

The Ridgeway CE Primary School
Special Educational Needs and disability Policy
School Offer
February 2020.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- Children are identified as having SEN by:
 - Liaising with previous schools/settings, when children are already identified as needing additional support
 - Teachers raising concerns regarding the child's progress across the school's academic and social curriculum
 - Parents raising concerns about their child's development and progress
- The school will then gather together information about your child from class teachers, teaching assistants, parents, your child and perhaps outside professionals, and carry out further assessments, as needed, to build a profile of strengths and areas of need.
- Appropriate additional SEN support will then be put into place to meet your child's individual needs so that they explore life at our school with confidence and excitement.

How will I raise concerns if I need to?

- Contact your child's class teacher or the Special Needs Coordinator representative, who is Mr. Webb, and raise your concerns with them. Mr Webb will then refer questions and seek guidance from our SENCo (R. Ashby-Crane) when required.
- We have an open door policy and we welcome parents coming to talk to us about any concerns they may have. This is so important in order for us to maintain a school community that is both welcoming and generous.

How will school staff support my child?

- All teachers are teachers of children with SEND and your child's class teacher is responsible for planning, supporting and monitoring your child's progress across the curriculum.
- The Headteacher (W Webb) oversees interventions and progress of all children who need additional support
- Teaching assistants may also work with your child, either individually or as part of a group within the classroom or through targeted interventions.
- Each child with SEND has a pupil profile which details their strengths and areas of need, along with some individualised support strategies.

<p>Who will explain this to me?</p>
<ul style="list-style-type: none"> • The class teacher will meet with parents at least on a termly basis (this could be as a part of a parent’s evening) to discuss your child’s needs, support and progress. • For further information, Mr Webb and/or the SENCo is available to discuss SEND support in more detail.
<p>How are the governors involved and what are their responsibilities?</p>
<ul style="list-style-type: none"> • The school appoints the SEND Governor (Anthea Giltneane). This Governor ensures, through regular monitoring and liaison, that the school’s SEND policy is effective in practice throughout the school. • The Headteacher reports to the governors to inform them about the progress of children with SEND. This report does not refer to individual children. Confidentiality is always maintained .
<p>How will the curriculum be matched to my child’s needs?</p>
<ul style="list-style-type: none"> • Class teachers will differentiate the curriculum to meet the needs of all children within their class. They will typically plan for three levels of work and will individually differentiate for your child as necessary. • Class teachers implement the support strategies detailed on your child’s pupil profile. • By individually planning for your child we aim to meet their specific need and ensure that they make progress across the curriculum.
<p>How will I know how my child is doing and how will you help me to support my child’s learning?</p>
<ul style="list-style-type: none"> • When your child is identified as needing SEND support, a Pupil Profile will be started, which details your child’s strengths and areas of need, as well as support strategies and intervention programmes. • Your child’s progress is then monitored on a termly basis against intervention/targets and National curriculum levels for your child’s age and stage. • You will be invited to be involved with the review of your child’s progress with the class teacher three times per year and to plan for your child’s support for the following terms. • We believe that your child’s education should be a partnership between parents and teachers and therefore you are welcome at any time to make an appointment with the class teacher, Headteacher and/or SENCo.

<p>How will you help me to support my child’s learning at home?</p>
<ul style="list-style-type: none"> • Through the termly review meetings, we will share with you some ideas to support your child’s learning at home. This may be supported through a home/school book which gives details of your child’s learning each week. • We also provide workshops/booklets for parents, which focus on specific areas of the curriculum, such as phonics, handwriting, maths etc. or give more information about Special Educational Needs. • Class teachers and the Headteacher will be happy to share ideas and resources with you at any time. • Homework is differentiated to meet your child’s individual needs when needed.
<p>What support will there be for my child’s overall wellbeing?</p>
<ul style="list-style-type: none"> • We are an inclusive school. We celebrate diversity and provide a nurturing environment in which our all children can flourish and grow. • All staff implement the school’s detailed behaviour policy (which is available on the school website), which sets clear guidelines for rewards and sanctions across the school. • We also provide additional support for children who need to develop their social and emotional wellbeing through a wide variety of interventions which may include: Nurture groups, Social Communication groups and a variety of sporting activities. Trained teaching assistants may also support your child on an individual basis. • For children with more complex Social, Emotional and Behavioural needs, Individual Behavioural Plans are written in collaboration with yourself and your child to detail specific support strategies and individual targets.
<p>What support is there available for increasing attendance?</p>
<ul style="list-style-type: none"> • Attendance is monitored on a daily basis by the office staff • Concerns are rigorously followed up
<p>How does the school manage the administration of medicines and providing personal care?</p>
<ul style="list-style-type: none"> • The school has a policy regarding the administration of medicines on the school site. Parents should contact their child’s class teacher if medication is recommended by health professionals to be taken during the school day. A medical plan may be written with the information you have given us to ensure that your child’s needs are met. Most of our staff are first aid trained and they receive regular updated training on common medical needs.

