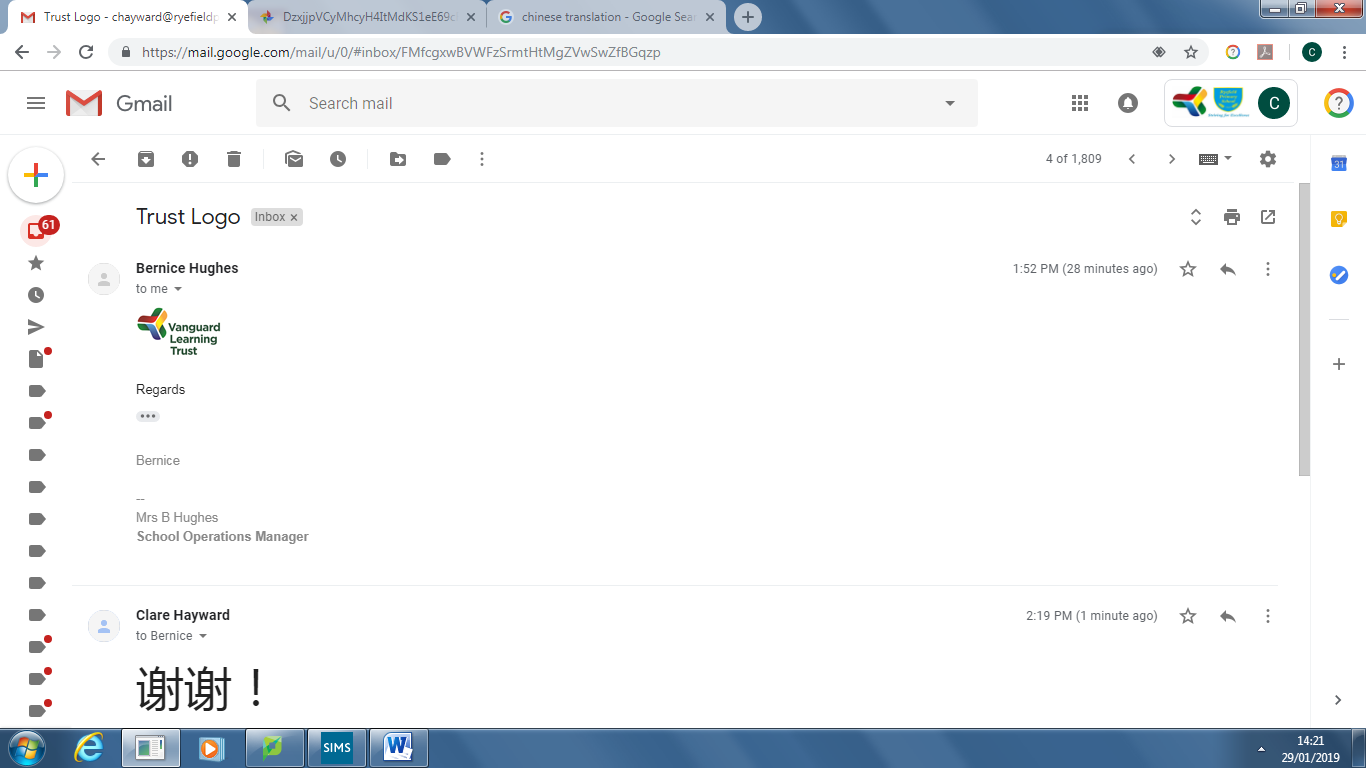
**Special Educational Needs and/or Disabilities (SEND) Policy**

**Ryefield Primary School**

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# 1. Aims

This Special Educational Needs and/or Disability (SEND) policy and Information Report aims to:

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

At Ryefield Primary School we aspire to be an excellent school in every sense of the word. We strive to achieve excellence by providing a challenging, stimulating, caring environment where all children can be encouraged to develop to their full potential.

We encourage independence, responsibility, self-discipline and a genuine pride in achievements – both individual achievements and ones gained while representing the school. Through well planned and appropriately resourced teaching, we aspire to enable every child to develop academically, physically, morally and spiritually.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. All children with SEND are valued, respected and equal members of the school. Every effort is made to ensure that pupils identified as having SEND are fully integrated into mainstream classes and have full access to the EYFS and National Curriculum. As such, provision for pupils with SEND is a matter for the whole school.

