Special Educational Needs and Disability (SEND) & Information Report

St Richard Reynolds Catholic Primary School

Policy: Special Educational Needs and Disability (SEND) & Information Report

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St Richard Reynolds is a Catholic community rooted in the love of Christ in which we **seek to** help each other to become the person whom God has created us to be; **and** where children come first **and all** are loved, listened to, challenged and inspired.

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEND Code of Practice 2015
- The Special Educational Needs and Disabilities 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

This policy should also be read in conjunction with the following policies: Admissions Policy, Behaviour Regulation Policy, Assessment Policy, Equalities Policy, Child Protection and Safeguarding Policy and Complaints Policy.

This policy will be reviewed annually.

Definition of SEND
The Special Educational Needs Code of Practice 2014 states that 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 them. A child of compulsory school age or a young person has a learning difficulty if they:

(a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
(b) Have 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, colleges or mainstream post-16 institutions.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

Key Personnel
Mrs Sian White - SENDCO/Inclusion Lead

Named Governors of SEND
Dr Rebecca Butler
Liz Weir

1. What kinds of special educational needs do we make provision for at St Richard Reynolds Catholic College?
We recognise that each pupil is made in the image of God and has a unique worth and dignity. Therefore, we aim to provide an education which enables each pupil to fulfil their potential within a context of respect and tolerance for the differing needs and gifts of each individual.

We are a non-selective, co-educational Catholic College in the London borough of Richmond upon Thames. We believe that all children, regardless of need, can be successful if they are provided with adequate support.

We cater for pupils with a range of SEND including (but not limited to) those identified as having:
- MLD (Moderate Learning Difficulties)
- SpLCD (Speech, Language and Communication Difficulties)
- SEMH (Social, Emotional and Mental Health)
- ASD (Autistic Spectrum Disorders)
- SLD (Specific Learning Difficulties, eg. dyslexia, dyspraxia, dyscalculia)
- Visual & hearing impairment

However, please note that a child's SEND needs are unique to the individual child and those wishing to join our school with an EHCP will need to apply via the phase transfer consultation process.

2. How do we identify and assess pupils with SEND?
A range of assessments are used at various points including the Early Years Profile and Phonics screening in Y1. These assessments provide us with robust data about each child's ability and build on the information received from previous settings.

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

Pupils highlighted as making slow progress or are achieving below the expected national standard are given further testing to ascertain precisely where support is needed. For example, this may include decoding screening or dyslexia screening. Pupils who are below the expected level in English and mathematics are not automatically identified as having SEND, but are provided with the teaching they need to make the progress required. If a pupil, after additional support over a sustained period of time, has not made the expected progress and requires specific support, the pupil may be placed on the SEND register.

3. How do we evaluate the effectiveness of our provision?
Regular monitoring and review will focus on the extent to which planned outcomes have been achieved.

For pupils on the SEND register the Assess, Plan, Do and Review cycle takes place termly with parents and the child.

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. Pupils are assessed carefully at the beginning and end of all interventions using appropriate screening tools. For some interventions this may involve obtaining a reading, spelling or maths age for the pupil before and after intervention. In this way the rate of progress can be ascertained and the effectiveness of the support evaluated. For other interventions an audit of skills may be conducted at the start and end of the

intervention as a way of judging progress. Alternatively measures such as Strengths and Difficulties Questionnaires and observation based assessments may be used to evaluate progress of a particular intervention such as a nurture group or friendship group.

All children at SEND Support and those who have an EHCP will have short term targets set relating to each intervention they are accessing. These will be set out in their SEND Support Plan. At the end of each term a judgement is made as to whether the child has achieved the target set for each intervention. This process helps the school to make judgments about the effectiveness of particular interventions and programmes.

The SENDCo is responsible for monitoring the information gathered from assessments and evaluating effectiveness of SEND provision. Regular feedback is sought from pupils, staff and parents. The leadership team has a robust monitoring and evaluation cycle to review our SEND provision. Regular monitoring and review will focus on the extent to which planned outcomes have been achieved.

