Special Educational Needs and Disabilities (SEND) Policy

Written by	Adopted by Governing Body	Review Date
Emma Rice-Adams (Federation Strategic SENCO)	Autumn 2026	Autumn 2027

Contents

		Page
1.	Introduction	3
2.	Aims	4
3.	Definitions	5
4.	Responsibilities	5
5.	Whole School Graduated Response	7
6.	Targeted Intervention	8
7.	External Support Services	8
8.	SEN Transition	9
9.	Supporting Pupils and Families	9
10.	Supporting Pupils at School with Medical Conditions	10
11.	Staff Training	10
12.	Monitoring and Evaluation	10
13.	Accessibility	11
14.	Concerns or Complaints for Parents	11
15.	Admission Arrangements	11
16.	Reviewing the Policy	11

1. Introduction

Riverview Family of Schools is highly committed to ensuring that all students, irrespective of their needs, have an appropriate and high-quality education. We strive to ensure that there is equity of opportunity and access for every student within the school in terms of curriculum and the wider aspects of school life.

Our main aim is to prepare our students, regardless of their background, special educational need or disability, to achieve success as they transition between educational settings and then venture on into their adulthood. To do so, we focus on a gradual progression towards independence, so that our students can thrive at their future setting, be that moving between key stages, educational settings or into further training or education, whilst also enabling them to celebrate who they are as an individual and what they can offer to the world.

We have high expectations of all our students and we aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community and therefore we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences
- need different tools and support strategies to prepare them for an independent adulthood.

This policy refers to children and young people with special educational needs and disabilities (SEND) including why and how Riverview Family of Schools works with them and their families.

The guiding principle informing this policy is ensuring that children and young people with SEND are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance and documents:

- Part 3 of the Children and Families Act 2014, which sets out the school's responsibilities for students with special educational needs (SEN) and disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- The Special Educational Needs and Disability (SEND) Regulations 2014
- Teachers Standards 2011
- The school's SEND Information Report (which can be found on the school website).

The SEND local offer is a resource that is designed to provide support for children and young people with additional needs. It provides information on the services and provisions that are available within our authority. The North Lincolnshire local offer and resources can be found at https://localoffer.northlincs.gov.uk/.

The Federation Strategic SEN Coordinator (SENCO) is Dr E Rice-Adams who will be responsible for the implementation of this policy, in collaboration with the governors and senior leadership teams across the Federation.

2. Aims

At Riverview Family of Schools, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils regardless of their needs or abilities. We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The Federation aims to ensure that all students are given the necessary life skills and knowledge to access the wider community and to prepare them for adulthood, through the development of the social and academic building blocks needed for future success.

Our core aims and outcomes for each student are:

- be prepared to appropriately access the next phase in their education
- be able to reflect on their own needs and how these can be met
- be a proactive and productive community member
- be mentally and physically healthy
- live independently
- gain paid employment.

(SEND Code of Practice and PfA outcomes)

Our Family of Schools provides a broad and balanced curriculum for all students. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children.

When planning, teachers set suitable learning challenges and respond to students' diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Students may have SEND either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for students with SEND takes account of the type and extent of the difficulty experienced by the child or young person.

The aims of this policy are:

- To ensure that the school complies with the requirements of the ***SEND Code of Practice 2014*** and other statutory guidance, and that these are implemented effectively within the school.
- To ensure that our expectations of every pupil with SEND are sufficiently high and they are presented with maximum opportunity to achieve economic wellbeing.
- To identify students with SEND and ensure that their needs are met, with bespoke input matched to their individual needs.
- To ensure that students with SEND are included in all (appropriate) activities of the school and are perceived positively.
- To ensure that all learners make the best possible progress.
- To ensure parents/carers are informed and involved in the processes surrounding their child's special needs and that there is effective communication between parents/carers and school.
- To ensure that learners express their views as far as they are able and are fully involved in decisions which affect their education.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
- To ensure all students leave the school prepared for the next stage of their learning, with emotional resilience and the basic skills required.

