



Rimrose Hope CE Primary School Faith in our
children, the hope for the future.

SEND Policy

October 2024

Purpose of this document

This document sets out Rimrose Hope's aims, principles and strategies for the teaching of children with Special Educational Needs and Disabilities (SEND).

Legislative and statutory requirements

This policy is based on the special educational needs and disability (SEND) code of practice.

In addition, this policy has been written in line with:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 19 of the Children's and Families Act 2014
<http://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>
- DfE guidance explaining that maintained schools should publish their behaviour policy online

It is also based on advice from the Department for Education (DfE) on:

- The Equality Act 2010
- supporting pupils with medical conditions at school

Policy Development

The SEND Policy has been drawn up in consultation with the Governors, School Management Team, staff, Special Needs Team, outside agencies and officers of the Authority. The policy is the culmination of discussion, staff meetings and INSET in order to ensure that all staff should share the commitment to its aims and objectives. The Policy was drawn up taking regard of the aims of the school and the whole school commitment to equal opportunities as stated in other policies within the school.

Pupils with SEND

Rimrose Hope CE Primary School's SEND policy recognises that a child has special educational needs if he or she has a learning difficulty, which calls for a special educational provision to be made for him or her. We believe that a child has a learning difficulty if s/he:

- (a) has a significantly greater difficulty in learning than the majority of his or her peers. (two years behind)
- (b) has a disability which prevents or hinders her/him from making academic progress and accessing educational facilities to support learning.
- (c) is under compulsory school age and falls within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Pupils with SEND and/or disabilities admitted to Rimrose Hope CE Primary School could have difficulties with one or more of the following:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

Equal Opportunities

All pupils at Rimrose Hope CE Primary School are entitled to a broad, balanced, relevant and differentiated curriculum. We believe that all children have a right to education that offers equal opportunity for all taking account of individual differences and that appropriate provision to meet these needs should be made. There is an entitlement for every child to a curriculum that enables him or her to achieve the highest level of achievement possible having regard to his or her social, emotional, intellectual and moral development. Ensuring access to the curriculum enables every pupil the opportunity to become an effective learner and helps shape the whole school approach to SEND. The SEND Policy recognises that all children have individual needs and abilities which are to be valued. We believe that the curriculum should encourage and develop purpose, self-discipline, independence and community responsibility in a caring secure learning environment.

The Governors and staff accept that it is the responsibility of all staff to meet the needs of all pupils in the school. It is the policy of Rimrose Hope CE Primary

School to promote a positive self-image in all our pupils regardless of race, gender or disability.

The SEND Policy endorses the mission statement of Rimrose Hope CE Primary School. 'Faith in our children-the hope for the future.'

Principles

The following are the guiding principles on which the policy has been developed. The mission statement and aims of the school, the policy statement and guiding principles of Sefton LEA and the principles outlined in the Code of Practice have influenced them.

- To ensure that Rimrose Hope CE Primary school complies with the requirements of the Education Act 1996, Disability Discrimination under the Equality Act 2010, the SEN Regulations, the SEN Code of Practice 2014 and other statutory guidance and are implemented effectively within the school.
- The needs of the pupils who have special educational needs must be addressed. Rimrose Hope CE Primary School recognises that there is a continuum of provision, which may be met in a variety of different forms.
- All children are entitled to receive a broad, balanced, relevant and differentiated curriculum including the National Curriculum
- All children with SEN have a right to the special education, treatment and care required to meet their special needs with in a mainstream classroom.
- All children are entitled to develop and have valued as fully as possible their abilities, interests and aptitudes through adopting a curriculum and/or teaching and learning style that is sufficiently differentiated to cater for individual needs
- That there should be a positive partnership between parents, children, school, LEA and outside agencies.
- To ensure that all our children have a voice in this process

Objectives

In accordance with the above principles the school:

- seeks to ensure the early identification of pupils with SEN followed by a continuous process of assessment and review so that we can meet the needs of each individual pupil
- appreciates that class teachers have a central role in connection with early identification, assessment and provision so that special needs may be met before a cycle of failure is established
- appreciates that all teachers are aware of the range of needs that may arise in their school and classes and are responsible for assessing the differentiation of material used in their lessons
- recognises that the needs of children change and develop calling for a continuous process of assessment and review of provision
- seeks to enable all pupils to achieve their potential whether they are the least or most able. We wish to establish high expectations and clear targets within the learning capabilities of each pupil
- seeks to encourage and value all pupils' contribution to the life and work of the school. We want all our pupils to accept responsibilities and develop qualities of initiative and persistence
- seeks to create a learning environment which whilst focusing on individual needs also requires pupils to work collaboratively
- recognises that appropriate in-service training will enable teachers to meet the needs of children with SEND
- recognises the need for regular consultation between home and school to foster a positive partnership to enable all to meet the needs of the individual pupil.

School Staff

The whole staff - teaching and non-teaching, the School Management Team and the Governors of Rimrose Hope CE Primary School are committed to supporting pupils with SEND.

The member of the Governing Body with responsibility for SEND is Mrs. Joanne Nelson. The school has a Special Needs Coordinator (SENCO) who has responsibility to the Governors and School Management Team for working with SEN pupils.

Mrs Beth Taylor - SENCO

Mrs Warrington - EYFS Phase Leader

Miss McMinn - KS1 Phase Leader/Deputy Head Teacher

Mrs Edwards - KS2 Phase Leader

Links with outside agencies

Rimrose Hope CE Primary School values the support of outside agencies involved in the identification, assessment and educational provision of pupils with SEND. We endorse the advice given in the Code of Practice on the involvement of outside agencies. The staff and pupils work with the following support agencies and staff:

- Sefton Educational Needs Inclusion Service and Portage Service (SENIS)
- Educational Psychologist
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Educational Welfare Officer
- Health and Social Services
- Community School Nurse
- Social Services
- CAMHS (Child Adolescent Mental Health Service)
- Behaviour Consultant
- Mental Health Support Team

We value the links we have with the medical and social services and would like to move towards strengthening these links in the future. We believe in the need for links with SEND groups and local secondary schools.

The SEND Coordinators are involved in meetings of a SEND Cluster Group (The Strand Network Partnership) based on the feeder schools of our High School.

We believe in the importance of both liaison and information exchange between the SEND Coordinator/Inclusion Manager and officers from the above agencies. This is carried out in the following ways:-

- Termly Planning meetings
- Meetings with Inclusion Consultant to support SENCO and staff
- Special Needs Team meetings
- SEN Strand Network Meetings and SEND Cluster Meetings
- Meetings verbal exchanges and written reports on assessments of specific pupils
- SENIS Teachers of Sensory Impairment - written reports on assessments of specific pupils
- Educational Psychologist - written reports
- E.W.O. Health and Social Services
- Referrals to ASD/ADHD Team at Alder Hey via online portal

We believe in the need to support all pupils in the transition to secondary education. The arrangements we follow in supporting this transition for SEND pupils are:-

- Transition meeting with SENCOs of both primary and secondary schools
- Pupil has enhanced transition which include additional visits secondary school with support if necessary.

We endorse and use the LEA Transfer Form and SEND record forms.

For SEN pupils transferring between primary schools we enclose all SEN records with the LEA Transfer Form.

Management and Administration

Rimrose Hope CE Primary School has developed a whole school approach to the assessment and recording of SEND. It is seen as an over-arching issue on the School Development Plan and is a focus area for the introduction of the whole school approach. Rimrose Hope achieved the British Dyslexia Association Award for Dyslexia Friendly Schools in March 2017 which was reviewed in 2022.

