



Two Rivers CofE Primary School

SEND policy and information report Two Rivers C of E Primary School

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At Two Rivers C of E Primary School we recognise that some children may have special educational needs, and will require support and interventions additional to and different from those of the majority of pupils, in order to realise their full potential and gain equal access to the curriculum.

We aim to:

- Place inclusion at the heart of all provision and seek to develop a range of comprehensive, up to date inclusive services to meet all identified special educational needs, additional to and different from class based intervention;

- Ensure that the views, wishes and feelings of the child and young person with SEND and the child's parents/carers are regarded and inform provision;
- Support each child to have a positive experience of school, to actively engage in their own self-development, and to achieve their full potential;
- Ensure that the special educational needs of children are identified as early as possible;
- Maintain high ambitions for all children with special educational needs.

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

This policy also complies with our funding agreement and articles of association.

3. Definition of SEND

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her;

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty than the majority of others of 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 or mainstream post-16 institutions.

For children aged two or over, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

4. Roles and Responsibilities

4.1 The SENDCO

The SENDCO is Mrs Emma Easdown.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor is Claire Formby and will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher is Mr Matt Filer and will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

The people above can be contacted by telephoning or emailing the school office to arrange a meeting.

Telephone: 0117 916 1027

Email: enquiries@tworiversschool.org.uk

5. SEND Information Report

5.1. What kinds of Special Educational Needs and Disabilities provision does Two Rivers Primary School provide for?

Two Rivers Primary School is committed to providing an appropriate and high quality inclusive education to as wide a range of pupils as possible including those pupils with a Special Educational Need or Disability (SEND). All pupils are fully integrated and supported.

The four areas of SEND have been identified by the 2015 Code as:

- Communication and Interaction including pupils who have an autistic spectrum condition
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs
- Cognition and Learning

We support pupils with a range of needs including some with medical needs. We have an accessible toilet with wheelchair access.

5.2 How does Two Rivers Primary School know if children need extra help and what should I do if I think my child may have Special Educational Needs?

We know when children need help if:

- Concerns are raised by parents/carers, teachers or the child's previous school or pre-school
- There is a concern about the rate of progress a child is making
- There is a change in the child's behaviour
- A child asks for help, beyond usual needs

If your child is not making expected progress or if there is another indicator of concern, the school will discuss with you

- Any concerns you may have
- How we can work together to support your child at home and at school
- The possibility of specialist assessment or referrals to outside agencies and professionals to support your child's learning

Sometimes a child may need some short-term help if there is a change in circumstances e.g. a bereavement or family breakdown. If you have any concerns about your child and special needs, please:

- Talk to your child's Class teacher in the first instance
- Then Mrs Easdown, the SENDCO (Special Educational Needs Coordinator)

- Alternatively, you may raise your concerns with our Senior Leadership Team: Headteacher, Mr M Filer, Assistant Headteachers Mrs Easdown and Mrs Appleton

Your concerns will always be taken seriously – your views on your child’s development and progress are very important.

It may be appropriate for you to obtain advice from the SEND Partnership Service at BANES council. Please view their website for further information <https://www.spsbathnes.org.uk/>

Or read further information in our SEND Policy <https://www.tworiversschool.org.uk/our-school/#policies-and-procedures>

5.3 How will Two Rivers Primary School support my child?

Children identified with Special Educational Needs will get support that is specific and tailored to meet their individual needs. High quality teaching happens every day and the hope is that this will support children to learn and progress. If progress however is slower than expected or we have concerns, we use a graduated response that reflects a cycle of assessment, planning and reviewing support to identify the most effective way of ensuring progress for children which;

- Is similar to peers starting from the same place
- Matches or better child’s previous rate of progress
- Closes the attainment gap between the children/ young people and their peers.

We ASSESS need, PLAN – what do we want to do and what outcomes do we want to see, DO – put provision in place and then REVIEW – what difference has this made towards the outcome.

Support Step 1: Initially, where a pupil is making less progress than expected, the first response to such progress should be high quality teaching targeted at their areas of weakness through in class intervention. This is known as Universal Support. In some cases, it may be beneficial for a One Page Profile to be completed. This will detail ways in which to support the pupil best and will be reviewed once a year. They may also receive other appropriate focused interventions. This will have been implemented by the class teacher assessing a pupil’s achievements and identifying that the gap between attainment and progress needs to be narrowed.

Most interventions are carried out by Teaching Assistants and do not have targets assigned to this process. Progress will be measured by entry and exit data. If it is felt that the gap has sufficiently narrowed the intervention will cease. Interventions typically last 6 weeks.

In other instances, the child may be moved onto the next step, following discussion with the SENCO and parents. A Learning Support Plan may be set up at this point. This will have measurable targets, and will be reviewed by the class teacher, along with the parents and pupil using the Provision Map programme. The SENCO will be involved if other support is requested.