The SEND aims of the school:

* To enable every child to experience successes and achieve their best outcomes
* To ensure that all pupils have access to a broad and balanced curriculum, including the Early Years Foundation Stage and the National Curriculum
* To provide a curriculum with challenges appropriate to individual needs
* To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
* To ensure that SEND pupils have the opportunity to take part in all school activities, fully and effectively, with the resources available
* To work in partnership with parents/carers to enable them to make an active contribution to the education of their child
* To work in partnership with specialists and other outside agencies to ensure that individual needs are supported effectively
* To ensure that SEND pupils are involved in decisions affecting their future provision
* To ensure that all staff have access to regular training and advice to support Quality First Teaching

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by families, teachers and pupils working together.

# 2. Legislation and guidance

This policy and information report is based on the statutory [**Special Educational Needs and Disability (SEND) Code of Practice**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) and the following legislation:

* [**Part 3 of the Children and Families Act 2014**](http://www.legislation.gov.uk/ukpga/2014/6/part/3)**,** which sets out schools’ responsibilities for pupils with SEN and disabilities
* [**The Special Educational Needs and Disability Regulations 2014**](http://www.legislation.gov.uk/uksi/2014/1530/contents/made), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND Information Report

Ryefield Primary School is part of the Vanguard Learning Trust. This policy complies with our funding agreement and articles of association.

# 3. Definitions

This is the definition of special educational needs (SEN) given by the[**Special Educational Needs and Disability (SEND) Code of Practice**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)**:**

A child or young person has SEND 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 or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

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.

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# 4. Roles and responsibilities

**4.1 The SENCO**.

The SENCO will:

* Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
* 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 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 with regard to reasonable adjustments and access arrangements
* Ensure the school keeps the records of all pupils with SEND up to date
* Coordinate all the support for children with SEND, and develop the school’s SEND Policy to ensure all children get a consistent, high quality response to meeting their needs in school.
* Make sure that class teachers are supported to ensure that parents are involved in supporting their child’s learning, kept informed about the support their child is receiving, involved in reviewing how they are progressing and involved in planning their child’s support.
* Prepare an application for a statutory assessment for an Education, Health and Care Plan where needed.
* Organise training for school staff so they are aware and confident about how to meet the needs of all pupils with SEND.

The SENCO at Ryefield Primary School is Mrs Hayward. She has achieved the Postgraduate Certificate in Special Educational Needs and Disability (National Award for SEN Coordination).

She can be contacted directly via: [chayward@ryefieldprimary.org.uk](mailto:chayward@ryefieldprimary.org.uk)

Alternatively you can telephone the school to make an appointment via the Main Office 01895 547 036.

**4.2 The SEND Governor**

The SEND Governor will:

* Help to raise awareness of SEND issues at governing board meetings
* Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
* Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
* Make visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure each child achieves his/her potential in school.

The SEND Governor can be contacted by letter, addressed to the ‘SEND Governor’, via the Main Office.

**4.3 The Headteacher**

The Headteacher will:

* Work with the SENCO 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 SEND and/or a disability
* Ensure that the SENCO is part of the Senior Leadership Team at school

**4.4 Class teachers**

Each class teacher will be responsible for:

* The progress and development of every pupil in their class, including those with SEND
* 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
* Making sure the curriculum is adapted to meet a pupil’s individual needs and set appropriate challenges.
* Checking on the progress of each pupil and identifying, planning and delivering any additional help a pupil may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO and parent as necessary.
* Making sure that all members of staff working with SEND pupils in school are aware of individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
* Making sure that all staff working with SEND pupils in school are supported in delivering a planned curriculum, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned tasks, interventions and resources.

The class teacher can be contacted by speaking to them at the end of a school day to arrange an appointment. Alternatively you can speak to the Main Office staff and ask for a contact request message to be left with the class teacher.