Management Structure

The communication system within the school takes the form of formal and informal meetings between the members of the management structure:-

Termly meeting to discuss general SEN issues between SEN Link Governor, SEN Co-ordinator/Inclusion Manager and Assessment Manager

Regular informal meetings to discuss specific SEN issues between - Head teacher, SENCO and Phase Leaders.

SEND team half-termly meetings to discuss general and specific SEND issues

Regular informal meetings to discuss specific SEN pupils between class teacher and SENCO

Regular informal meetings to discuss specific SEND pupils between class teacher, outside agencies and SENCO

The responsibility for confidentiality of documentation/records is seen as the role of all persons working with the specific pupil. All data for pupils in mainstream classes are kept in a locked cupboard and are available at all times to class teachers for reference. Internal SEND Records are kept centrally on a secure encrypted-access cloud.

Working with Parents

We adopt the principles of the Code of Practice on the partnership of parents found in Chapter 2. 2:4- 2:12.

Parents are informed of their child's needs and the support they are receiving as follows:

- Parents will be invited to an initial meeting to discuss their child's needs; this will involve the SENCO and the class teacher.
- External professionals may be involved and will meet parents to gather information and seek views before assessments are made.
- Parents will be invited to meetings through the year and will be encouraged to talk to the teacher and/or SENCO if they have any concerns.
- Reviews and Annual Reviews will be timetabled and parents and professionals will discuss children to assess progress and support.

The school involves parents and carers in planning to meet their child's needs as follows:

- Parent evenings.
- Through meetings with the teacher, SENCO and/or relevant external professionals.
- Parent workshops are also arranged to support parents' understanding of different teaching approaches used by the school e.g. phonics, maths, language groups etc...
- Annual reviews are held for pupils with Education Health Care Plans (EHCPs).

The appointed school caseworker may also attend meetings and case conferences where parents request support and offer counselling to those faced with difficult decisions with regard to school placement.

For any pupil for whom it may be appropriate to move onto another stage of the Code of Practice the SENCO will be responsible for arranging a meeting of interested parties to discuss future provision for the pupils. Parents are also encouraged to make written comments on the Annual Report Form.

Reviews for pupils with Education Health and Care Plan (EHCP) of SEN will be held yearly. This meeting is a formal Annual Review Meeting for the Education Health and Care Plan. At this meetings parents will be fully informed of their child's progress. Prior to the Annual Review Meeting, the parent will receive a copy of the current EHCP and a Parent Profile to complete. Any additional meetings will be arranged at the request of a parent if they wish to discuss progress or express a concern.

Involvement of pupils

All pupils at school are involved in reviewing their progress. On their Annual Report Form they are encouraged to comment on their greatest achievement and how they can improve in future. We adopt the principles of the Code of Practice on the involvement of the child Chapter 3 3:6-20. The involvement of pupils with SEND follows the arrangements given above for all pupils within certain circumstances the following additions. Pupils with SEND may, if felt to be appropriate in the specific case, be involved in the review meeting. If present at

the meeting they are encouraged to make comments which are recorded. If they are not present at the meeting the class teacher may discuss the review and note comments. Pupils with an Education Health and Care Plan will complete a Pupil Profile Form with either the parent, SENCO or class teacher.

Children who are screened for dyslexia give feedback on their strengths and weaknesses.

Identification of pupils with SEND

We believe in the importance of early identification of pupils with SEND in agreement with the statement in the Code of Practice 5: 11 - 5: 14. We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- As a result of screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills including screening for dyslexia.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

Throughout Foundation Stage the teachers record children's achievements using Tapestry - an Early Years tracker. Internal moderation takes place every half term where evidence is discussed and graphs produced from Target Tracker to identify gaps in teaching and track children's development. The foundation stage team analyse this data and target additional support accordingly. Identified children will be brought to the attention of the school's SENCO.

