



Special Educational Needs and Disabilities (SEND) Information Report/Policy

Committee ownership for this policy:	C&A
Must be approved by FGB:	Yes
Required by: 1 / 2 <ul style="list-style-type: none"> • Where 1 is indicated, the requirement is statutory • Where 2 is indicated, the requirement is recommended 	1
Frequency of review:	Annually
Date last reviewed:	December 2018
Date of next review:	December 2019
Display on website:	Yes
Purpose:	<p>This policy is written in line with the requirements of:</p> <ul style="list-style-type: none"> • Part 3 of the Children and Families Act 2014 • SEND Code of Practice 2014 • The Special Educational Needs and Disability Regulations 2014 • The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49 • The Order setting out transitional arrangements, Section 137 • The Equality Act 2010
Consultation:	<p>This policy was developed with a representative from the governing body and in the next review will involve parents of children with SEND. It will be reviewed annually.</p>
Links with other policies:	<ul style="list-style-type: none"> • School Vision • Living Together Policy (Behaviour & Anti Bullying Policy)

	<ul style="list-style-type: none">• Equalities Policy• Safeguarding Policy• Complaints Policy• Accessibility Policy
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At Kew Riverside, we believe that all children are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident, independent individuals living fulfilling lives, and
- make a successful transition into the next stage of their education.

Below are our responses to some frequently asked questions about supporting children with SEND.

What is the definition of Special Educational Needs (SEND)?

The SEND Code of Practice (2014) states that a child or young person has SEND if they have a learning difficulty or disability that 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 if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs are broadly defined by the following four areas of need:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

At Kew Riverside we are able to offer provision for many Special Educational Needs, for example dyslexia, dyspraxia, speech and language needs, autistic spectrum condition (ASC), learning difficulties and behaviour difficulties, without an Education, Health and Care (EHC) Plan. There are other kinds of SEND that are more specialist, and for which we would need to access training and advice so that these kinds of needs can be fully met.

The school currently meets the needs of pupils with an EHC Plan for the following kinds of special educational need: autistic spectrum condition (ASC); mild physical disability; speech and language difficulties; specific learning difficulties and attention deficit hyperactivity disorder (ADHD).

Who should parents speak to about their child's difficulties with learning/ Special Educational Needs or Disability (SEND)?

The Class Teacher

An appointment can be made to meet the class teacher via the school office.

Responsibilities:

- Ensuring that teaching and learning is of high quality and personalized to meet the individual learning needs of all children.
- Ensuring the school's SEND policy is followed in the classroom.
- Closely liaising with the support staff who are working with individual children, both within and outside of the classroom.
- Continually monitoring the starting points, progress and next steps of all children through a range of assessment strategies and identifying children who need extra help as early as possible.
- Encouraging parental involvement in children's learning.

The Inclusion Manager/SENCo

The Inclusion Manager/SENCo is Nell Webb. She can be contacted by email (nellwebb@kewriverside.richmond.sch.uk) or via the school office.

Responsibilities:

- Maintaining and developing the school's SEND policy and other statutory documentation.
- Coordinating all the provision for children with SEND and monitoring its impact and the children's progress.
- Ensuring that children with SEND and their parents are actively involved in the planning and reviewing of the provision.
- Liaising with external agencies that come into school to support children with SEND, for example the Speech and Language Therapist, Occupational Therapist, Play Therapist or Educational Psychologist.
- Updating and reporting on the school's register of learners with SEND

and ensuring that tracking and record systems are in place to evidence progress and provision.

- Ensuring that staff are trained and equipped to meet the needs of children with SEND through providing advice, training and access to continuous professional development.
- Liaising with follow-on providers of education to ensure smooth transitions.
- Together with the Headteacher and School Business Manager, ensuring that the financial provision for children with SEND is managed effectively.

The Headteacher

The Headteacher is Darren Norman. Appointments can be arranged with him via the school office.

Responsibilities:

- Ensuring that the ethos of the school reflects inclusive practice.
- The day-to-day management of all aspects of the school, including the support for children with SEND.
- Ensuring that the Governing Body is kept up to date with issues both within the school and those that relate to external initiatives that relate to SEND.