3. Definitions

Whilst it is recognised that young people with SEND are not a readily defined and discrete group, for the purposes of its policy the school adopts the legal definition provided by the 1996 Education Act:

"A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her."

The SEND Code of Practice says a child has a learning difficulty if he or she;
(a) Has a significantly greater difficulty in learning than the majority of young people of the same age
(b) Has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for young people of the same age in schools within the area.

SEND provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for the child's age in maintained schools.

Riverview Family of Schools recognises that there is a continuum of SEND needs, which should be reflected in a continuum of provision, and that the most effective support for SEND students is high quality teaching.

Only in a small minority of cases will a child have SEND needs of a severity or complexity, which require an Education Health Care Plan (EHCP).

The 1996 Education Act (Section 32) says:

'A child is not to be taken as having a learning difficulty solely because the language (or form of language) in which he is or will be taught is different from a language (or form of language) which has at any time been spoken in his/her home.'

Therefore, a child is not automatically classed as SEND because they are EAL, unless additional SEND needs are identified. However, the school recognises that EAL pupils have their own needs, which are addressed separately.

We also recognise that young people may have SEND needs in some areas of their learning and can be identified as gifted and talented in others.

4. Responsibilities

The Governing Body of the Riverview Family of Schools will ensure that all of our educational settings provide high quality education and support for every student within our family. They will ensure that there is a nominated Governor who will have specific responsibility for SEND.

The relevant setting's SENCO leads the support and provision for SEND students within each of our settings, in collaboration with the Federation Strategic SENCO, senior leadership team (SLT) and the Governors.

The Federation Strategic SENCO (Dr Emma Rice-Adams) is responsible for:

- reporting and reviewing progress of SEND pupils to the Headteacher and Governing Body;
- monitoring and evaluating the SEND expenditure of the Federation to ensure maximum impact and efficiency;
- evaluating the effectiveness of interventions and targeted support packages in light of best value for money and impact;
- providing effective strategic leadership to SENCOs / Assistant SENCOs to ensure they fulfill their duties as per school policy and the SEND Code of Practice;
- evaluating provision and resources to ensure that they are utilised effectively for the students;

- implementing and monitoring effective, quality assurance strategies, that lead to demonstrable improvement and celebration;
- quality assuring the teaching and learning and its impact on SEND students, providing strategic recommendations to the senior team and Governors with regards to further developments and improvements;
- ensuring that all staff across the Federation are highly knowledgeable and skilled to support students with SEND and medical needs;
- implementing a robust and effective transition process for all SEND students;
- ensuring that all policies, systems and processes are highly inclusive for all students with SEND

The Assistant Federation Strategic SENCO (Joanne Ward) and Castledyke SENCO (Naomi Roberts) are responsible for:

- overseeing the day-to-day operation of the school's SEND policy;
- liaising with and advising fellow teachers;
- supporting the allocation of learning support assistants;
- ensuring the SEND list is accurate and available to all staff through Arbor;
- monitoring and evaluating the quality of IEPs and student profiles;
- coordinating provision for pupils with special educational needs;
- overseeing the records on all pupils with SEN;
- liaising with parents/carers 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.

In relation to each of the registered pupils who have SEND, the SENCO/ Assistant SENCO is responsible for:

- identifying the pupil's SEND;
- supporting the evaluation of the quality of teaching and learning across the school;
- monitoring and evaluating plan, do review cycles of support for students;
- reporting on the progress of SEND students to the Strategic SENCO;
- 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/carer 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 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.

