

Edale Rise Primary and Nursery School **SEND Policy**

Intent

All children are entitled to an ambitious, aspirational and high quality curriculum, developed and adapted to meet all pupils' needs to give them the knowledge they need to succeed.

At Edale Rise Primary and Nursery School we believe that every child should: -

- feel safe and enjoy being a child in school
- be valued and respected and show respect for others
- be encouraged to develop their full potential intellectually, emotionally, socially and physically
- experience a broad and balanced curriculum at the appropriate level

This policy is a statement of the school's role in providing for children with SEND.

Implementation

Every Class Teacher should take responsibility for: -

- the needs of all their children and should be given appropriate help and support in order to provide for children with special needs
- the initial identification of need in liaison with the Inclusion Leader and through the Class Conference process and using relevant sections of the Nottingham City 'Routes to Inclusion' process.
- planning and organising tailored and/or scaffolded curricula, activities and resources, which address the needs of individual children.
- writing and reviewing, where appropriate, Individual Provision Maps for SEND children to set targets and monitor progress
- writing and reviewing, where appropriate, Individual Target Trackers for children working below age-related expectations
- writing and reviewing Class Provision Maps for all interventions
- participating in the review process of the Provision Map with parents, children, SENCO, Support Staff and outside agencies if appropriate
- annual paperwork appropriate to the individual needs of children with special needs
- working in partnership with parents

The Inclusion Lead and Special Educational Needs Co-ordinator is Mrs Sue Pawluk. Her principal responsibilities are as follows:

- with the Leadership Team, co-ordinate a whole school approach to the provision of education for pupils with SEND, which develops and adapts the curriculum and pedagogy to ensure all children acquire the knowledge and cultural capital they need to succeed in life
- liaison with and support for leaders at all levels and class teachers in their identification and planning for children with special needs.

- liaison with Link Governor to monitor and evaluate the quality of provision in school
- keep up-to-date records of all children with special needs, ensuring relevant action is being taken in school and that outside agencies are being involved if appropriate
- liaison with parents to share and make known information about provision for their child through a collaborative process
- with the Leadership Team, monitor the impact of quality first teaching and interventions through the pupil progress process, observations and liaison with staff, taking into account pupil outcomes
- liaison with external agencies including the Educational Psychology Service, Inclusive Education Service, Health Services, Mental Health Services, Social Services, Speech and Language Therapy Service, Voluntary Bodies and other support services
- liaison with Transform Trust SEND Associate Head to keep abreast of legislation and developments in Special Educational Needs
- maintain own awareness of current developments in special needs and contribute to the professional development of staff

Assessment:

Pupils' needs are identified as concerns arise and at termly Class Conferences and may be assessed using relevant sections of the Nottingham City 'Routes to Inclusion' process.

Assessments and further observations may be carried out by the Inclusion Leader or HLTA.

Where appropriate, children may be referred to outside agencies for further assessment.

Assessments inform best practice to meet the pedagogical and curriculum needs of all children in order for them to achieve exceptionally well.

Impact

Curriculum access:

Children with SEND but without personalised timetables/curricula are included in normal classroom activities and have access to a broad and balanced curriculum, based on the Early Years Foundation Stage and the National Curriculum with appropriate in-class support. There may also be individual and small group support.

Children with a tailored curriculum have workstations in classrooms and access to a range of activities to meet individual need.

Pupil participation:

All children are included in all aspects of school life, with reasonable adjustments made where necessary. This may include keyworkers, specialist equipment and/or resources or nurture support.

Children who are capable of forming views have the right to receive and make known information to express an opinion and have that opinion taken into account.

Children will be encouraged to be involved in setting their targets and evaluating their progress.

Admission Arrangements:

The Admissions process for children with SEND is the same as that followed for all children. The exception is for children who require a phased admission into school.

Allocation of Resources:

The Headteacher, in liaison with the Inclusion Lead, has responsibility for the management of resources for SEND. They will determine the use of resources, staffing levels and staff development. Funding for special needs may be used to provide staffing or resources. Higher Level Need (HLN) Funding is used to support individually named children by Teaching Assistants and for specialist equipment and training.

There is also a Disability Access Plan in place, a copy of which is attached as an appendix to this SEND policy.

Assistance and External Support:

- Transform Trust Associate Head for SEND, Emma Hampton
- Inclusive Education Service staff
 - > Learning Support Team
 - > Autism Team
 - > Behaviour Support Team
 - > Sensory Team
 - > Early Years SEND Team
- Educational Psychology Service
- Health Services/School Nurse
- Mental Health Services
- Complex Needs Team
- Social Services
- Speech and Language Therapy Service
- Voluntary Organisations

SEND professional development is carried out through:

- Staff Meetings
- In-Service Training Days
- SENDCo Network meetings (Trust and LA)
- Access to Courses
- Dissemination of relevant literature

Complaints about SEND provision:

The school has a Complaints Policy and all complaints about SEND provision and procedures will be carried out in line with this policy. A copy of the policy may be found on the school website, or obtained from the school Office.

Arrangements for reviewing, monitoring and evaluating this policy:

The effectiveness of this policy will be reviewed annually by staff, the Senior Leadership Team and by relevant members of the Governing Body. Interim amendments may be made to reflect current practice and local or national developments.

Plan reviewed by: S Pawluk: Inclusion Leader, DM Crosby: Head Teacher and Link Governor

Date: 16.09.2022

Reviewed: September 2022

Date of next review: September 2023

Appendices attached: -

- Disability Access Plan
- Statement on specific learning difficulties (Dyslexia)