two cycles of class based strategies the concerns continue Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the next steps will be agreed.
14. If concerns continue and all the above measures are in place the class teacher and SENDCO will meet to discuss moving the child to school support.
15. School Support (SEN support)

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place, they are placed on the School SEND register under the heading referred to as School Support. Quality First Teaching remains our first response in relation to the identification of SEND and where possible the child receives high quality interventions carefully matched to their needs.

16. If appropriate, The Inclusion Team will complete observations and may undertake initial relevant assessments and advice to use further strategies, for example specific resources or suggested teaching style.
17. Special educational needs can be categorised under four broad areas:
 - 17.1. Communication and interaction
 - 17.2. Cognition and learning
 - 17.3. Social, emotional and mental health difficulties
 - 17.4. Sensory and/or physical needs
18. We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.
19. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from teaching assistants or specialist staff.
20. We adopt the graduated approach and four part cycle of 'assess-plan-do-review' as recommended in the SEND Code of Practice. In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.
21. Some children identified as SEND ~~will have~~ may need a School Support Plan, where outcomes are set by the class teacher and reviewed at least termly. These targets are shared with parents. Some pupils will make the progress needed to no longer be required to be SEND Support, after a period of targeted intervention and these children will then be removed from the school's register of children with SEND children. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.
22. Educational Health and Care Plans
 - 22.1. Some children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our children with SEND from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.
23. How Roding Primary School adapts the curriculum and learning environment for pupils with SEND
 - 23.1. It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEND to access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the SEND children in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the Inclusion Team, Redbridge Specialist Education and Training Support Service (SEaTSS) and professionals from other external agencies for advice as needed. For example Speech and Language

Therapists (SALT), Physiotherapists and Occupational Health Therapists and Educational Psychologists

24. Additional support for learning available to pupils with SEND

The SENDCO and Manager of the Deaf Provision, ensure that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school. Some of the interventions available include:

- 24.1. Language – various Speech and Language programmes, NELI, PECS, Colourful Semantics, Sign Supported English, and Box Clever, Attention Builders
- 24.2. Literacy- Pre Toe by Toe/Toe by Toe, additional 1:1 reading, Read Write Inc specialist additional support sessions, differentiated phonics groups, Clicker 7, reading Comprehension programmes, spelling programmes, Touch typing
- 24.3. Maths - Numicon, Catch-up additional support sessions, Power of 1-2
- 24.4. Motor Skills – various motor programmes to improve fine and/or gross motor skills including Circuit Training, Handwriting Programme, Happy/Healthy Hands, Sherborne, Dough Disco and Funky Fingers
- 24.5. Emotional and Behaviour – Nurture support from the Wellbeing Team, Social skills groups, positive behaviour and anger management programmes, Drawing and Talking, ELSA, self-esteem programme, Time to talk, Lego Therapy, Circle of Friends and Lunchtime Games Club (social interaction support).
- 24.6. Memory- Mastering Memory, Memory Boxes and a selection of memory games
- 24.7. Some interventions are delivered by trained Teaching Assistants (TAs) under the direction of the class teacher and/or the Inclusion Team. Other interventions are delivered by teachers. The speech and language therapist visits termly and works closely with school staff to ensure that we address the needs of our pupils with language and communication needs effectively.
- 24.8. Some pupils are supported in class for part of the school day by a TA either individually or in a small group. These pupils continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. TAs understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed.

25. Support for pupils with social, emotional and mental health difficulties (SEMH)

- 25.1. Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have needs such as attention deficit disorder ADD, attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant outside agencies services and health professionals as appropriate.

26. Specialist provision, equipment and facilities

- 26.1. If a child needs specialist equipment due to physical or medical needs, the Inclusion Team will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use. E.g. physiotherapy, occupational therapy, SEaTSS, Specialist Equipment Resource Centre (SERC)

27. Nurture Support

- 27.1. At Roding we recognise that not all children learn in the same way and that some children can benefit from opportunities to learn in a non-class based environment. We also recognise the importance of developing effective learning

behaviours. As a result Roding offers access to a 'Nurture' environment for specifically targeted children,...