The SEND Governors

The SEND Governors are Stephen Hyams and John Grant. They can be contacted at: governors@kewriverside.richmond.sch.uk

Responsibilities:

- Supporting the school in evaluating and developing the quality and impact of provision for pupils with SEND across the school.

What are the different types of provision available at Kew Riverside and how is SEND identified?

High quality teaching that is differentiated and personalised will meet the needs of the majority of children. Some children may also benefit, at times, from short-term interventions. At Kew Riverside, this principle of high-quality teaching supported by intervention programmes underpins our

approach to identifying those pupils who need educational provision that is additional to or different from that which is generally provided. These children are identified as having a special educational need.

The provision we offer is as follows:

Excellent Classroom Teaching (or Quality First Teaching)

This means that:

- Class teachers have the highest expectations for children in their class, whatever their prior attainment.
- Teaching is differentiated and personalised in order to meet children's needs and enable them to access a broad and balanced curriculum.
- Specific strategies (which may be suggested by the Inclusion Manager/SENCo or outside professionals) are embedded in classroom practice.
- Teachers have a clear understanding of individual children's progress and attainment and will act quickly to identify any gaps in understanding /learning and seek additional support if necessary.

Intervention Groups

Some children may, at times, need to address specific gaps in their learning/understanding through extra support in a small 'intervention' group that is run within or outside of the classroom. This can be put in place even if SEND have not been identified.

- Group interventions may be run by a learning support practitioner, the Inclusion Manager/SENCo or a booster teacher who has received the relevant training to run the group.
- The size of the group varies according to the needs of the children.
- Intervention programmes run on a short-term basis, with a distinct start and end point, and are regularly monitored for impact through analysis of 'entry' and 'exit' data.
- Intervention programmes are evidence-based and aim to address difficulties in maths, writing, reading, fine and gross motor skills, speech and language, or social and emotional development.

If the child is able to 'catch up' as a result of the intervention and is able to maintain good progress without the extra support, he or she will not be

identified as having SEND.

Special Educational Needs Support

Some pupils may have barriers to learning that cannot be overcome by high quality teaching and short-term intervention groups. These children require additional and extra provision and are identified as having SEND.

This means that:

- The child will be added to the school's SEND support register and parents will be notified.
- In consultation with parents, strengths and weaknesses are identified and used to plan an SEND support plan which includes specific outcomes, interventions, strategies and resources to be used by any member of staff working with the child.
- Parents may be asked to give permission for the school to refer their child to a specialist professional such as a Speech and Language Therapist, Play Therapist or Educational Psychologist to help all involved understand the child's particular needs and how best to support his or her learning.

Specified Individual Support

This support is usually provided (or 'specified') via an Education, Health and Care (EHC) Plan. The child will have been identified as needing a more intensive level of specialist help that cannot be met from the SEND resources available within schools.

This type of support is available for children whose learning needs are complex and lifelong.

This means that:

- The school (or a parent) can ask the Local Authority for an Education, Health and Care (EHC) needs assessment for the child.
- This is a legal process which sets out the amount of support that will be provided for a child.
- After the school has sent in the request to the Local Authority (which includes detailed information about the child), the Local Authority will decide whether they think the child's needs (as described in the

paperwork provided), seem complex enough to need an EHC assessment.

- If this is not the case, they will ask the school to continue with SEND Support and also set up a meeting in school to ensure a plan is in place to ensure the child makes as much progress as possible.
- If this is the case, they will ask the parents and all professionals involved with the child to write a report outlining the child's needs.
- After the reports have all been sent in, the Local Authority will decide if the child's needs require an EHC Plan in order for him or her to make good progress.
- If the child requires an EHC Plan, this will be written by the Local Authority.
- The EHC Plan will outline long and short term outcomes for the child and what support they will receive in order to achieve these outcomes.
- The individual targets and provision for children with an EHC plan are detailed in a SEN support plan which is devised with the child (as appropriate), the parents and any professionals working with the child.

How will the teaching be adapted to meet the needs of a learner with SEND?

