



SEND Policy

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health, and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or;
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.



4. Roles and Responsibilities

4.1 The SENCO

The SENCO at Timeout Education is Ava Dyson. The SENCO will:

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date (Education Files and Clear care).

4.2 The SEND SMT link and the School Improvement Partner will:

- Help to raise awareness of SEND issues at SMT board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the SMT on this.
- Work with the Director of Education and SENCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The Head of Education will:

- Work with the SENCO and SEND SMT link (Dominic Macauley) to determine the strategic development of the SEND policy and provision in the school.



- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. SEND Information Report

The kinds of SEND that are provided for at Riverbank and that our school currently provides additional and/or different provision for:

- Children who have an EHCP to support their learning.
- Children with SEMH barriers to learning.
- Children whose learning has been impacted upon due to trauma they have experienced in their lives.
- Communication and interaction, for example, autistic spectrum disorder and Asperger's Syndrome.
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder ADHD, PDA, ODD
- Moderate learning difficulties caused by any of the above.

5.1 SEND and Assessing Needs

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

When deciding what special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.2 Consulting and Involving Pupils and Parents in their Provision

These discussions will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents/carers concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

5.3 Assessing and Reviewing Pupils' progress Towards Outcomes see the School's Assessing Pupil Progress Policy

These will be monitored through the children's education records: Assessing Pupil progress monitoring, Strength and Difficulties Questionnaires, Special Needs Support Plans and PEP/ EHCP documents and the relevant meetings.

We follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher works with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant – Rising Stars Assessment, Arbor Assessments and Strength and Difficulties Questionnaires are used.



- The individual's development in comparison to their peers and national data.
- The views and experience of parents/carers.
- The pupil's own views.
- Advice from external support services, if relevant the assessment will be reviewed regularly.

All teachers and support staff who work with the pupils will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Timetables and 1-1 support are reviewed termly. Intervention Plans are in place for each child that is not making the expected level of progress against their own targets as identified in the EHCP/ PEP.

5.4 Supporting Pupils Moving Between Phases (and Preparing for Adulthood)

We will share information with the school, college, or other setting to where the pupil is transitioning. We will agree with parents and pupils which information will be shared as part of this.

See the school's Transition Policy.

5.5 Our Approach to Teaching Pupils with SEND and Additional Support

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Individualised curriculum.
- All materials will be differentiated to meet the learning needs of the child.
- All resources required to enable the child to access the curriculum will be in place as far as reasonably practical.
- Personalised learning programmes.
- 1-1 teaching if agreed at placement and financially supported.
- Intervention Plans.



- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We work with the following agencies to provide support for pupils with SEND:

- Timeout Clinical Department
- Calderdale SEND Team
- Calderdale CAHMS
- PDA (Pathological Demand Avoidance) Society (<https://www.pdasociety.org.uk/>)
- National Autistic Society (<http://www.autism.org.uk/>)

5.6 Expertise and training of staff

All our staff undertake online training modules and INSET training, delivered by the Director of Education, Timeout Clinical Team or outside agencies if required. Our INSET programme is designed around the needs of the current cohort of children and their identified barriers to learning. We have three designated training days each year where we focus on one area. For example: ADHD, Autistic Behaviours and Barriers to Learning, PDA and Oppositional Disorder. All staff are trained in our system of Therapeutic Crisis Intervention.

5.7 Securing Equipment and Facilities

We do not currently provide for children that will require specialist equipment and facilities as we are a small school, and we do not have the staff expertise to deal with children that require medical help in the school day.

5.8 Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after 4/6 weeks
 - Using pupil questionnaire



Monitoring by the SENCO and Director of Education (SNSP and weekly staff meetings)

- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans
- Holding PEP meetings termly
- Weekly staff meetings focus on each child and their progress is discussed and interventions are put in place if required

5.9 Enabling Pupils with SEND to Engage in Activities Available to Those in the School who do not have SEND

All our extracurricular activities and school visits are available to all our pupils.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.10 Support for Improving Emotional and Social Development

We provide support for pupils to improve their emotional and social development in the following ways that pupils with SEND are encouraged to be part of the school council. We have a zero-tolerance approach to bullying.

5.11 Working with Other Agencies

Due to the nature of our children, we work closely with external agencies:

- LA SEND Teams
- Local CAMHs
- Social workers
- LA officers and psychologists
- LAC Teams

5.12 Complaints about SEND Provision and Raising Concerns

Complaints about SEND provision in our school should be made to the Director of Education, Tayyaba Ahmed, in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions



Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

5.13 Contact Details of Support Services for Parents of Pupils with SEND

- Resourced schools:
[https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/education#resourced schools](https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/education#resourced%20schools)
- Primary special schools:
[https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/education#primary special schools](https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/education#primary%20special%20schools)
- Secondary special school: [https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/education#secondary special](https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/education#secondary%20special)
- Specialist education provision:
[https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/education#special education provision](https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/education#special%20education%20provision)
- Specialist inclusion service:
[https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/education#specialist inclusion service](https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/education#specialist%20inclusion%20service)
- Educational Psychology service:
<https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/education#EPS>
- Search for schools:
<https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/education#sfs>

5.14 The Local Authority Local Offer

Our contribution to the local offer is:

At Riverbank Primary School, we provide high quality care and education for children aged between 5 and 11 in a safe and stimulating environment. Our children are often challenged by social and emotional barriers to learning and our aim is to address these and create happy, engaged, and successful children that are ready to make academic progress.



We ensure that every child experiences success: our individualised learning programmes are designed to enable this, and our highly skilled and dedicated staff create unique and engaging learning opportunities for all our children.

Our local authority's local offer is published here:

<https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities>

6. Monitoring Arrangements

This policy and information report will be reviewed by the Director of Education every year. It will also be updated if any changes to the information are made during the year.

It will be approved by Timeout SMT.

7. Links with other Policies and Documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Transition Policy
- Bullying Policy
- Internet Safety and GDPR
- Assessment

Approved by: Dominic Macauley/ J. Docherty, Head of Education)

Date: 28 August 2021

Last reviewed on: January 2024 by Tayyaba Ahmed (Head of Education)

Next review due by: 28 August 2024