4. What are the College's arrangements for assessing and reviewing the progress of pupils with SEND?
Pupils have their progress tracked regularly through ongoing teacher assessment and there are currently three summative assessments completed during each academic year. If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted. In addition pupils are assessed half termly for phonics in EYFS and KS1. In EYFS pupils are assessed initially and after 20 weeks for their Language and Communication skills using the Nuffield Language Early Language Intervention.

Teachers regularly update our SENDCo on qualitative aspects of learning, such as focus in class, quality of written accuracy, quality of responses to questioning, behaviour, emotional state, and motivation. This information is used to determine whether pupils require additional support in any of these areas.

Pupil progress meetings take place termly with the SENDCo, Assessment Lead and class teachers.
Within these meetings the progress and provision of SEND pupils is reviewed.

5. The College's approach to teaching pupils with SEND
High quality teaching is our first step in responding to all pupils, particularly those who have been identified as having SEND. Our approach to teaching is underpinned by the latest research into how the mind learns. Combining the best of traditional pedagogy with the most recent innovations from cognitive science, teachers prioritise memorisation and practice in lessons. Pupils with SEND benefit enormously from these approaches, as the structured setting, clear explanations and carefully sequenced sets of examples aid understanding. Furthermore, pupils with SEND benefit from extended practice as this supports retention of fundamental subject content.

Teachers have been trained to utilise three mechanisms for maximising learning for pupils with special educational needs:

- Before lessons, teachers preempt misconceptions and areas individuals are likely to find difficult
- During lessons, teachers provide pupils with a series of examples and non-examples to scaffold and to clarify and solidify concepts and processes
- During lessons, teachers support pupils to remember content through metacognition strategies such as, activating prior knowledge.

Our SENDCo coordinates support within the school and gives advice and recommends strategies to teachers and support staff. Teachers make use of robust in class assessment to ascertain the extent of pupils' understanding. Teachers seat pupils where they work best and where they can monitor pupils with slower processing speeds and low literacy levels and feed back to the SENDCo as appropriate.

6. How are teachers trained to work with pupils with SEND and what support do they have?
The College is committed to continuous professional development for all our staff. We regularly invest resources in training staff to improve teaching and learning of all pupils including those with SEND. In

particular we provide the following:
● The SENDCo supports the class teacher in planning for pupils with SEND and provides support and advice about individual pupils' needs.
● The SENDCo supports teaching assistants in delivery of intervention teaching and child centred approaches.
● We hold weekly staff meetings and regular INSET days where staff can be updated on issues relating to special education and disability.
● We draw on outside agencies to provide specialist training to the whole staff and staff teams on areas such as speech and language provision, specific medical needs, autism, behaviour support, sensory impairment and many other needs.
● Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific pupils in their class.
● We have a teacher and two teaching assistants who have completed the Early Bird course, a specialist intensive course in supporting pupils with autism.

7. How does the Primary school adapt the curriculum and learning environment for pupils with special educational needs?
The College follows the advice in the National Curriculum Framework/Statutory Framework for the Early Years Foundation Stage, on how to adapt the curriculum and the learning environment for pupils with special educational needs.

High quality teaching, which incorporates adaptive teaching is our first step in responding to all students, particularly those who have been identified as having SEND. Adaptive teaching is an approach that focuses on whole-class inclusive practice and support.

When appropriate, individualised support is still offered to pupils. However, teaching at St Richard Reynolds attempts to provide all students with lessons that are adapted to enable them to meet expectations. The curriculum and learning environment may be adapted in the following ways:

- Class teachers plan lessons according to the specific needs of all groups of pupils in their class, and will ensure that learning tasks are differentiated and scaffolded so that all pupils can access their learning as independently as possible and achieve success.
- Trained support staff can implement the teacher's differentiated planning to support the needs of the pupil where necessary or to work with them in small groups or individually.
- Specific resources and strategies will be used to support pupils individually and in groups, for example the use of visual support or a social story.
- Planning and teaching will be adapted on a daily basis if needed to meet a pupil's learning needs and increase their access to the curriculum.
- Reasonable adjustments are put in place to support the needs of individual pupils. Examples might include offering sensory breaks, using technology to support learning or putting an individual behaviour plan in place for a pupil.
- We continually review our environment to ensure that it is adapted to meet the needs of all pupils.
- Two therapeutic spaces have been created for pupils who need to take time out from class and, where needed, teachers create quiet workstations for those who find it hard to focus in a whole class situation.