- Class teachers plan lessons according to the specific needs of all groups of children within their class. Resources, equipment, seating arrangements and pupil groupings are adapted as necessary to enable all children to access lessons and make progress. This is called differentiation.
- The Inclusion Manager/SENCo supports class teachers to ensure that individual needs are met and that any specialist advice, resources or recommendations are embedded in classroom practice.
- Class teachers direct support staff to work with specific children or groups in class, as necessary.

How is extra support allocated to children at Kew Riverside?

- The school budget, received from The London Borough of Richmond, includes money for supporting children with SEND. This funding is used to support and enhance high quality teaching in the school. The amount of support required for a child to make good progress will be

different in each case. In a few instances, a very high level of resources is required. If this is the case, the school will request 'top up' funding from the Local Authority in which the child lives.

- The Headteacher decides on the deployment of SEND resources, in consultation with the School Business Manager and school governors, on the basis of needs within the school.
- On a termly basis, pupil progress meetings are held, attended by the Headteacher, Inclusion Manager/SENCo and Class Teacher, to discuss the following:
 - The progress and attainment of each child
 - The child's individual needs and any barriers to learning
 - Current provision and its impact
 - The identification of children requiring additional support

Following pupil progress meetings, additional support is planned and updated to ensure that children's needs are being met and resources deployed as effectively as possible.

Resources and staff training are offered in response to children's learning needs.

Who are the other people providing services to children with SEND at Kew Riverside?

Directly funded by the school:

- Additional hours of Educational Psychology input to allow a higher level of service to the school
- Play Therapist (direct 1:1 work with two children on a weekly basis)
- In-school children's behaviour mentor/Emotional Literacy Support Assistant (ELS)

Paid for by the Local Authority but delivered in school:

- Educational Psychology Service
- Sensory service for children with visual or hearing needs
- Behaviour support service
- Speech and Language consultation service and advice in addition to support funded under EHC Plans (provided by the Health Service but paid for by the Local Authority).

Provided and paid for by the Health Service (Richmond and Kingston NHS Trust):

- School Nurse
- Occupational therapy (also delivered offsite via the consultation clinic)
- Physiotherapy
- Training to enable staff to support specific medical needs eg diabetes

In addition, the school can make referrals to:

- Achieving for Children (AfC) Emotional Health Service
- Achieving for Children (AfC) Education Inclusion Support Service
- Social Care services

How is the progress of children with SEND assessed and the effectiveness of provision evaluated?

- The progress of all children is continually monitored and tracked by class teachers through ongoing marking, observation and feedback.
- The progress and attainment of each child is reviewed formally at termly pupil progress meetings, attended by the Headteacher, Inclusion Manager/SENCo and relevant class teachers. A child's attainment across the curriculum is based on a combination of teacher assessment and class-based tests.
- On-entry assessments are carried out in the Reception year across the seven areas of learning of the Early Years Foundation Stage (EYFS) and a statutory EYFS Profile is completed at the end of Reception.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6) the government requires all children to be formally assessed using Standard Assessment Tests (SATs). The school's overall results are published nationally.
- The government also requires schools to administer a Phonics Screening Check for children in Year 1. Children in Year 2 who did not meet the standard at the end of Year 1 are required to retake the test.

For children in Year 1 or above who are not yet reaching National Curriculum levels by the Spring term, progress is monitored using the P-

levels, which is an assessment tool that allows schools to sensitively and accurately measure smaller steps of attainment and learning.

In addition,

- The Inclusion Manager/SENCo may carry out standardized assessments of individual children with SEND in order to provide more detailed diagnostic information about a child's ability in reading, spelling and maths.
- Children's progress through specific intervention programmes is monitored by the Inclusion Manager/SENCo through analysis of 'entry' and 'exit' data and the completion of intervention evaluation sheets.
- Parents of children who are identified as having SEND are invited for extended planning and review meetings three times a year with the class teacher and, if appropriate, the Inclusion Manager/SENCo, to evaluate progress and outcomes against their SEND support plans.
- The progress of learners with an EHC Plan is formally reviewed at an annual review meeting which involves all relevant adults, professionals and, as appropriate, the child.