The classroom teacher is responsible for:

- providing high quality teaching which supports the starting points and additional needs of every child in the class through adaptive teaching;
- ensuring the academic progress and wellbeing of pupils with additional needs in their classroom;
- creating a safe and inclusive environment in the classroom setting;
- promoting and celebrating inclusive education;
- upholding high expectations for every student, irrespective of additional needs;
- ensuring they are aware of the additional needs of all students within their classes and the specific strategies that are recommended;
- ensuring all students' needs are met within the differentiated curriculum and teaching approach to ensure progress for every student;
- regularly assessing students effectively and to identify swiftly where intervention is needed to maintain progress; and

- informing the SENCO/SEND Team of any student whose needs are not being met by high quality teaching through the use of the cause for concern triage system to raise concerns about any student who may need further support in addition to the normal classroom strategies.

Heads of Faculty/ Subject Leaders are responsible for:

- monitoring the progress of students with SEND in their subject area and taking decisive action when necessary;
- providing opportunities to gather student voice of SEND students;
- providing an accessible and aspirational curriculum for all learners irrespective of additional need;
- ensuring the quality of teaching is high in all lessons;
- ensuring all staff are engaged with the monitoring and review of SEND targets proactively; and
- ensuring staff provide high quality feedback when requested, linked to external assessments or referrals or SEND reviews.

All staff are responsible for:

- challenging all forms of discrimination and inequality;
- enforcing the equality and diversity policy;
- ensuring every child has an equitable experience whilst in our care, regardless of need;
- making reasonable adjustments based on the needs of the children in their care;
- reading and utilising the additional information for children through EHCPs, IEPs and student profiles/ learning plans;
- maintaining their professional knowledge, skills and expertise and where additional support is needed, actively engaging the SENCO/ SEN Leadership team to advise when needed; and
- completing any documentation to support the external and/or internal assessment of children's needs.

5. Whole School Graduated Response

The Federation has regard to all the requirements of the SEND Code of Practice 2014. The SEND Code promotes a common and four stage graduated approach to identifying, assessing individual student needs, providing for pupils' special educational needs, and reviewing progress and impact of provisions (assess, plan, do and review).

The graduated response to meeting individual needs starts once it is decided that a pupil may have SEN and when any SEN provision is made for that pupil. The key test is where the pupil is not making at least expected progress or is unable to access the curriculum. The SENCO will work closely with teaching staff and initially monitor teaching and differentiation strategies being used. Where necessary, this may include supporting the teacher's understanding of strategies and knowledge of specific SEND needs. Views from parents/carers and the pupil will also be sought and the SEND team will complete informal observations of student performance/ presentation in class and across the curriculum to gain an overall picture of need. A range of in-house assessments may also be carried out by the SENCO and/or SEND team to assess the level of need for each individual.

The SENCO, with the SEND team, teaching staff, parents/carers and the child will review the adaptive teaching strategies being used by teachers and then collectively decide whether the student would benefit from something additional or different to their peers.

Once a pupil is identified as having SEND, they are placed on the school's SEND register. A Learning Plan/ IEP is created, shared with all relevant staff and the intervention is determined.

The Learning Plan/IEP will detail:

- comprehensive information of the needs of the pupil
- the teaching strategies to be used
- provision to be put in place

In addition, outcomes will be set for those pupils placed on SEN Support. EHCP and SEN support outcomes will be set/reviewed termly. Pupils, parents/carers and teachers will be invited and encouraged to participate fully in the review process.

Interventions run for a minimum of six weeks and consist of baseline assessments and then an exit assessment. Progress is monitored and assessed by the SENCO/ SEN Team and then, with all stakeholders, a review of the progress and impact of the intervention occurs. If it is decided, by all, that progress of the student is not adequate or sustained across the curriculum then additional or different interventions will be discussed and put in place. The advice of external agencies will also be sought where appropriate.

If, it is felt by all involved, that the school alone cannot meet the needs of the student then the SENCO/ SEN Team will begin collating evidence for the application of an EHCP.

If a student makes at least expected progress and it is sustained across the curriculum, and all stakeholders are in agreement, then the student will exit the SEND register but their progress will be monitored closely by the SENCO/ SEN Team at the normal school assessment periods.