At St Richard Reynolds every teacher is a teacher of SEND. Class teachers follow the SRRCC differentiation 5:

- Explicit instruction/effective questioning
- Cognitive and metacognitive strategies
- Scaffolding
- Using technology

- Flexible grouping

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the SENDCo undertakes an annual audit and self-evaluation that generates their improvement plan.

The school building is fully accessible. The school has a lift in two of our three buildings to make every floor in those buildings accessible to all pupils. If required, we work closely with outside agencies to provide specialist equipment and advice for those pupils that need it, for example a hearing transmitter and receiver system for a pupil with sensory impairment.

8. What additional support for learning is available to pupils with special educational needs?

Students with identified learning needs are categorised into three areas:

- SEND Monitoring (M). Students with identified learning needs who do not require any additional support outside of high quality teaching and adaptive teaching.
- SEND Support (K). Students with identified learning needs who require additional support with their learning. For example, they may be part of additional numeracy and literacy support groups.
- Education, Health and Care Plan. Students with identified learning needs who require a high level of support which has been agreed with the Local Authority.

Meeting the needs of pupils with SEND is a whole College responsibility and priority. Staff are aware that *Everyone is a teacher of SEND*. Teachers have been trained to understand the needs of each young person and to systematically and thoroughly review the progress they are making during lessons and over time. Our SENDCo, Primary Leadership Team, and our Governing Body review and monitor progress of young people with SEND. Our SENDCo oversees the implementation of interventions.

Every pupil is assessed during each lesson through formative teacher assessment. This provides the teacher with clear visibility of pupils' understanding. Pupils identified as not achieving the learning objective or having misconceptions receive additional support in the form of pop up interventions. These interventions may take place during the lesson, straight after the lesson or during pre-teach the following morning. These interventions are led by the class teacher and are focused on the key areas of weakness highlighted from the formative assessment.

Pupils with greater difficulties receive further support if necessary. Where applicable, support may be required from AfC's Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS), AfC Child Support Services, Educational Psychologists, AfC Visual Impairment Service (BVIS) and Children and Adult Mental Health Services (CAMHS), Education Inclusion Support Service (EISS) and Emotionally Related School Avoidance (ERSA).

At SRRCC additional support is tailored to each individual and all interventions follow the Graduated Approach **(See Appendix 1)** and are categorised in 3 Tiers:

Tier 1 INTERVENTION - Quality First Teaching
Class teachers offer excellent personalised classroom teaching known as Quality First Teaching. All teachers are teachers of SEND. The class teacher will oversee, plan and work with each pupil with SEND in their class. In doing so they will:

- have the highest possible expectations for the pupil's progress
- look to remove barriers to the pupil's learning by making adaptations to the learning environment and curriculum
- individualise teaching according to what the pupil already knows, understands and can do
- employ specific strategies which may include visual or practical support
- use additional adults effectively to support pupil's learning

Tier 2 INTERVENTION – TARGETED SUPPORT FOR INDIVIDUALS OR SMALL GROUPS
Intervention groups can take place either inside the classroom in a small group or on a 1:1 basis. Alternatively children can be withdrawn from class for this kind of input. It can be led by a teacher or more often a trained teaching assistant. This type of support is available for any pupil who has specific gaps in their understanding of a subject/area of learning. This might include:

- Read Write Inc intervention for phonics
- Read Write Inc Fresh Start Literacy
- Read Write Inc Spelling programme
- Doodle Maths Intervention for maths
- Nurture group
- Social skills group
- Nuffield Early Language Intervention
- Fine and Gross motor skill development
- Handwriting Intervention
- Precision teaching

The impact of these interventions is continually monitored against the progress made by pupils over the course of the input.