# 5. SEND and Ryefield

**5.1 The categories of SEND**

Ryefield Primary School provides additional and/or different provision for the four areas of need outlined in the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf):

* **Communication and Interaction**, for example, Speech and Language difficulties, Autistic Spectrum Disorder, social communication difficulties
* **Cognition and Learning**, for example, Dyslexia, Dyspraxia, Dyscalculia, working memory difficulties
* **Social, Emotional and Mental Health**, for example, anxiety, depression, Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder
* **Sensory and/or Physical Needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

The SEND Information Report, details additional provisions for these areas of need at Ryefield Primary School

**5.2 Identifying pupils with SEN and assessing their needs**

Class teachers will assess each pupil’s current skills and levels of attainment on entry, taking note of previous setting assessments and Key Stage levels, where appropriate. Assessment tools used in school range from Language Link, phonics screening, PiRA reading tests, PiXL, intervention assessments, teacher observations, pupil progress data, reports from educational psychologists, occupational therapists and speech and language therapists. The SENCO will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them, as outlined in the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

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 communication skills.

Pupils who are not working at the expected standard for their year group are discussed during termly Pupil Progress meetings, conducted with class teachers, support staff, SENCO and the Deputy Headteacher. According to their needs, pupils may receive a ‘Ryefield Response’ school intervention support or be put on the Ryefield Radar, where pupils are monitored more closely by the SENCO. See **Appendix 1** for the criteria for the SEND Register, Ryefield Radar and Ryefield Response. The criteria for Ryefield Primary School’s SEND Register, Radar and Response system was completed in partnership with Ryefield School’s Educational Psychologist and takes regard to the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf).

If a pupil is identified as not making predicted progress, the school will make a decision about whether to monitor this using Quality First Teaching or set up an intervention support. These intervention sessions may take place for a short period or over a longer period of time. However, please note that **all** children learn regularly in small groups in class (sometimes with teaching assistants) in order to support progress in learning.

The class teacher will discuss a pupil’s progress with parents at termly parents’ evenings or more regularly, depending on the concern. At these meetings, parents can ask about their child’s progress and any additional support being given. If a pupil is not making expected progress, the class teacher and SENCO will discuss with parents any concerns they may have, any further interventions or referrals to outside professionals deemed appropriate, and discuss how school/parents/pupil could work together, to support any gaps in learning.

Support Plans, Structured Conversations or Pupil Passports are also used to bring together the views and aspirations of children, parents and teachers.

**Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Pupils may continue receiving school based support and interventions without being on the SEN Register.**

**The Core Offer**

At Ryefield School, Quality First Teaching is the first step in responding to students who have or may have SEN. We believe, in line with the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) that additional intervention and support cannot compensate for a lack of good quality teaching. The majority of students at Ryefield make progress that is in line with, or better than National averages with such teaching principles in place. Through regular observations and Pupil Progress meetings we carefully review the quality and impact of teaching of all students including those at risk of underachievement. This includes reviewing teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the special educational needs they most frequently encounter.

Therefore, it is our aim that all learning challenges within the classroom are pitched with appropriately challenging levels so that all students are able to access the curriculum according to any individual needs. We know that the benefit of this type of differentiation is that all students can access a lesson and learn independently at their level, with opportunities to challenge themselves further. Student progress is regularly assessed through formative approaches that happen in the classroom and through summative assessments such as Pupil Progress data.

**5.3 Consulting and involving pupils and parents**

As with all pupils at Ryefield School, the views and the wishes of the pupil and parents regarding their education and aspirations are discussed at appropriate times throughout the academic year – informally at parent/teacher meetings after school or more formally during open evenings. These discussions determine the support that can be facilitated both at home and at school. Class teachers, pupils and parents can also discuss whether school can provide support by adapting the Core Offer, including Quality First Teaching, or whether something different or additional is needed. We involve parents as soon as we identify a pupil may have a potential barrier to learning – focusing on the support/resources required to facilitate progress and attainment.

These conversations will make sure that:

* Everyone develops a good understanding of the pupil’s areas of strength and difficulty
* Ryefield School takes into account the parents’ concerns
* Everyone understands the agreed outcomes sought for the child
* Everyone is clear on what the next steps are

The SENCO will, informally by meeting and formally by letter, notify parents when it is decided that a pupil will be added to the SEND register. Pupils will not be added to the register without prior parental consent.