The effectiveness of the school's provision for children with SEND is evaluated through the school's termly monitoring cycle by subject leaders and the Leadership Team. This includes:

- lesson and intervention observations
- monitoring of children's books
- 'learning walks'
- teacher and support staff appraisals
- consultation with the School Improvement Partner (SIP), our designated local authority advisor
- targeted reviews undertaken by specialist consultants (eg 'behaviour for learning' or 'inclusion' reviews)
- governor monitoring visits

How are parents of children with SEND consulted about their child's progress and provision?

- All parents of children at Kew Riverside are invited to a teacher-parent meeting three times a year to discuss progress, outcomes and provision. Parents of children who are identified as having SEND are allocated additional time to discuss progress against their SEND support plans and these extended meetings may be attended by the Inclusion Manager/SENCo.
- Parents of children who have an EHC Plan are invited to an annual review meeting, which, wherever possible, will also include other agencies involved with the child.
- All parents receive a termly written report of their child's progress and attainment.

Meetings with parents can, of course, be arranged at any time if there are concerns about a child's progress or well-being in school:

- If parents have concerns, they should initially speak to their child's class teacher.
- If the concerns persist or parents feel that they would like more advice, they can arrange to speak to the Inclusion Manager/SENCo or any member of the Leadership Team.
- If parents continue to have concerns they may wish to contact the school's SEND governor.
- If the school has concerns, the class teacher will invite parents to a short meeting, which may also be attended by the Inclusion Manager/SENCo.

How are children with SEND consulted about their progress and provision?

In addition to daily interactions between teachers and children, the following opportunities for consultation are offered:

- All children in Key Stage 2 are invited to attend termly teacher-parent meetings to discuss progress and agree next steps
- Children with an EHC Plan are invited (as appropriate) to contribute to annual review meetings. These meetings are attended by parents, the class teacher, the Inclusion Manager and relevant support staff and outside agencies.

- All children at Kew Riverside contribute to a written annual report which is sent to parents at the end of the summer term.

What support is available for improving the emotional and social development of children with SEND?

At Kew Riverside we understand that an important feature of the school is to develop the emotional intelligence of children so that they leave us with the key qualities of resilience, resourcefulness and empathy.

To achieve this we:

- Provide a nurturing, positive learning environment which responds to individual needs and encourages self-esteem.
- Offer opportunities for children to create leadership opportunities for themselves (House Captains, Children's Roles, Junior Leadership Team).
- Provide a range of zoned playground activities and resources.
- Offer a curriculum that includes PHSCE (Personal, Social, Health and Citizenship Education) and SRE (Sex and Relationships Education) lessons) for every year group.
- Deliver the PATHS® Programme for Schools (Promoting Alternative Thinking Strategies Programme)

For some children with the most need of help in this area we can also provide the following:

- Individualised behaviour plans (including resources such as visual schedules, individual work stations, 'cool-down' areas, 'choice' boards for playtime and lunchtime)
- Lunchtime/playtime adult or 'buddy' support
- Social skills groups
- Support from our in-school Children's Mentor/Emotional Literacy Support Assistant (ELSA)
- Access to a play therapist
- Access to local authority nurture groups
- Referral to the Child and Adult Mental Health Service (CAMHS)

How are staff in school helped to work with children with SEND and what training do they have?

- The school has a programme of continuous staff development aimed

at improving teaching for all children including those with SEND.

- External training providers are regularly invited to lead sessions at staff meetings and Inset days on SEND issues such as autism, attention deficit hyperactivity disorder (ADHD) and dyslexia.
- Class teachers, members of the Leadership Team and support staff attend specialist training courses relevant to the needs of specific children.
- Intervention programmes are evidence-based and staff delivering them receive training as appropriate.
- Opportunities to share good practice and discuss strategies and resources are provided at weekly whole staff, support staff and Key Stage meetings.
- Staff are regularly given the opportunity to learn from one another through peer observations, both within school and in partnership with other schools in the locality.
- The Inclusion Manager/SENCo is a qualified teacher and has been accredited by the National Award for SEN Co-ordination. One of her responsibilities is to support staff in meeting the needs of children with SEND.

How is Kew Riverside accessible to children with SEND?