Identification takes place through;

Entry profiles and home visits at Nursery admission

Identification by Pre-school staff

Concerns from parents/carers

Transfer documents from previous school/nursery

Identification/information from outside agencies

Screening

Transition Meeting arranged by LEA with Private Nurseries and schools

Portage

To assist identification of SEN the following whole school assessments are studied:

- Teacher assessment
- RWInc Phonic Levels
- End of Key Stage 1 & 2 SATs
- Psychometric Assessments
- SMART targets following baseline assessment
- Year 4 Multiplication Check
- End of Year NFER tests

Rimrose Hope CE Primary School's Provision to meet pupil needs

The School SEND Policy adopts the graduated response of school based assessment and provision as laid down in the Code of Practice 4: 9 - 4:13; 5:20 - 5:23, the initial response being school-based and then in partnership with Sefton LEA.

School Provision

1. Assess

The class teacher and SENCO gather all the information they have about a pupil from a variety of sources (pupil, parent, outside agencies) in order to develop an accurate picture of the pupil's needs, attainment, projected targets, motivators and how they respond to teaching approaches.

2. Plan

Depending on level of need either a one page profile or a Special Educational Needs Support Plan is put together to outline the methods to be used in order to achieve specific outcomes. This document includes details such as: Quality First Inclusive teaching approaches that are effective to enhance pupil's learning, proven intervention that have been identified to achieve specific targets — and how they will be delivered and monitored, any focused support from a teaching assistant in class and any recommendations from outside agencies. This is a one page plan with the ultimate aim to develop the pupil's independence and maximise pupils contact with his/her class teacher. This also provides details of resources to ensure access to curriculum or environment, parent and child views and details of outside agency involvement.

3. Do

The one page Profile/SEN Support Plan become working documents and SMART targets are monitored and comments made termly to measure progress. These plans are reviewed on a termly basis with the teacher and SENCO. The class teacher manages the plan and suggested outcomes. They will be accountable for the outcomes and will discuss with the SENCO if they feel the plan is not working for whatever reason.

4. Review

A timescale is attached to the plan so that everyone involved appreciates when targets are reviewed. The targets are reviewed termly. A further plan can then be devised, if required, to enable the pupil to achieve their next steps in learning. Alternatively, the pupil may have made sufficient progress for the plan to cease.

5. Further options

- Further assessment may be requested from outside agencies to gain a better understanding of the pupil's profile and recommendations for support
- To request top up funding from the local authority if cost of support goes beyond the £6,000 threshold that is the school's responsibility. The teacher and SENCO will complete a high needs application which shows that their plan is efficient and likely to succeed.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet a child's education needs, the child has not made expected progress and the school or parents may consider requesting an Education, Health and Care Assessment of Needs (EHCP) and request additional funding if required.

Numeracy

The Numeracy Coordinator is responsible for curriculum development, linking each year group's planning with the National curriculum. Teachers are able to provide additional support for staff in planning to meet the needs of the less able group. All TAs have completed the Numicon Maths Training and one TA is trained in First Class Maths Intervention. As well as training for specific intervention strategies, all TAs have been trained in quality first teaching approaches to support learning in the classroom.

Literacy

The Literacy Coordinator is responsible for curriculum development, linking each year groups planning with the National curriculum. The SENCO and Specialist Teacher SpLD (Dyslexia) provide additional support for staff in planning to meet the needs of the less able group. A variety of Wave 1, 2 and 3 resources are used in addition to support our children. Interventions include; Nessy Reading and Spelling App, whole school approach to Quality First Teaching, Read Write Inc. phonics and Spelling Mastery.