Support Step 2: The next step of our support plan is targeted support; this is different to the support provided to the majority of children and is known as SEN Support. Other professionals may be required to provide additional support in assessing needs and planning provision.

- The class teacher typically consults with the SENCO about what they feel is the specific need after completing the 'Initial Cause for Concern' form
- Parents are contacted and invited to discuss their views
- A referral is made to the relevant agency for example, speech and language, education psychology, occupational therapy etc.
- Following an assessment or consultation an appropriate intervention or actions arising may be implemented.
- Learning support plans will also be completed and discussed with parents. These will then reviewed three times a year.

Support Step 3: A few children may continue to need additional and different support, which is increasingly personalised and individualised. It is likely that these children have very complex needs and they may require an Education, Health and Care Plan (EHCP). At this point the SENCO in consultation with the parents will apply for an EHCP needs assessment. If, after assessment, the Local Authority decides to award further appropriate provision this will be arranged and put into place. This provision will then be reviewed annually with parents, outside agencies and the Local Authority.

5.4 How will the curriculum be matched to my child's needs?

Our curriculum is designed to match your child's needs by using where appropriate personalised learning which is differentiated according to each pupil's ability, their style of learning or to their own personal and agreed learning goals. This will develop their skills as learners and help them to become more independent, enabling them to progress and fulfil their potential. The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or a visual timetable. Where a child has been identified with SEN, their work will often be differentiated by the class teacher to make the curriculum more accessible. In some cases, a specialist teacher may be employed to teach children.

5.5 How will both you and I know how well my child is doing and how will you help me to support my child's learning?

Class teachers are always happy to discuss how well your child is doing. Telephone calls and meetings can be arranged with the class teacher if you contact the office.

Seesaw is used to share learning with parents.

There are also regular opportunities to meet at our TWO parent/teacher meetings during the year, as well as an annual school report in the summer term. Some children may also have a home/school communication book so that parents/carers and teachers can monitor progress, record concerns or share achievements. If your child has a Learning Support Plan, you will be

involved in the target setting, review process and supported to understand the role you can play at home in helping your child achieve their targets.

All reports from outside agencies are passed to parents, again with ideas for supporting your child at home.

5.6 What support will there be for my child's overall well-being?

Our school offers a wide range of pastoral support for children who are encountering social, emotional or behaviour difficulties. This could be through 'Circle Time', 1:1 discussion with the class teacher or the SENCO/Inclusion lead and regular monitoring meetings with staff and parents. Speech and language targets may be more specific towards social communication and may be led by Teaching Assistants. Children may also access 1:1 or group Thrive time.

Sometimes the school will seek support from outside professionals and agencies if it is felt that expert advice is needed or referrals appropriate, for example to CAMHS (Child and Adolescent Mental Health Services), Occupational Therapy or School Nurse.

For some children, it may be appropriate for an Early Help Assessment (EHA) to be used to support the wellbeing of the child and their family. An EHA essentially creates a plan for the child and family and is written by a 'Lead Professional' in consultation with other professionals that are working with the family. Team around the child (TAC) meetings are then held regularly, involving all the professionals currently involved to ensure that everyone is working together to meet that child's needs. A TAF (Team around the Family) can also be arranged if the needs of the child extend into home life and are causing concern for other external agencies.

For children with medical or sensory needs, the school can access the Sensory Support team, as well as the Disabled Children's Team at the Local Authority. This may lead to the assessment or support of, for example, a disability nurse or an occupational therapist.

5.7 What specialist services and expertise are available or accessed by the school?

Bath Area Play Project (BAPP)
Brighter Futures, a specialist support service for behaviour,
The Child and Mental Health Service (CAMHS),
Child Protection (CP) Officers,
Children Missing Education Services (CMES),
Educational Psychologists (EPs). For pupils with EHCPs local authority EPs are assigned to each pupil.
GPs,
Learning Support Services.
Paediatric services
Occupational Therapists (OTs)
Our school nurse
SEND Partnership Service,

Sensory (hearing) Support,
Social Care teams,
Specialist Autism Support Service (SASS)
Speech and Language Inclusion Partnership (SLIP)
Thrive Approach
Vision Support

The Rainbow resource which is BATHNES Local Offer for SEND, details the support and services available for children and young people under 25 years old, who have additional needs; it is available <https://www.rainbowresource.org.uk/>

5.8 What training have the staff supporting children with SEND had or are having?

Two Rivers staff are very well qualified to support children with SEND. We provide in-house training where possible and also have training delivered by professionals and experts. The school development plan identifies where more training is required and is a constant and ongoing process. This year training will include: Mental Health training, Team Teach training, sensory overload/deprivation training.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Specialist Autism Support Service or speech and language team

5.9. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all children. Wherever possible reasonable adjustments (if necessary) can be made to enable the inclusion of all pupils.