- The school is single storey throughout.
- The school seeks access to specialist equipment for learners when required through the Local Authority and technology providers.
- The school has disabled toileting and shower.
- We work hard to make 'reasonable adjustments' in consultation with parents to try to ensure that children with SEND attend trips and enrichment activities during school hours as well as after-school clubs.

How are learners with SEND supported when they move to another class or school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

1) When moving to another school (in-year):

- We will contact the Inclusion Manager/SENCo and ensure that he or

she knows about the child and how to meet their needs.

- We will ensure that all records are passed on quickly.

2) When moving to another class:

- Class teacher 'swaps' take place early in the summer term so that all children have the opportunity to familiarize themselves with their next teacher and the new class routines.
- Parents are informed about the next year's teaching staff as early as possible in the summer term.
- For children who find transitions particularly challenging, additional resources and support are offered such as the use of social stories, extra opportunities to visit the new classroom and time spent with new support staff.
- Each class teacher is given specific time to share information about the children in their class with the next teacher at the end of each school year. This will include any relevant agency reports relating to the child, SEND support plans and EHC Plans.

3) Before Reception:

- The Reception Teacher and Inclusion Manager/SENCo attend the Richmond Transition Meeting at which Nursery staff share information about children with SEND who are due to start at Kew Riverside.

4) In Year 5:

- Parents of children with an EHC Plan are encouraged to visit secondary schools in the Autumn term of Year 5 so that they are in a position to submit their choice of schools to the Local Authority by 31 August.

5) In Year 6:

- The Inclusion Manager/SENCo attends the Richmond Primary Transition Day and completes early transfer records where necessary in order to share information on children with SEND with the secondary school Inclusion Manager.
- Children with SEND will be offered additional visits to their new school

as well as the borough-wide transition day. Staff may accompany individual children where this is viewed as beneficial.

- If children with SEND are transferring out of borough, we will endeavour to communicate effectively with individual schools to promote smooth transition.
- For children with EHC Plans, the Inclusion Manager/SENCo will invite the secondary school SENCo whether in or out of borough) to attend the child's annual review meeting in order to agree a detailed transition plan.

What support is offered to parents of children with SEND?

- Parents can arrange to meet with class teachers, the Inclusion Manager/SENCo, the Headteacher or any member of the Leadership Team for advice and support.
- Information and support available for parents from services such as local charities and children's centres is communicated via the school bulletin.

Independent Supporters

Independent Supporters can work with parents and children to ensure that their voices are heard. They offer a free, friendly, flexible service for families and young people. They offer support when:

- parents have applied for an education, health and care plan (EHCP) for their child
- the child has a statement that is transferring to an EHCP.

They aim to do this by:

- supporting parents to understand the legal framework underpinning the changes in SEN
- helping parents think through and identify what the changes mean for them
- attending or supporting parents at meetings with the local authority or school

The local organisations that provide this service are:

Independent Support Partnership

Phone: 020 8831 6076

Email: independent.support@richmondaid.org.uk
Website: www.raid.org.uk

KIDS Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS)

Phone: 020 8831 6179
Email: mailto:richmondkingston@kids.org.uk
Website: www.kids.org.uk

In addition to independent support, the Information, Advice and Support Service (SENDIASS) offers advice across a wide range of subjects. This may include help with personal budgets and how to use the Local Offer plus:

- support with understanding reports and letters, attending meetings and preparing for assessments and reviews
- information and signposting to support services in your area
- support with transition and preparing for adulthood
- support with and signposting to mediation
- advice and support on benefits

What are the arrangements relating to the treatment of complaints from parents of pupils with SEND concerning school provision?

- The same arrangements for the treatment of complaints at Kew Riverside are used for complaints about provision made for SEND.
- We encourage parents to discuss their concerns initially with the class teacher. Thereafter, they should contact the Inclusion Manager/SENCo or another member of the Leadership Team, as necessary. If the issue is unresolved, a formal complaint can be made to the Chair of the Governing Body (see Complaints Policy).

What is the local authority's 'Local Offer' and how can parents find out about it?

The Local Offer is a website that provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.

Local Offer website: https://www.afcinfo.org.uk/local_offer

Email address for enquiries and feedback:
sendlocaloffer@achievingforchildren.org.uk
Phone number for enquiries: 020 8547 4722