Parents will always be involved in decisions about how the support will be used and what strategies that will be put in place. The SENCO has many open lines of communication with parents – through routinely being in the playgrounds before and after school, having a flexible timetable to meet with parents at a time which suits them, being available for discussions during open evenings, parent workshops, teacher/parent meetings and using email for those parents who find it difficult to come to school.

The SENCO will provide parents with the contact details for any agencies or services outside the school who are or could potentially work with their child. Throughout the year the SENCO will also facilitate sessions which allow parents to meet with the professionals who support the school and ask questions about the type of support that is provided. Educational Psychologists, Hearing Impairment specialists, Speech and Language Therapists and CAMHS Children’s Wellbeing Project practitioners are examples of specialists who have delivered parent sessions at Ryefield.

If a pupil needs more specialist input, requiring more than £6000 spent by the school to facilitate inclusive learning, parents or the school, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer, Hillingdon website at:

[**www.connecttosupporthillingdon.org/children**](http://www.connecttosupporthillingdon.org/children)

This application is completed in full partnership with pupil, parent and SENCO involvement. In preparation for making a request for an Education and Health Care Plan, the SENCO will involve parents and the pupil in the process of developing a Support Plan**.** The Support Plan will be used to collect evidence about the progress the pupil is making, the additional support or ‘provision’ that the pupil has received and the outcomes of providing this additional support. During the reviews of the Support Plan, the parents alongside the professionals that have been involved with the pupil will all contribute. This information will be shared with the Local Authority at the point at which a request is made for an Education and Health Care Plan. On gathering all relevant advice about a pupil’s progress or needs, the LBH SEN team may issue an EHC Plan outlining outcomes to be met and the additional provision to be provided or funded.

If a student is formally identified as having a special educational need by an external agency, with the agreement of parents, they are placed on the SEN Register. Special Educational Needs Independent Support Service or SENDIASS (to support families through the SEN processes and procedures such as EHC applications), can be contacted at:

[**sendiass@hillingdon.gov.uk**](mailto:sendiass@hillingdon.gov.uk) or by phone **01895 277001**

Hillingdon Parent Carers Forum is also a local support network for parents/carers of children and young people aged 0-25 with additional needs and disabilities. They can be contacted at:

[**hillingdonpcf@gmail.com**](mailto:hillingdonpcf@gmail.com) or by phone **07783 579678**

**Liaison With Parents/Carers**

The school works in partnership with parents of pupils in accordance with guidance in the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) If the SENCO has an initial concern about a student’s progress, parents will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child. Parent and pupil views are also taken into consideration at this time.

* Parents’ views will also be sought when a pupil’s Support Plan, Pupil Passport or Structured Conversation is drawn up and suggestions as to how these can be supported at home will be given
* Parents and pupils are encouraged to review support and interventions put in place at meetings arranged at their convenience. Their comments are taken into consideration when deciding upon future actions.
* In terms of an EHCP Annual Review, parent and pupil comments are sought prior to the review report being drafted and incorporated into the final report
* Pupil’s views will be sought and taken into account during the review process and at other key times throughout the year.

Whilst teaching assistants take a very valuable role in a pupil’s education, Ryefield School would prefer that questions regarding a pupil’s learning and progress are directed to the child’s class teacher first. The class teacher is fully involved in any support offered and makes the decisions, in conjunction with parents, on the type of support and interventions needed. A pupil may receive support from a number of adults, and a conversation with the class teacher or SENCO will give parents a fuller picture than may be obtained from a single supporting adult. Of course, as a school, we welcome regular dialogue between parents and all staff on how a child’s day has been and we do actively encourage this continued feedback.

**5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** as set out as guidance in the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The class or subject teacher will work 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, attainment and behaviour
* Other teachers’ assessments, where relevant
* The individual’s development in comparison to their peers and national data
* The views and experience of parents
* The pupil’s own views
* Advice from external support services, if relevant

The assessment will be reviewed regularly (at least termly), according to the complexity of needs.

All teachers and support staff who work with SEND pupils will be made aware of individual needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The SENCO will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress, during Pupil Progress meetings.

**Review Meetings**

Parents and pupils regularly meet with the class teacher or SENCO, to review academic progress and set new objectives throughout the year. Representatives from external support agencies are also invited, if appropriate. The SENCO and SEN Support Adviser are available at the discretion of parental need to discuss progress other areas linked to skills for learning – social communication skills, fine motor skills, wellbeing and memory skills for example.