Provision for sensory and/or physical needs

- Motor skills workshops - as selected by the Occupational Therapist
- Outside agency support from sensory impairment services
- Provision of specialist software for writing
- Access to specialist teachers for sensory impairment and/or physical needs
- Medicines management and administration as set out in separate Medicines policy. (Copies available from the school office)

Provision for Communication and Interaction Difficulties

- Staff screen children in Nursery and Reception using the Wellcomm programme
- Speech and Language Wellcomm intervention.
- Teaching Assistants and Teachers trained in wave 3 specialist bespoke speech and language therapy plans

Support for Social, Emotional and Mental Health Difficulties

- Outside agency support co-ordinated by SENCO.
- Feuerstein- emotional Literacy
- Learning Mentors
- CAHMS referral (Child & Adolescent Mental Health support)
- Mental Health Support Team
- Play Therapist
- Behaviour Support through whole school behaviour policy and Epraise on line behaviour system
 - Educational Psychologist Support Dr. J. Craig

Access arrangements for examinations are organised by the Assessment Manager- Miss McMinn, SENCO- Mrs. Taylor and Y6 staff. This can include 25% extra time, and/or provision of a reader and /or scribe; however, it is the decision of the examination board once all evidence has been submitted by the school. All children with EHCPs are entitled to 25% extra time.

Access to the curriculum

We believe that all pupils should have access to a balanced, broadly based curriculum, including the National Curriculum. We believe that the emphasis is on a whole school approach to SEND. All teachers take a responsibility for providing quality first provision for all children within their class with realistic learning goals to be achieved with appropriate teaching methods and differentiated work. A teacher can seek help from the SENCO when working on the needs of a specific pupil and in the formation of individual education programmes differentiated to meet individual needs. For pupils with an Education Health and Care Plan the school will provide support as outlined in the individual pupil's plan, however in the exceptional circumstances of the school having to apply for modification or disapplication from part or the whole National Curriculum the decision would only be made after consultation between the Head teacher, Governor for SEND, SENCO, class teacher, parent and relevant outside agencies.

Integration arrangements

We believe that the children with SEND in mainstream classes should be fully integrated. However, we accept that flexible support such as withdrawal or in-class support as appropriate to the individual pupil's needs should be available. All pupils have access to a range of extracurricular activities appropriate to their age-range.

Funding

The Governors, Head Teacher and SENCO are aware of the current LEA arrangements for the matrix funding of SEND provision. The level of funding for the allocation of resources to and amongst pupils is determined as a result of discussions at the following levels of management, the Governing Body, the Strategic management Team and the SEND Team. Regular consultation is carried out at and between all these levels of management. The SEND budget is mainly used for additional SEND Staffing; however there is an annual allocation of funds

to support the purchase and development of specialist and other supportive materials.

PUPIL PROGRESS

Recording pupil progress

The School Special Needs Policy adopts the whole school approach to the recording of pupil's progress. In addition to school records pupil progress will be recorded on the SEND documentation provided by the LEA.

Reviewing pupil progress

It is the policy of School that pupil's progress will be reviewed regularly using B Squared. The management of annual reviews of pupils with Education Health and Care Plan will follow the advice of the LEA in accordance with the Code of Practice. The Head Teacher will be responsible for convening a review meeting and preparing a review report. Those invited to the meeting may include the Educational Psychologist, the child's parent/carer, a relevant teacher, SENCO, representative from outside agencies and the LEA. A copy of all advice received will be circulated to all those invited to the review meeting at least two weeks before the meeting. The review meeting will assess the progress the pupil has made towards the current targets and the overall objectives of the statement. It will assess whether the current provision is appropriate and make recommendations for the future.

Reporting Pupil Progress

The Special Educational Needs Policy adopts the school's policy for reporting pupil progress to parents/carers. An oral report on pupil progress will be given at Parents Evenings with the class teacher in addition to a written Annual Report.

Staff Development

The SEND Policy sees INSET as playing an integral part in the development of the knowledge and expertise of staff in meeting SEND. We believe that INSET should ensure all staff have a clear understanding of pupils with SEND and the support available. We believe that all staff, teaching and nonteaching should have the opportunity to attend SEND courses. The SENCO and staff supporting children with SEND attend appropriate SEND courses for curricular areas and the management of SEND in school.