Tier 3 INTERVENTION – SPECIALIST SUPPORT FOR THOSE WITH SEND
This kind of provision is available for pupils who have been identified by the class teacher or SENDCo as having very significant needs requiring extra specialist support in school. We may seek advice from professionals outside the school. If necessary, support will be sought from AfC's Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS). Other agencies and support we can access through referral include:

- Occupational Therapy service (OT)
- ELSA support and Therapeutic interventions delivered by SEMH Lead.
- Physiotherapy services
- Speech and Language Therapy service
- Sensory impairment advisory teacher
- Child and Adolescent Mental Health services (CAMHS)
- School nurse
- Early Help Practitioners
- Early years consultants
- ASD advice from specialist provisions in the borough
- Community Paediatric service
- Education, Inclusion and Support Service (EISS)
- Educational Psychology Service
- AfC Resilience Network

If a pupil requires this level of intervention they will be placed on the SEND register at SEND Support level (K) and will be very closely monitored by the school SENDCo as well as their class teacher. When the school identifies the need for this sustained and specialist additional support to enable the pupil to make expected progress we will invite parents to meet with us to draw up a personalised SEND Support Plan. This plan will set out each term the outcomes and targets identified for the pupil and the additional support they will receive.

All pupils on our SEND register have Pupil Passports created in consultation with parents and pupils and are tailored to individual needs.

9. What activities are available for pupils with SEND in addition to those available in accordance with the curriculum?

All clubs, trips and activities offered to pupils at St Richard Reynolds are available to young people with SEND. For some, 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers prior to the activities taking place.

Due regard is given to risk assessment/management as well as the Equality Act (2010) and the Health and Safety Act (1974) to ensure that risks to health and safety are reduced in activities outside of school so far as is reasonably practical.

10. What support is available for improving the emotional and social development of pupils with SEND?

We have a team of teachers and support staff looking after the wellbeing of all of our pupils. The responsibility for the emotional and social welfare of every pupil in the Primary school is overseen by the class teacher. This includes the monitoring of social interactions amongst all of our young people, particularly those with SEND, to prevent bullying. The class teacher listens to the views of those with SEND and, if appropriate, organises additional pastoral support arrangements to ensure their emotional and social wellbeing. Therefore, the class teacher would be the parents' first point of contact. Further advice and support may involve working alongside outside agencies, such as Health and Social Care, and/or specialist educational services.

We are aware that some pupils with SEND experience emotional and social difficulties. We aim to support these pupils by:

- Inviting them to attend nurture groups with small groups of peers.
- Inviting them to attend our nurture group, a safe and supervised lunchtime club.
- Allowing time out in our therapeutic space for pupils who experience anxiety
- Allocating additional adult support at key points in the day, for example at drop off time
- Offering them the opportunity to access support from our SEMH Lead
- Offering them the opportunity to access Drawing and Talking therapy sessions
- Offering them the opportunity to access ELSA sessions
- Building friendship groups around their needs
- We work closely with our educational psychologist who is able to provide advice and strategies to class teachers and parents or work directly with pupils to address their needs.
- Where necessary we work closely with other agencies across the boroughs such as CAMHS and the Education Inclusion Support Service (EISS) to ensure that all pupils experience full inclusion.

10. How do we consult parents and young people?

We will have an early discussion with the young person and their parents when identifying whether they need special educational provision. Parents are encouraged to contact their child's class teacher if they are concerned that their child is experiencing a significantly greater difficulty in learning than their peers. If the class teacher feels it is appropriate, they can then discuss these concerns with our SENDCo who will then make contact with the family. The SENDCo will consult with the young person and their parents regarding Pupil Passports and SEND Support Plans. Progress of pupils with an Educational Health Care Plan (EHCP) is monitored by the SENDCo, who feeds back and reviews progress in consultation with parents on a regular basis.

Annually, the SENDCo meets with the families of pupils with an EHCP and external providers to discuss how the pupil is progressing and ensure that the EHCP is kept up to date. As part of our commitment to person centred provision, pupils with an EHCP will be fully involved in their annual or progress review meeting. They will be encouraged to give their views in preparation for the meeting and will be asked to comment on what has gone well for them, what they may need more help with and what they feel their next steps should be. Younger pupils or those with little language will have the opportunity to contribute their views through the use of pictures or symbols. All pupils will be offered the opportunity to attend their own annual review and highlight their achievements and progress.