<p>How will my child be able to contribute their views?</p>
<p>Children’s views are at the very centre of everything we do at school. Therefore;</p> <ul style="list-style-type: none"> • Children are encouraged to express and share their views on a daily basis through discussions with Class Teachers and Teaching Assistants. • Children’s views are presented through the School Council • Children make comments on their annual school reports • Children are invited to Parents’ Evenings • Children with Pupil Profiles discuss their views, through a structured questionnaire, with teaching assistants and contribute to the planning of their next steps.
<p>What specialist services and expertise are available at or accessed by the school?</p>
<ul style="list-style-type: none"> • Our SENCo (R. Ashby-Crane) is a qualified teacher and hold The National Award for SEN Co-ordination . • As a school we work with any Outside Professionals that we feel are relevant to meeting the individual children’s needs including: Educational Psychology services; Speech and Language Therapists; Occupational Therapist; Children Social Care; Paediatricians; Learning Support Services; Social, Emotional and Behavioural support services; and Parent and Family Support Advisor. • https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer This is a link the Local Offer for Oxfordshire which you may find useful. It provides both school and parents with additional advice and guidance on what services/packages are available to support you and your child.
<p>What training have the staff had in supporting children with SEN and disabilities?</p>
<ul style="list-style-type: none"> • TAs who deliver interventions have received support to deliver Speech and Language and Occupation Therapy programmes from relevant therapists. • All our TAs have received training in delivering phonics, guided reading and Maths interventions and are competent at assessing and monitoring progress.
<p>How will my child be included in activities outside the classroom including school trips?</p>
<ul style="list-style-type: none"> • A risk assessment is carried out prior to any offsite activity to ensure everyone’s health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. • Parents will be involved in the decision making about school trips and activities.

<p>How accessible is the school environment?</p>
<ul style="list-style-type: none"> • There is a disabled toilet large enough to accommodate changing • There is a school Accessibility Plan
<p>How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?</p>
<ul style="list-style-type: none"> • We hold School Entry Plan meetings with the pre-schools for children with identified SEND on transfer to school to ensure a smooth transition. Information about other professionals working with your children will be shared at the meeting and appropriate plans made for their support to continue at school. Additional visits to school may be encouraged and transition books are used. • Transition between year groups within school is supported by meetings with the new class teacher and TA. • Teachers attend transition meetings at the end of the school year in order to pass important information about your child to their next class teacher. • When children move from The Ridgeway CE Primary school to their secondary school, the SENCo representative from each school meet to transfer all important information and to plan support. Often additional visits to the secondary school are planned, so that the children can get to know the new environment and the adults who will be supporting them. Parents are also encouraged to meet with the secondary school SENCo. All paper records are transferred to the new school. • If children move to another primary school, all important information will be transferred and if necessary, the class teacher or SENCo contacts the receiving school.
<p>How are the school's resources allocated and matched to children's special educational needs?</p>
<ul style="list-style-type: none"> • The effectiveness of the extra provision is monitored by Governors via the Headteacher's reports.

<p>How is the decision made about what type and how much support my child will receive?</p>
<ul style="list-style-type: none"> • The decision making process is based on an Assess, Plan, Do, Review cycle which will involve school staff, parents, your child and outside professionals as necessary. • If concerns are raised regarding your child’s progress at the review stage, we will work in collaboration to ensure that more specialist assessment and/or provision is provided for your child. • Should your child make good progress through the interventions and support given, then decisions may be made to remove support. Support would then be provided by the class teacher through a normally differentiated curriculum.
<p>Who can I contact for further information?</p>
<ul style="list-style-type: none"> • The first point of contact would be your child’s class teacher to share your concerns. • You could also contact our Headteacher, Mr Webb, through the school office. • Additional information can be found in our SEN policy on our website.
<p>Who should I contact if I am considering whether my child should join The Ridgeway CE Primary School?</p>
<ul style="list-style-type: none"> • Contact the school office to make an appointment to arrange a meeting with the Headteacher, Mr W Webb,

Categories of Special Educational Needs and Disability

Children’s needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

- Communication and interaction: Speech, Language and Communication needs 6 Autistic Spectrum Disorder including Asperger’s and Autism
- Cognition and Learning: Learning difficulties Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental Behaviour reflecting underlying under lying health difficulties: mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- Sensory and/or physical: Hearing Impairment Visual Impairment Physical Disability Multi-sensory impairment

EVALUATING SUCCESS

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success. The success of the school’s SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by Head and subject coordinators
- Analysis of pupil tracking data and test results – for individual pupils - for cohorts
- Value-added data for pupils on the SEN register

- Monitoring of procedures and practice by the SEN governor three times a year
- School self-evaluation
- Monitoring the quality of Pupil Profiles and review meetings

COMPLAINTS PROCEDURES

If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENCo, to discuss the concern. Parents can request an appointment with the Headteacher directly. The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare. In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Headteacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

Here are some useful websites to find additional information on SEND:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

[http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/documents/SEN/guidance/Schools Accessibilty Strategy.pdf](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/documents/SEN/guidance/Schools%20Accessibilty%20Strategy.pdf)

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

<http://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

Report completed by Ruth Ashby-Crane (SENCo) and William Webb (Headteacher).

*Agreed by Governors and Staff - **February 2020***

*Review date of Policy - **February 2023***