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEN policy;
- liaising with and advising fellow teachers;
- coordinating provision for pupils with special educational needs;
- overseeing the records on all pupils with SEN;
- liaising with parents of pupils with SEN;
- contributing to the in-service training of staff; and liaising with external agencies, including educational psychology services, medical and social services and voluntary bodies
- (a) in relation to each of the registered pupils whom the SENCO considers may have SEN, informing a parent of the pupil that this may be the case as soon as is reasonably practicable
- (b) in relation to each of the registered pupils who have SEND: identifying the pupil's SEND;
- co-ordinating the making of SEND provision for the pupil which meets those needs;
- monitoring the effectiveness of any SEND provision made for the pupil;
- securing relevant services for the pupil where necessary;
- ensuring that records of the pupil's SEND and the SEND provision made to meet those needs are maintained and kept up to date;
- liaising with and providing information to a parent of the pupil on a regular basis about that pupil's SEND and the SEND provision being made for those needs;
- ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's SEND and the SEND provision made to meet those needs is conveyed to the governing body or (as the case may be) the proprietor of that school or institution; and
- promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities
- (c) selecting, supervising and training teaching assistants who work with pupils who have SEND
- (d) advising teachers at the School about differentiated teaching methods appropriate for individual pupils with SEND
- (e) contributing to in-service training for teachers at the School to assist them to carry out the tasks referred to in paragraph (b); and
- (f) preparing and reviewing the information required to be published by the governing body pursuant to the Education (Special Educational Needs)

(Information) (England) Regulations 1999, the objectives of the governing body in making provision for SEND , and the SEND needs Policy

The SEND team working specifically with pupils with SEN and/or disabilities are:

Mr. L. Crilly - Head Teacher

Miss. S. McMin- Assessment Manager/Deputy Head Teacher

Mrs. G. Warrington - Assistant Head Teacher

Mrs. B. Taylor - SENCO and Specialist Teacher SpLD (Dyslexia)

Mr D Cooney - Learning Mentor

Mrs L Barber - Complex Needs Advisor

Mrs K. Hesketh- Inclusion Consultant

Dr J. Craig - Educational Psychologist

Mrs. J. Nelson- SEN Link Governor

Hayley Morgan - Community School Nurse

All staff in the School have a responsibility to understand the needs of, and work with the SEN and disabled pupils in their classes and to follow and contribute to pupil profiles.

Admission Arrangements

Mainstream classes

Places are allocated by the LA according to their standard prioritisation procedures

Evaluation of Policy

The evaluation of the effective implementation of the Special Needs Policy will be measured against the broad principles and objectives set out in the Aims. In accord with the School development Plan the SENCO will produce an evaluation at the end of the school year and an action plan for the next school year. The Governors, Strategic Management Team and SENCO will evaluate the effectiveness of the school's implementation of the SEN Policy as part of their statutory duties.

The governors' annual report to parents will use the evaluation to provide parents with the following information:-

- Number of pupils on the SEN Register

- Number of pupils with/without statements
- The effectiveness of the school's provision against the principles and objectives
- Describe any amendments to the school's policy made or proposed over the year
- Refer to any consultation between the governing body and the LEA

The criteria for monitoring the success of the school's SEND Policy:-

- The early identification of children with SEND
- The progress made by pupils.
- The development of pupils' self-esteem and independent learning skills
- The level of positive partnership with parents and pupils
- The level of positive partnership with outside agencies

Arrangements for Complaints

All complaints regarding SEND provision follow the school's complaints policy. Initial complaints should be directly raised with the class teacher. If that is not appropriate, a meeting should be arranged with the school's SENCO. If the complaint is about the actions of the School's SENCO, the complaint should be forwarded to the head teacher. If the complaint remains unresolved, the complaint can be forwarded to our SEND governor, Mrs. Joanne Nelson.

Policy Agreed Oct 24

Chair of Committee

To be ReviewedOct 25.....