28. Deaf Provision

- 28.1. The Local Authority specialist resourced provision for primary aged deaf children is based within Roding. We are currently commissioned to educate up to 35 deaf children. The children are all part of a mainstream class and remain the responsibility of the class teacher. However, we currently employ Teachers of the Deaf, specialist Teaching Assistants, and CSW's All staff are employed to ensure that the deaf children's communication, language and learning needs are met effectively. The provision offers a 'Total Communication' approach where the children's communication and learning needs are targeted individually; the expectation is that each child will make at least good progress in relation to their starting point.
- 28.2. Children are educated within their own mainstream class wherever possible. The decision to withdraw deaf children to our specialist teaching bases is made in line with the schools 'Inclusion Policy'. The decision is made jointly by the Manager of the Deaf Provision, the Class Teacher and the Teacher of the Deaf.
- 28.3. Additional individual or small group intervention support will be offered, where needed, by specialist staff to ensure that our deaf pupils benefit from the same learning and social opportunities offered to their hearing peers.
- 28.4. Each child has their own individual assessment file, which highlights specific needs that are targeted and tracked in detail, ensuring each child receives the specific provision they require to ensure they make the best possible progress.

29. How Roding Primary School evaluates the effectiveness of its provision for pupils with SEND

- 29.1. Intervention programmes are time-limited and the progress of children taking part is tracked through our online system – Edukey Provision Map. If there is no evidence that an intervention has been effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.
- 29.2. The success of the education offered to children with SEND will be judged against the aims of this SEND policy. The SEND policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

30. How Roding Primary School assesses and reviews the progress of pupils with SEND

- 30.1. We have robust tracking systems for monitoring the progress of all our pupils, including those with SEND. Accountability meetings are held termly, attended by a member of the School Core Leadership Team (CLT), a member of the Inclusion Team and the class teacher, at which point action is planned to address any lack of progress identified.
- 30.2. The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.
- 30.3. The progress of pupils with SEND in relation to the outcomes in their Education, Health and Care Plan are reviewed annually. A child's objectives or outcomes are broken down into smaller steps and recorded on the child's Learning Plan. These shorter term targets are reviewed termly in their Progress Review. We fully involve the child and family in the planning and review process.

31. Admissions

- 31.1. Pupils with SEND are admitted to the school on the same basis as any other child, referring to the local authority (LA) admissions criteria , for example a child with an EHCP would have to go through the borough for Roding to be named on their EHCP before the child could join Roding Main School or the Deaf Provision
- 31.2. Roles and responsibilities
- 31.3. Provision for pupils with special educational needs is a matter for the school as a whole. However some key individuals and groups have particular areas of responsibility:

32. Governing Body

- 32.1. to ensure that the necessary provision is made for any pupil who has special educational needs
- 32.2. to consult the local authority and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- 32.3. to ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- 32.4. to ensure that pupils' needs are made known to all who are likely to teach them to ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- 32.5. to ensure that a pupil with special educational needs joins 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 their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- 32.6. to review the SEND policy annually and to report annually on the allocation of available resources and the success of the policy in meeting
- 32.7. to appoint a member of the Governing Body to have special responsibility for SEN within the school who will meet on regularly with the SENDCO and conduct visits to the school on a planned programme

33. The Headteacher

- 33.1. to manage all aspects of the school's work, including provision for pupils with SEND
- 33.2. to keep the governing body fully informed
- 33.3. to work closely with the school's Inclusion Team
- 33.4. to seek out and share best practice with the LA and other schools

34. The Inclusion Team - including the SENDCO and Manager of the Deaf Provision key responsibilities include:

- 34.1. to work in collaboration with the Headteacher, school governors and staff to develop a clear strategic direction for SEND
- 34.2. to oversee the day-to-day operation of the school's SEND policy
- 34.3. to coordinate and develop high quality provision to meet the needs of pupils with SEND
- 34.4. to work in partnership with parents/carers of pupils with SEND to develop and review effective support for their child
- 34.5. to work with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEND
- 34.6. to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 34.7. to request involvement and liaise with professionals from outside agencies, such as educational psychologists, outside services, health and social care

professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented

- 34.8. to liaise with other schools to ensure that pupils make smooth transitions between school placements
 - 34.9. To work in collaboration with Redbridge LA to ensure the pupil's needs are appropriately resourced
 - 34.10. to work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
 - 34.11. to promote the inclusion of pupils with SEND in the school community , ensuring they have access to the school's curriculum, facilities and extra-curricular activities
35. Teachers
- 35.1. To be aware of their role in relation to the SEND Code of Practice (2015)
 - 35.2. to provide High Quality Teaching for all the pupils in their class
 - 35.3. to provide for the individual needs of all their children, adapting their teaching and the learning environment as appropriate
 - 35.4. to plan and provide interventions for children in their class, in liaison with the Inclusion Team
 - 35.5. To lead and support TAs in their classroom
 - 35.6. to be accountable for the progress of all their pupils, including those who receive additional support from TAs and specialist teachers
 - 35.7. to work with the Inclusion Team to monitor the effectiveness of interventions and the progress made by children with SEND
36. Teaching Assistants
- 36.1. to support pupils with their learning under the direction of the class teacher and/or the Inclusion Team, implementing strategies recommended by the Teacher, Inclusion Team or professionals from outside agencies
 - 36.2. to develop the independence of the pupils with whom they work
 - 36.3. to provide feedback to the teacher and/or the Inclusion Team on the progress of the pupils with whom they work, to inform planning and review
37. Arrangements for training and staff development
38. The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. Particular support is given to Early Career Teachers and other new members of staff.
39. Arrangements for partnership with parents
- 39.1. We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.
 - 39.2. A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.
 - 39.3. Parents of any pupil identified with SEND may contact the Parents in Partnership Service of Redbridge for independent support and advice. <https://redbridgeiass.org.uk/> Also see Appendices 2
40. Pupil participation
- 40.1. Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their

education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our children s with SEND to express their views.

41. Storing and managing information

See Roding Primary School's Data Protection Policy. All information around pupils with SEND will be managed and stored in line with this policy.

42. Links with other mainstream schools and special schools

42.1. Advanced planning for pupils in Year 5 and Year 6 is essential to allow a smooth transition to secondary school. The Inclusion Team will liaise with the SENDCO of the Secondary School to ensure that effective arrangements are in place to support pupils at the time of transfer.

42.2. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

42.3. Roding Primary School has good links with local special schools through the SEaTSS services.

43. Links with other agencies and voluntary organisations

43.1. External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. The school receives regular visits from the nominated Education Welfare Officer for the area. The Inclusion team works closely with the Educational Psychologist assigned to the school and meets with them at the beginning of each term to plan their work in the school for the term.

43.2. Other agencies and outreach services that the school works with include:

- 43.2.1.1.1. SEaTSS Service
- 43.2.1.1.2. Educational Psychologist Service
- 43.2.1.1.3. Speech and language therapy service
- 43.2.1.1.4. Occupational therapy service
- 43.2.1.1.5. Physiotherapy service
- 43.2.1.1.6. SERC (Special Education Resource Centre)
- 43.2.1.1.7. Early Years Advisory and Support Service
- 43.2.1.1.8. CAMHS (Child and Adolescent Mental Health Service)
- 43.2.1.1.9. Redbridge Child Development Centre
- 43.2.1.1.10. Virtual School for Children Looked After
- 43.2.1.1.11. Social Care services
- 43.2.1.1.12. Various Implant Centres based at hospitals around the country

44. Complaints procedures

44.1. The schools' complaint procedures are set out in the schools complaint policy.

44.2. Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

45. Roding Primary School's Local Offer

45.1. Further information on Roding Primary School's arrangements for supporting pupils with SEND can be found in the school's Local Offer which can be accessed via the FIND website: <http://find.redbridge.gov.uk> Our School Local Offer forms part of the local authority's Local Offer, which is also available on this site and provides information for parents/carers on SEND services available within Redbridge and neighbouring boroughs.

46. Legislation and guidance relevant to this policy

- 46.1. Children and Families Act 2014, Part 3
- 46.2. Educational Needs and Disability Code of Practice: 0 to 25 years 2014
- 46.3. Equality Act 2010
- 46.4. Education Act 2011

47. Related school policies

- 47.1. SEND information report
- 47.2. Inclusion Policy
- 47.3. Audiology Policy
- 47.4. Communication policy
- 47.5. Assessment policy
- 47.6. Support policy
- 47.7. Pre-school transition policy
- 47.8. Health and Safety Policy
- 47.9. Medicines in School Policy
- 47.10. Home visits Policy

48. "If a child can't learn the way we teach them, maybe we should teach them the way they learn"

Ignacio Estrada