As part of the graduated approach, parents will meet with the SENDCo three times a year (termly) to review their child's SEND support plan and discuss new targets. Class teachers and pupils are also part of the review cycle and attend the meetings.

12. What is an Education, Health and Care Plan and who can request one?
As of 1st September 2014 Education, Health and Care Plans (EHCP) have replaced statements of special educational needs.

If a pupil has been identified as needing a particularly high level of individual support which cannot be provided from the school's allocated SEND budget then we or parents may ask the local authority to make a statutory assessment of the pupil's needs. The local authority will gather evidence from a wide range of professionals and from their parents. They will decide whether to write an EHCP for the pupil. This process takes 20 weeks.

An EHCP outlines the specialist provision that is required to help a pupil make progress and to secure positive outcomes for them across health, education and social care. An EHCP may be drawn up where a pupil has long term needs arising from a major difficulty or disability.

An EHCP will include:

- A full description of the pupil's special educational needs and or disability
- The pupil's views and the views of the family
- The outcomes identified for the pupil
- The provision required will ensure the pupil achieves their outcomes and also the way in which education, health and social agencies will work together towards the achievement of these outcomes.

13. How do we support pupils who are moving between phases and preparing for adulthood?
At St Richard Reynolds we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make sure the transfer is as seamless as possible.

Transition to Reception begins in the summer term prior to joining the college. The class teacher conducts home visits in July and a whole class induction. If a child has been identified as having additional needs they will take part in a tailored induction programme (Get Set for Success). In the autumn term the pupils will have staggered start dates to ensure that they can be fully supported in adjusting to their new learning environment.

At transfer into Year 7 transition arrangements include an Induction Day for new Year 6 pupils, conversations with Year 6 teachers, attendance at the Borough SENDCo transition meeting, visits to pupils' primary school setting, family interviews prior to September start and personalised transition arrangements as needed e.g. additional induction visits.

We also contribute information to a pupil's onward destination by providing information to the next setting.

14. Safeguarding and SEND
St Richard Reynolds understands that a child's learning needs may result in them being at greater risk of harm. All pupils with identified learning needs are classified as potentially vulnerable and their progress is closely monitored by the Designated Safeguarding Lead and Inclusion Lead. If a safeguarding concern is raised about a student on the SEND register, the Inclusion Lead will be involved in any required actions.

15. What are the arrangements for handling complaints about SEND?
We sincerely hope that we will be able to work successfully with families to meet pupils' additional needs. However, if after consulting with the class teacher, the SENDCo and head teacher a parent is not satisfied they may wish to follow the complaints procedure which can be found on the school's Website.

16. Where can I find information about the Local Authority's local offer?

Achieving For Children Local Offer (Kingston & Richmond) https://kr.afcinfo.org.uk/local_offer

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

SENDIASS provides information and advice across a wide range of services including:

● 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
020 8831 6179 (Richmond) or 929 8547 6200 (KingstonRichmondKingston@kids.org.uk) SENDIASS Support

Special Educational Needs and Disability Register

You may wish to join the local authority's SEND register in order to receive information about support, services, activities and events.
https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/social-care/special-educational-Needs-and-disability-register

Richmond Parent Carer Forum and Kingston Parent Carer Forum (PCF) T

These two local organisations of parents and carers work to ensure that the voices of parents, children and young people are heard in the planning and implementation of SEND services in Richmond and Kingston.
Contact Kingston PCF:

Phone: 07930 212743
Email: kingstonpcf@gmail.com
Website: https://kingstonpcf.co.uk
Facebook: www.facebook.com/RBKSENDPCF/

Contact Richmond PCF:
Email: Information@richmondpcf.org.uk
Website: www.richmondpcf.org.uk
Facebook: www.facebook.com/richmondpcf/

Parents are welcome to make an appointment with the SENDCo for support to gain the information they require.

17. Where can I find more information about SEND in the local area?

Please send enquiries regarding SEND support and the local offer to our primary SENDCo.

Our Primary School SENDCo is Mrs Sian White (s.white@srrcc.org.uk)

Appendix 1: The Graduated Approach