6. Targeted Intervention

All teachers at the Riverview Family of Schools are teachers of pupils with SEND and are responsible and accountable for the progress and development of all pupils in their class, including when a pupil accesses support from teaching assistants or specialist staff. High quality first teaching, differentiated for individuals, is the setting's first response to pupils who may have SEND. In addition, where appropriate, high quality intervention will be deployed to support pupils in areas of learning, social skills and social, emotional and mental health (SEMH) needs. Within these interventions, the focus is on providing appropriate scaffolds so that pupils can become independent in these areas when they are able. All teachers and support staff receive in-service training in identifying and supporting pupils who require an education offer that is additional to and different from the differentiated curriculum offered to all pupils.

There are occasions when additional input is needed for a student and this is coordinated by the SENCO. Examples of such provision are:

- Little Wandle Phonics
- Reading Plus
- Bedrock Literacy
- Entry Level maths/ English programmes
- Doodle Maths
- Individual speech and language programmes
- Self-esteem workshops
- Zones of Regulation/ CBT (SEMH intervention)
- ELSA
- Homunculi intervention
- WMIM/ Think for the Future (SEMH intervention)
- Drawing and Talking intervention
- Social Skills intervention such as TALKABOUT
- Lego therapy
- Counselling
- Access to specialist teachers for sensory impairment and/or physical needs

7. External Support Services

The External Support Services play an important part in helping settings to identify, assess and make provision for pupils with SEN:

- The school receives regular visits from the nominated Education Inclusion Officer and Educational Psychologist for the area.
- The SENCO involves other outside agencies including Social Services (see Child Protection policy), Education Welfare Officer, Physical Disabilities Team, Sensory Impaired Service, School Nurse, Speech and Language and Occupational Therapy, ASET, BST, and the Child and Adolescent Mental Health Service (CAMHS).
- The setting may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- Multi-agency liaison meetings, with representation from Social Services, Health, and the Educational Psychology Service are held to ensure effective collaboration in identifying and making provision for vulnerable/ complex pupils.
- Annual access arrangement testing is undertaken to assess if students require additional support in exams.
- Secondary settings will liaise with the Careers Service and other agencies to arrange transition plans for students with EHCP (and other pupils with SEND who may benefit from transition planning), and will ensure that these transition plans are reviewed as part of the Annual Review process.

8. SEND Transition

The transition to a new setting is a significant change for students and many SEND students will need additional support to manage this. Transitions at Riverview Federation can include phase changes such as entry to Reception; Y6 transitions to secondary settings; and Y11 transition to post-16 education. Pupils may also transition to one of our enhanced provisions, such as an SRP.

For all these transitions, the SEN Leadership team encourages current settings to invite us to the annual reviews of pupils with EHCPs, which intend to name the school/ setting. We also invite intended colleges to our Y11 annual reviews. The SENCO/ SEN Leadership team will liaise with current school/ settings to complete detailed information gathering and will implement any necessary bespoke transition plans, particularly if a longer period of transition may be required. Any additionally required transition will be clearly communicated with parents and carers, ensuring clear opportunities for parental concerns to be addressed.

At the end of a pupil's time at Riverview Federation, we can offer guidance and tailored transition support for students looking to move on to further education or apprenticeships. We also work closely with the local community and businesses to provide opportunities for young people to improve their skills.

9. Supporting Pupils and Families

Riverview Family of Schools recognises that the best results for a student are achieved when the staff, parents/carers and other agencies are working cohesively in partnership. Working towards this principle we commit to:

- Ensuring parents/carers and pupils are involved in all discussions and decisions about what SEN provision should be made.
- Recognising that parents/carers hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the pupils and their parents/carers will be heard and incorporated into the planning to meet their needs.
- Supporting parents/carers in providing pathways, which can support their child to greater independence as they move through the school/ into adulthood.
- Ensuring that parents/carers are kept informed of all aspects of work completed with their child.
- Encouraging contact with the SEND Team.
- Inviting parents/carers to contribute to review processes.

