

Rainow Primary School

Caring, Learning, Achieving

SEND Policy and Information Report

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1. Aims

Our SEN 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 Jan 2015](#) (This was updated in 2020 due to coronavirus) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) 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 most 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 is made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Nicola Daley.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated 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 with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

4.2 The SEND governor

The SEN governor will:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this.
- Work with the Headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor 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 SEN 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 SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. SEN information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction; for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning; for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties; for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs; for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

5.2 Identifying pupils with SEND and assessing their needs

We will 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.
- Is leading to a wider attainment gap.

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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

If a teacher has identified that a child may be dyslexic and has evidence of this a SpLD (Specific Learning Difficulties) teacher will be employed to assess the child. This is completed in Summer Term Year 2 or Autumn

Term of Year 3. Recommendations from the specialist teacher will be added to the SEN support plan or school concerns paperwork.

When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment. When support is required, we listen to pupil and their parents/carers to inform them of the support that is required to work towards the desired outcomes. This support may be provided by adapting our core offer or providing different / additional support, and we will follow the graduated response in line with the Cheshire East Toolkit.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are and that they are clearly written on a child's school concern paperwork or SEND support plan.
- Everyone is clear about what stage of the SEND continuum a child is on. The stages are School Concern, SEND Support, or EHCP level. This is in line with the Cheshire East Local offer.

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

Parents are formally notified when it is decided that a pupil will receive SEND support.

Termly meetings are held to update specific targets on a child's SEND Support plan when a child is at SEND support level or has an EHCP. Teachers will prepare termly 'smart' targets for these meetings and then discuss the targets with parents. These meetings replace the usual ten-minute Parents' Evening offered to other parents.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

The class or subject teacher will work with the SENDCO 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.
- The individual's development in comparison to their peers and national data.
- The views and experiences of parents.
- 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 pupil 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.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school the pupil is moving to. We will agree with parents and pupils about which information will be shared as part of this.

- When children transition to high school, we will contact the relevant SENDCO and then share all information we have with the school.
- We will invite the relevant school SENDCO to SEND meetings we have in Year 5 and 6.
- We will liaise with relevant pre-schools when pupils transition to us in Reception.
- We will make transition plans with relevant agencies when children on SEND Support or EHCP move to a new school.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Teachers and Teaching Assistants will teach children in groups, in whole classes or on a one-to-one basis depending on the child and what they are learning.

High quality teaching in whole class lessons is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils where appropriate. Sometimes pupils will be withdrawn from whole class lessons to work on more bespoke interventions depending on the 'smart' targets on their SEND Support plans.

"Supporting every pupil to succeed academically is a significant challenge for teachers and teaching assistants. The EEF's research evidence suggests there is a set of five core practices that can support all pupils, including those with SEND, to do just that." Gary Aubin, Content Specialist for SEND, EEF.

The EEF's 5 a day approach is used by teachers to plan tasks that can be scaffolded for SEN children as they deem appropriate. This method is enhanced using 'Widget software' where appropriate so that children with communication difficulties are given visuals to help break down and scaffold tasks appropriately.

We will also provide the following interventions:

- Extra daily reading and phonics provision tailored to the child's needs using BUG Club the schools chosen phonics programme.
- Precision teaching for spelling, reading phonemes and maths facts.
- Maths interventions that consolidate and revise previous learning planned by class teachers.
- Spelling interventions such as Words First and IDL
- Maths interventions such as IDL, Plus 1, Power of 2 and one-to-one tutoring.
- Speech and Language interventions directed by Cheshire East speech therapists and other speech and language experts.
- Social interventions such as Talkabout. A Talkabout group is facilitated in each junior class *where staffing allows*.
- Social stories are used when necessary to support children with social communication.
- A SpLD teacher or **SENDCO** may also direct teachers and TAs to teach children specific interventions.

5.7 Adaptations to the curriculum and learning environment

This section should be read in conjunction with our [Accessibility Policy and Action Plan](#).

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it; for example, by grouping, scaffolding tasks, 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, breaking up tasks etc.