For activities off site, risk assessments are carried out, and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional staff member or a parent may be asked to accompany a child during the activity.

Financial assistance via the school's Pupil Premium allocation or other sources can be made available to ensure access for all children to all activities where payment is a difficulty.

5.10. How accessible is the school environment?

We will always do our best to meet an individual need, and we are always happy to discuss individual access requirements. We have a responsibility under the 'Reasonable Adjustments' guidance to address this. We have accessible parking spaces, two accessible toilets and an accessible lift to reach the second floor of the building.

As part of the annual review of school premises carried out by the Futura Learning Partnership and regular checks by the Governing Body, accessibility issues for individual needs are always considered.

5.11. How will the school prepare and support my child to join the school or transfer to a new school?

For pupils starting from a different school or any other year group, we welcome meeting the pupils and parents. The Headteacher, SENCO or new class teachers will also be happy to talk to any other teachers from different schools if this is helpful and feel that it would be beneficial to a child with SEN. Specific plans can then be put in place ready for September or implemented when they start.

For children who transfer mid-year, the Futura learning Partnership procedures are followed.

For children transferring at the end of Y6, additional transition visits are arranged with the secondary school they are going to, and additional meetings between parents and SENCOS are arranged as necessary. We will also make sure that all records and relevant documents about your child are passed on as soon as possible.

If a child has a current Early Help Assessment (EHA), we ensure that all professionals are involved in supporting the transition process.

5.12 How are the school's resources allocated and matched to children's special educational needs?

The school budget, received from the Local Authority, includes money for supporting children with SEN. (This is called 'notional SEN funding'). This budget usually covers the cost of additional support staff and training. The additional support will then be used to run interventions. It will also cover the costs of external agencies/professionals (e.g. speech & language support, educational psychologists) and to buy resources and equipment. The school also receives money called High Needs Funding for children with EHCPs – this top-up is to be spent directly on the pupil named on the EHCP.

For other children who do not have an EHCP, the Headteacher and the Senior Leadership Team discuss with the teachers the SEN needs in their classes, including:

- Who are the children getting extra support and what does it look like?
- Have the children who have been identified making progress as would be expected after intervention or does it need to continue?
- If training and resources are required after these meetings this can be actioned accordingly.

All resources/training and support are reviewed regularly, and changes made as needed within the resources that the school has. Where a child has significant needs that the school feels that it

cannot meet, or no longer meet, the school applies for a statutory assessment of the child for an EHCP, which may lead to further support being provided by the LA.

Parents can also request that the LA carry out a statutory assessment of their child's needs. This is a legal process and you can find more details about this either from the school or from the LA by contacting the SEND Team or SEND Partnership Service.

5.13 How is the decision made about what type and how much support my child will receive?

Each child is assessed individually, and a personalised package of support is put into place dependent on need. If these needs change, support is adjusted as necessary. Additional assessments from outside agencies will sometimes necessitate an increase of support and/or resources. Regular review meetings are held between the class teacher, parents and child to discuss the child's progress and any additional needs which require support.

If a child joins from another school, information provided by the feeder school, along with our own assessments, is used to allocate resources/support.

5.14 How are parents involved in the school? How can I be involved?

All parents are encouraged to contribute to their child's education and we very much welcome working together. These discussions are important – not least so that we know about your child in the home setting, and we can tell you about what we are doing in school and how your child is doing. You may be asked to complete some information gathering sheets in order for us to collate a one page profile.

Formal opportunities for involvement are during parent/teacher consultations, annual reviews for an EHCP and Support Plan reviews.

Informally, it is possible to speak to your child's class teacher most of the time. Please contact the school office to ask for a suitable time. Home/school communication books can also be used where necessary.

6. Monitoring Arrangements

This policy and information report will be reviewed by SENCO/ Inclusion Lead every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility
- Behaviour
- Equality information and objectives

- Supporting pupils with medical conditions

9. Remote Learning

Following DfE guidance all vulnerable pupils should attend school for face-to-face teaching and learning. Where this is not possible due to shielding or isolation, the Academy will provide remote learning. The Trust understands that remote learning can be difficult for some children and young people with SEND and can pose unique challenges for children and families. It is for this reason that we encourage all children with EHCPs to attend school during lockdown period. Where remote learning is provided the Academy will communicate frequently with parents/carers and families to ensure continuous guidance and support. Bespoke remote learning will be personalised to individualised needs and may include on-line teaching and learning, on-line meetings, regular communication by telephone or email and bespoke learning packs. Meetings will continue during this time to keep target meetings on track, hold Annual Reviews meetings and provide additional support where appropriate. Meetings will be by telephone or online.