



Rishton Methodist Primary School

Special Educational Needs Policy

School Mission Statement

As a Methodist school, our values lie at the heart of all we are and do. Within our caring Christian community, where all are welcome, everyone is encouraged to be the best that they can possibly be. We promote respect, compassion and resilience to prepare our children for the challenges of an ever-changing world.

Rise uptake courage and do it"

Ezra 10:4

Rishton Methodist Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEN policy is linked to behaviour, anti-bullying, medical and curriculum policies.

This SEN policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010. Further to this our school website provides access to our SEN Information Report, our Local Offer for parents and children with SEN and disabilities as well as Lancashire County Council's Local Offer.

The SEN Team at Rishton Methodist Primary School

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Miss L Studholme, our SENCo. Please make an appointment with the school office if you wish to speak with her.

There are four broad categories of SEN:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

We work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.

All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

We have high expectations of all our children. Children on our SEN register make progress which compares well with the progress made by other children in school.



Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

Taken from 2014 SEN Code of Practice: 0 to 25 Years

– Introduction xiii and xiv

SEND at Rishton Methodist Primary School

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEN
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Identifying children at SENS (SEN Support)

Children with SEN are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at half termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed firstly with the head teacher and then if deemed appropriate with the SENCo and a plan of action is agreed.

- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - 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



- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SENS on our Additional Needs Register.

Once a child has been identified as requiring additional needs, outside support agencies such as I.D.S.S. (Inclusion and Disability Support Service) are used to carry out further assessments. These assessments are used to add to and inform teachers' own understanding of the needs of a specific child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or other medical needs.

Following the identification of specific special educational needs, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENS on the Additional Needs Register
- discuss assessments that have been completed
- agree a plan and provision for the next half term

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents.

Thereafter, parents – and children – are invited to a meeting at least each half term to review progress made, set targets and agree provision for the next half term. In the summer term, there is a review of the child's progress, where information regarding children's specific needs and strategies which best meet these needs are discussed with the child's next teacher, to allow for smooth transitions across year groups.

Paperwork for children at SENS (SEN support)

Once a child has been identified as needing SENS the following paperwork is completed:

- Annually, a one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year.
- Half Termly, at a progress meeting, smaller targets taken directly from the IEP (Individual Education Plan) are discussed with children and parents and agreed next steps are recorded towards the longer term targets.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENS, we may request assessment via the local authority for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision



Children who we feel, through monitoring of progress, will manage in mainstream schools, albeit with support, may still be assessed for an EHC Plan. For those children who are working significantly below the level of their peers, despite interventions and intensive support to 'catch up', an EHC Plan may be required in order to support their transition to high school.

Each child is seen as an individual, with needs which are specific to themselves. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, always reaching their full potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENCo who monitors overall progress after the intervention.

- Interventions are planned in half termly blocks.
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.
- The SENCo monitors interventions to identify 'what works'.

Adaptations to the Curriculum, Teaching and Learning Environment

Rishton Methodist Primary School is disability friendly. The school is one level, corridors are wide and we have an easy access toilet and shower room. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas.



Access to Extra-curricular Activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Expertise

All of our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

TAs have training on areas for specific interventions. All TAs work with children with SEN and disabilities. If we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers.

Children with social, emotional and mental health needs

Significant behaviour issues are identified as a Special Educational Need. We will endeavour to support children with such needs through a consistent approach, where a behaviour plan will be implemented, behaviour contracts and reward systems in put in place and monitoring of children's behaviours carried out.

When a child shows consistent unwanted behaviours, the class teacher will assess the child's additional needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we invite parents to a meeting where an EHA (Early Help Assessment) will be opened, to facilitate and coordinate multi-agency support where required, working with the family and supporting the child through that process. Our Family Support Worker (Mrs J Newsham) is available to provide advice and support.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to ELCAS (East Lancashire Child and Adolescent Services) or arrange a meeting with the school nurse. If the child is felt to have long-term social, emotional or mental health needs – for example with anger management – the school offers a range of social skills or therapeutic interventions. These are generally delivered by the school's learning mentor.

All children's behaviour is responded to consistently and in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. Rishton Methodist School has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the perpetrator and the victim to address any issues and support them in moving forwards positively.



Transition Arrangements

Transition into and within school:

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes – including from the nursery – as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
 - Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
 - Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCo is invited to Annual Reviews and other review meetings in the lead up to the September when the child begins secondary education. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND meets termly with the SENCo.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Date of next review: September 2024