5.8 Additional support for learning

Teaching assistants or teachers will support pupils on a 1:1 basis or in small groups when it is deemed necessary by a class teacher or the SENDCO, or if a child needs one-to-one teaching according to the provision set out in an EHCP or SEND support plan. This is also dependent on the resources available.

The SENDCO is a qualified Dyslexia Teacher. Other agencies are welcomed into the school, and their advice is included on all our SEND Support plans and EHCPs where appropriate. We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapists
- Cheshire East Educational Psychologists

- Cheshire East Autism Team
- Cheshire East Occupational Therapists
- Cheshire East Physiotherapists
- CAMHS
- Social Care Disability Team
- Cheshire East Virtual School and Virtual Schools in other authorities where appropriate.

5.9 Expertise and training of staff

Our SENDCO has over 16 years' experience in this role.

The SENDCO is allocated 1 day a week to manage SEND provision.

We have a team of teaching assistants who are trained in various aspects of SEND provision. Teachers are provided with training focused on addressing the needs of pupils in their class.

In the last **three** academic years, staff have been trained in autism, speech and language delay, sensory processing, precision teaching, social stories, phonics, and dyslexia.

The SENDCO and other experienced school staff facilitate in-house training in specific learning difficulties such as dyslexia. The schools also use training providers and the local authority to ensure all staff are trained to teach the children in their care to the best of their ability.

The SENDCO takes responsibility and prioritises the importance of staff being trained to help the specific pupils that they are teaching.

A suitably qualified SPLD teacher is employed to assess children for dyslexia **when resources allow**.

5.10 Securing equipment and facilities

Additional resources and equipment are procured as and when required and within an allocated SEND budget.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions.
- Using pupil questionnaires.
- Monitoring by SENDCO.
- Holding annual reviews for pupils with statements of SEND or EHC plans.

5.12 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, including our before-and after-school clubs.

All pupils are encouraged to take part in our residential trips organised for their relevant year group.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focusing on social and emotional wellbeing through our PHSE teaching, additional interventions can be offered bespoke to address specific issues as they arise.
- All children in school are encouraged to develop relationships with their peers. For those pupils who find this more difficult, strategies may be suggested. It is sometimes necessary for us to offer support to the peer group or class group of pupils with SEND. Where possible, this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their classmates

- Pupils with SEN are encouraged to be part of the school council and the Planet Protectors school group
- We have a forest school nurture group that is offered to children with SEND and those that have experienced trauma or poor self-esteem.
- The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which consider the needs of all the pupils involved.

5.14 Working with other agencies

Our school works with a wide range of services including the Child and Adolescent Mental Health Service (CAHMS), Speech and Language Therapists (SALT), Occupational Therapists (OT), Educational Psychology, and the Cheshire East Autism Team (CEAT).

When appropriate, we can organise multi-agency meetings, which include Social Care, or Family Support Services to discuss a pupil's needs e.g. Early Help Assessment (EHA), and we aim to ensure good communication with these groups. The SENDCO is also trained as the Designated Safeguarding Lead teacher (DSL) and is trained to take the lead in the EHA process.

5.15 Complaints about SEND Provision.

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If the complaint is not dealt with, it should be referred to the SENDCO and Headteacher. If the issue is not resolved, 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

5.16 Contact details of support services for parents of pupils with SEND

Support Services are listed on the SEND page of our school website.

5.17 Contact details for raising concerns

- We encourage parents to address any worries or concerns promptly, initially with the class teacher. Then if they are unable to help other members of staff such as the SENDCO or the Headteacher may become involved.
- If after discussing your concerns, you remain unhappy with any aspects of the school's performance, our complaints procedure is available on the school website or from the school office.

5.18 The local authority local offer

Our contribution to the local offer is on the SEND page of the school website.

Our local authority's local offer is published here:

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO, Nicola Daley and SEND Governor, Peter Grogan, annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. Links with other policies and documents

This policy links to the following school documents:

- Accessibility Policy and Action Plan
- Anti-Bullying Policy
- Behaviour and Discipline Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- SEND Local Offer
- Supporting Pupils with Medical Conditions
- EYFS Policy

These policies can be accessed on our school website or via the school office.