For students with an EHC Plan, an annual review will take place with parents, SENCO and teachers. Outcomes outlined in the EHC will be officially reviewed at this time and new action plans will be put in place. A copy of the annual review report is sent to all invitees, including parents/carers, and the LBH SEN Team. If the pupil is in Year 6, the SENCO of the chosen secondary school is invited to attend, as part of the transition process.

**5.5 Supporting pupils moving between phases and preparing for adulthood**

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

Students who have a history of SEND, transferring from KS2 to KS3 – the secondary school will automatically be informed to ensure that relevant staff are aware of specific needs. Relevant staff from the secondary school will be invited to visit pupils at Ryefield to meet with them in their familiar environment during the term before the move. During this time we also provide a range of transitional plans and collaborate with the specific school. Transitional plans can include personalised social stories, unique information booklets with photos of key people and places in the educational setting, extra visits to the school with Ryefield staff, transition sessions in the Hub focusing on any areas of potential need or concern (by pupils, parents or teaching staff). The SENCO will liaise with pupils and parents to ensure their specific wishes are facilitated where possible.

The SENCO will meet with the secondary setting SENCO in the Summer term to share key information to facilitate a ‘best outcome’ transition.

The SENCO works closely with SEN Support and EHC plan pupils and parents to ensure that individual needs are met. Transition arrangements for other pupils in need are made during the Summer Term with the views of both parents and pupils used as a framework for specific measures.

SEND pupils moving year groups will receive equivalent transition strategies as those moving to new schools. Group sessions focusing on transition within the school begin in the Hub in the Summer term. When school staff know which class SEND children will be transferring to, specific transitional strategies are planned between pupil, parent, SEN Support Adviser, SENCO and class teachers. Strategies are reviewed every year to ensure improved transition for individual pupils each year they attend Ryefield and beyond.

**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.

High quality teaching (including Quality First Teaching) is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils needs and abilities. Students will have access to a differentiated, balanced and challenging curriculum throughout the key stages. See the school’s website for more curriculum information.

To enable access to the curriculum for pupils with SEND, the school will provide:

* Teachers for small group Literacy sessions in Year 4,5,6
* Learning support assistants(including HLTAs) and teaching assistants to support where appropriate
* Structured Conversations, Pupil Passports, Support Plans or SENCO meetings for parents
* Dedicated Hub time and SEND-trained staff to develop key learning, wellbeing and social skills
* Visual timetables in each classroom
* Intervention and support resources in each learning space
* Specialist equipment where appropriate
* Dedicated Pod learning zones for individual and small group interventions

We will also provide the following support groups:

* Mathematics breakfast clubs
* Writing booster groups
* Grammar booster groups
* Maths skills booster groups
* PiXL teaching and assessment for learning tools
* Precision Teaching
* Spelling Shed Phonics
* Hub Speech and Language groups
* Hub Social Communication groups
* Hub Club Mindfulness and Wellbeing sessions
* Third Space Learning Maths online tutoring
* MyMaths online tutoring programme
* Lexia Reading and spelling online tutoring
* Change4Life club
* Art Therapy group
* Touch base sessions with ‘Social Emotional Mental Health’ trained staff
* Individual reading sessions via school staff and the ‘Beanstalk’ initiative

**5.7 Adaptations to the curriculum and learning environment**

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

* 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 – for example, teaching assistants are not necessarily supporting one year group or class every day
* Using recommended aids, such as reading rulers, coloured overlays, PECS symbols, visual timetables, dyslexic-friendly fonts, dyslexia-friendly writing paper, pencil grips etc.
* Differentiating our teaching styles by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud for example.
* All hearing impaired children have their own equipment and are monitored in school termly by the LBH Hearing Impairment Team. Spare batteries for hearing aids are kept in the Medical Room
* The school has been adapted with ramps, a lift and disabled access toilet facilities – providing access for all children throughout the school. The school operates with regard to the Equality Act 2010, the Children’s and Families Act 2014 and the SEND Code of Practice.
* The school has been adapted to facilitate 1:1 and small group work in quiet spaces called Pods. The school also has a Hub which is a dedicated room for small group interventions including speech and language, social communication skills, mindfulness, wellbeing and lunchtime support.