Resources Allocated to Pupils with SEND

- Teaching Assistants (LSAs) are allocated to support Quality First Provision and undertake specific programmes and interventions, where appropriate.
- Purchase and maintenance of specialist software.
- Additional resources and specialist equipment are purchased, when necessary.

10. Supporting Pupils at School with Medical Conditions

Riverview Family of Schools recognises that pupils at school/ setting with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. See the school's 'Supporting Pupils with Medical Conditions Policy'.

Some may also have SEN and may have an EHCP which brings together health and social care needs, as well as their special educational provision.

Students with medical needs will have a health care plan which will be completed by parents/carers and updated regularly. This will be shared with all staff, so they are aware of the pupil's needs.

11. Staff Training

The SENCO works closely with all Heads of Faculty/ Subject Leaders and SLT to identify staff training needs. Heads of Faculty/ Subject Leaders are also responsible for supporting the SENCO in creating a cohesive and coordinated approach to the SEND Code of Practice across the school. In order to maintain and develop quality first wave teaching, all staff are encouraged to undertake training and development opportunities.

All teachers and support staff undertake an induction and this includes a meeting with the SENCO to explain the policy and procedures of the school. TAs and HLTAs receive regular training through the LA (SEND) department and SENCO.

The Federation Strategic SENCO regularly attends LA SEND training events, LA roundtables/ working parties, and SENCO network, and regularly undertakes training updates on all aspects of SEND. The Strategic SENCO has a PhD focusing on autism and mainstream schooling.

The SEND professionals across settings regularly undertake SEND specific training to support expertise in a range of areas including specific areas of need; methods of identification and assessment; SEND systems and processes, and appropriate strategies of support.

12. Monitoring and Evaluation

The evaluation of interventions and provision occurs on a six-weekly basis. The SENCO is responsible for evaluating the impact of strategies and interventions for students and making the necessary adjustments to their support. Parents/carers are encouraged to be involved and fully participate in this process.

The SENCO should provide a report on the progress of SEND students at each full Governing Body meeting. The SENCO also provides information in quality assurance meetings with the nominated SEND governors and with the LA's Education Inclusion Teacher (SEND).

Student voice and a parental survey is conducted annually and the results published to the Governing Body.

13. Accessibility

The Federation has an Accessibility Plan which should be read in conjunction with this policy. This can be found on the school website.

14. Concerns or Complaints from Parents

If a parent, carer or professional has a concern or complaint regarding the application of this policy for a child, then in the first instance you should contact:

- Baysgarth - contact your child's year team or form tutor.
- Castledyke - contact your child's teacher.
- Headway - contact your child's key worker.
- Pathways - contact your child's teacher.
- SRP - contact your child's teacher.

In the majority of cases concerns can be dealt with at this level ensuring parents and students are happy.

In the event that a parent, carer or professional does not feel that the concern has been dealt with satisfactorily then the SENCO should be contacted for students at Castledyke (Mrs Roberts) or Assistant SENCO at Baysgarth (Mrs Ward)

For those students who are attending Headway, the concern should be directed to Mrs Bethanie Wilkinson, SENSO.

In the unlikely event that these efforts have not resolved your complaint, then parents should then proceed using the complaints policy where the Strategic SENCO or Headteacher will formally investigate your complaint. A copy of this policy is on the website and available from reception.

Additional support and advice can be accessed through SENDIASS.

15. Admission Arrangements

The Governing Body has agreed with the Local Authority admission criteria which do not discriminate against pupils with special education needs or disabilities and its admission policy has due regard for the guidance in the SEND Codes of Practice 2014. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

16. Reviewing the Policy

The policy will be reviewed annually by the Federation Strategic SENCO.

Signed: _____ [Chair of Governors]

Date: _____

Signed: _____ [Federation Lead and Head Teacher]

Date: _____