**5.8 Additional support for learning**

We have teaching assistants who are trained to deliver interventions such as PiXL, Precision Teaching, Spelling Shed and Lego Therapy. We also have a highly trained SEN Support Adviser who delivers Speech and Language sessions, Social Communication sessions, Wellbeing and Good Mental Health support from Reception to Year 6.

Teaching assistants will support pupils on a 1:1 basis or in small groups when appropriate and according to need.

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

* LBH Hearing Impairment Team
* NHS Occupational Therapy Team
* NHS Speech and Language Therapy team
* LBH School Nurse
* LBH Education Welfare Service
* LBH Virtual School (to determine the arrangements for supporting children who are looked after by the local authority and have SEND)
* LBH Inclusion Team
* YoungMinds
* LBH Early Intervention and Prevention Services
* Educational Psychologist (privately sourced)
* LBH Educational Adviser
* LBH Education Health Care Officer (EHCO)

**5.9 Expertise and training of staff**

Inset sessions are regularly timetabled to provide training on aspects linked to SEND identification and provision. These often include SEND specialists such as educational psychologists or speech and language therapists. SEND specialists from the London Borough of Hillingdon Inclusion Team are also regularly invited to deliver training to staff.

Ryefield School has a team of teaching assistants, including higher level teaching assistants (HLTAs), who are trained to deliver SEND provision across the key stages. Teaching assistants are assigned in order to facilitate the highest achievement levels possible for all children in each year group. Teaching assistants also run targeted intervention sessions to imbed vital learning skills, support development and accelerate progress. These sessions are recorded on intervention tracking sheets which used to inform future planning and support strategies. The impact of these intervention sessions is monitored termly during Pupil Progress meetings.

In the past academic year, school staff have been trained in Precision Teaching, Lego Therapy, Attachment Disorder support, Mental Health First Aid, Dyslexia and Literacy Learning Difficulties support, Emotional Literacy support, counselling strategies and Cooperative Learning strategies (Kagan) to support inclusive peer learning.

**5.10 Securing equipment and facilities**

The SENCO, Headteacher, SEND Governor and parents work in partnership to ensure that appropriate equipment and facilities are in place to secure an inclusive learning environment for all pupils. Removing potential barriers to learning is a key element to the role of the SENCO.

* All classrooms are accessible for children with disabilities
* The school has small sensory tents for use when appropriate
* We ensure that equipment used is accessible to all children regardless of their needs.
* The school has staff trained to support pupils with a range of needs.
* Specialised provisions provide space and equipment for the identified needs for children with specific difficulties e.g. workstations and PECS resources for children with ASD.
* The SEN Support Adviser is based in the Hub classroom. She is highly trained in supporting pupils with more complex SEND. The SENCO and SEN Support Adviser work in partnership with specialists and outside agencies to ensure strategies and equipment remain appropriate for current needs of individual SEND pupils.
* The school’s approach to inclusion includes the active process of securing and improving equipment and facilities to support pupils with SEND.

The EYFS and Key Stage 1 block is on ground level. The first floor of the Key Stage 2 block is accessible to children with a physical disability via a lift. There are appropriate toilet facilities in each teaching block to facilitate wheelchair access. The school is constantly reviewing accessibility with the Occupational Therapy Service and parents with pupils with a disability. We welcome their advice and feedback and make every reasonable adjustment suggested.

**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 during Pupil Progress meetings
* Reviewing the impact of interventions during Pupil Progress meetings
* Using pupil questionnaires such as PASS (Pupil Attitudes to Self and School)
* Monitoring by the SENCO (classroom and playground observations, meetings with SEN Support Adviser/ teachers/ parents/ pupils, liaising with specialists and outside agencies)
* Using PiXL assessments to measure progress and attainment
* Holding annual reviews for pupils with EHC plans
* SENCO visiting other educational environments to compare the effectiveness of SEND provision
* SENCO actively seeking feedback from parents and pupils on the effectiveness of SEND provision via correspondence or comments made during reviews

**5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

* All of our extra-curricular activities and school visits are available to all our pupils from Reception onwards, including our before-and after-school clubs.
* All pupils are encouraged to go on our residential trips following the statutory risk assessment procedures.
* All pupils are encouraged to take part in sports day/school plays/special workshops which are facilitated by the school or the other Vanguard Trust schools.
* 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**

Ryefield’s Headteacher is a qualified Mental Health First Aid Trainer and is delivering high quality mental health and wellbeing training to all school staff as well as parents and outside agencies.

Ryefield’s SEN Support Adviser assesses, plans, delivers and reviews individual and group sessions focusing on key emotional and social development skills in the Hub. She liaises with parents, teachers, specialists from the LBH Inclusion Team and other outside agencies to inform and improve on the learning and strategies provided.

Ryefield’s SEN Support Adviser is also a ‘Wellbeing Champion’ and is part of the LBH Inclusion Team SCERTS (Social Communication, Emotional Regulation, Transactional Support) programme

The SENCO, SEN Support Adviser and Family Support Adviser work in partnership with other school staff to support improving emotional and social development in all pupils.

The school has employed outside agencies such as KICK London Mentoring and a professional School Counsellor in the past to improve the emotional development of targeted pupils.

The school facilitates outside agencies such as CAMHS and LBH Early Intervention and Prevention Services to use Ryefield School as a venue to support parents with pupils who may have emotional or social development concerns.

Please see Ryefield School’s Mental Health and Wellbeing Policy for more detailed information about our support for Social, Emotional and Mental Health needs..

**5.14 Complaints about SEND provision**

The parents of pupils with disabilities have the right to make disability discrimination claims if they believe that Ryefield 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

Complaints about SEND provision at Ryefield School should be made to the SENCO in the first instance and then to the Headteacher. Unresolved complaints will then be settled via the procedures outlined in the MAT Complaints Policy, which can be found via the school’s website.

**5.15 Contact details of support services for parents of pupils with SEND**

**The Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 years of age, across education, health and social care.

Information on the London Borough of Hillingdon SEND Local Offer is available at:

[**www.connecttosupporthillingdon.org/children**](http://www.connecttosupporthillingdon.org/children)

**Useful local service links include:**

**Hillingdon Parent Carers Forum:** [**www.hillingdonpcf.com**](http://www.hillingdonpcf.com)

**Hillingdon Autistic Care and Support:** [**www.hacs.org**](http://www.hacs.org)

**LBH Early Support Team:** [**earlysupportteam@hillingdon.gov.uk**](mailto:earlysupportteam@hillingdon.gov.uk)

**LBH Children with Disabilities Team: 01895 556644**

**LBH Sensory Intervention Team- Hearing Impairment: 01895 556633**

**Hillingdon Paediatric Speech and Language Therapy Service: 01895 488200**

**Young Carers Support:** [**http://www.hillingdoncarers.org.uk/YoungCarers**](http://www.hillingdoncarers.org.uk/YoungCarers)

**SEND Family Support:** [**www.sendfs.co.uk**](http://www.sendfs.co.uk)

**Other useful SEND related support links:**

* [**Talking Point**](https://www.cnwl.nhs.uk/hillingdon-talks/useful-websites-support-groups/#talkingpoint)
* [**National Literacy Trust and Talk to Your Baby**](https://www.cnwl.nhs.uk/hillingdon-talks/useful-websites-support-groups/#ntc)
* [**ICAN**](https://www.cnwl.nhs.uk/hillingdon-talks/useful-websites-support-groups/#ican)
* [**AFASIC**](https://www.cnwl.nhs.uk/hillingdon-talks/useful-websites-support-groups/#afasic)
* [**Michael Palin Centre for Stammering Children**](https://www.cnwl.nhs.uk/hillingdon-talks/useful-websites-support-groups/#michael)
* [**National Deaf Children’s Society**](https://www.cnwl.nhs.uk/hillingdon-talks/useful-websites-support-groups/#ndcs)
* [**British Stammering Association**](https://www.cnwl.nhs.uk/hillingdon-talks/useful-websites-support-groups/#bsa)
* [**National Autistic Society**](https://www.cnwl.nhs.uk/hillingdon-talks/useful-websites-support-groups/#nas)
* [**Headway**](https://www.cnwl.nhs.uk/hillingdon-talks/useful-websites-support-groups/#headway)
* [**Hillingdon Local Offer**](https://www.cnwl.nhs.uk/hillingdon-talks/useful-websites-support-groups/#hlo)
* [**Hillingdon Parents Carers Forum**](https://www.cnwl.nhs.uk/hillingdon-talks/useful-websites-support-groups/#hpcf)
* [**SENDIASS**](https://www.cnwl.nhs.uk/hillingdon-talks/useful-websites-support-groups/#sendiass)
* [**Centre for ADHD and Autism Support**](https://www.cnwl.nhs.uk/hillingdon-talks/useful-websites-support-groups/#adhd)
* [**Hillingdon Dad’s Support Group**](https://www.cnwl.nhs.uk/hillingdon-talks/useful-websites-support-groups/#hdsg)
* [**Disablement Association Hillingdon**](https://www.cnwl.nhs.uk/hillingdon-talks/useful-websites-support-groups/#dash)
* [**Friends of EarlyBird**](https://www.cnwl.nhs.uk/hillingdon-talks/useful-websites-support-groups/#friend)

* **[Peachy Speech](https://www.cnwl.nhs.uk/hillingdon-talks/useful-websites-support-groups/" \l "peachy)**

# 6 Monitoring arrangements

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

It will be approved by the governing board.

# 7. Links with other policies and documents

This policy links to our policies on:

* Behaviour
* Mental Health and Wellbeing
* Accessibility
* Equality
* Dyslexia
* Personal Emergency Evacuation Plan

**8. Safeguarding children with SEND**

In the latest version of Keeping Children Safe in Education (2019) schools are advised to take into account the safeguarding needs of children with SEND. There is a concern that, for children with SEND, that their SEN or Disability needs are seen first and the potential for abuse second. Ryefield Primary School’s policy and practice reflects the additional safeguarding challenges for children with SEN and/or Disabilities. These challenges include:

* Awareness that behaviour, mood and injury may relate to possible abuse and not just to their SEN or disability
* Higher risk of peer group isolation
* Disproportionate impact of bullying
* Difficulties with communication

Ryefield Primary School ensures that children with SEND have a greater availability of mentoring and support through the Hub, SEN Support Adviser, Family Support and SENCO.

|  |  |  |
| --- | --- | --- |
| **Approved by:** |  |  |
| **Date:** | December 2019 | |
| **Next review due by:** | December 2020 | |

**Appendix 1: Ryefield SEND Identification and Classification Explained**

|  |  |
| --- | --- |
| **RYEFIELD**  **RESPONSE** | **Additional support based on an early identification of need by the class teacher, parent or pupil** |
|  | In addition to ‘Quality First Teaching’ , the pupil has the following to fill any gaps in learning or development:   * 1 regular academic intervention e.g. small group/1:1 session * 1 regular social/emotional/mental health/wellbeing intervention e.g. a regular session with the SEN Support Adviser, Family Support Adviser or SENCO |
| **RYEFIELD RADAR** | **Additional support which is being assessed by the class teacher and SENCO and reviewed during Pupil Progress meetings** |
|  | In addition to ‘Quality First Teaching,’ the pupil has the following to fill any gaps in learning or development:   * More than 1 regular school based provision/intervention per week * Specific classroom resources to remove possible barriers to learning * Been assessed by an external professional e.g. Educational Psychologist/Speech and Language Therapist/Occupational Therapist/Child Psychologist * On-going school or parent concerns in the areas of * Communication and interaction * Cognition and learning * Social, emotional and mental health * Sensory and/or physicalneeds |
| **RYEFIELD SEND REGISTER** | **Specific, potential barriers to learning and/or complex needs identified** |
|  | In addition to ‘Quality First Teaching’, the pupil has:   * Been working at a pre key stage level in their year group * Has a diagnosed condition/disorder which could potentially be a barrier to academic attainment and progress * Long term, complex needs diagnosed by an educational or medical specialist e.g. functioning at or below the 3rd percentile * £6,000+ spent in provision offered annually to facilitate inclusive learning * A significant threat to the health and a safety of themselves/staff/peers * An Education,Health and Care Plan (EHCP) |