Endeavour
Multi-Academy Trust

SPECIAL NEEDS POLICY

River View Primary & Nursery School

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Author	Dawn Buckingham

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SPECIAL NEEDS STATEMENT

The Staff and Governors of River View Primary & Nursery School place Special Needs at the centre of its whole philosophy.

Our Statement of Aims are:

- Working with parents, children and support agencies to make a positive difference for all.
- Providing our children with a challenging education which meets their academic, physical social, emotional and moral needs.
- To raise the aspirations and expectations for all our pupils, including those with SEND.

The staff in school, work closely with parents and other agencies to ensure that the needs of all our children are met within the school.

Our Special Needs Policy is a reflection of the school's practice of Inclusion and Equal Opportunities.

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

This policy was co-produced by the Deputy Headteacher responsible for Inclusion in consultation with the Headteacher and other Senior Leaders, Governors, Staff, and Parents of Pupils with SEND.

The Deputy Headteacher responsible for Inclusion is Mrs Gemma Simpson, who is a member of the Senior Leadership Team.

The following documentation was used in developing this policy:

- SEND Code of Practice 2015.
- The School Aims and Values
- Equality Act 2010
- Children's and Families Act 2014
- Schools Special Educational Needs and Disability Regulations 2014
- Statutory Guidance on Supporting Pupils with medical conditions updated 2017

Definition of Special Educational Needs

At River View we define Special Educational Needs as:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England…. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2015

Objectives

- At River View we are striving to provide an inclusive environment for all pupils.
- The staff and governors will ensure that the necessary provision is made for pupils who have special educational needs, such that their needs are met.
- The needs of children with special educational needs will be made known to the staff who teach them.
- The staff and governors will ensure that the teachers can identify and provide for those pupils in order for them to access the full range of activities at the school and thus provide an equal right to a broad and balanced curriculum.
- To ensure that all staff have the opportunity for training and development, support, information and advice on SEND.
- To develop a close and active partnership with parents.
- To develop strong and effective multi-agency partnerships, and other local initiatives, to the benefit of pupils.
- To identify possible needs early through partnership with agencies and parents.

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Curriculum Area Learning Supervisors or specialist staff.
- To work within the guidance of the SEND Code of Practice 2015.

Recognition of factors which affect our children, which may result in identification of Special Educational Needs

- At River View we acknowledge that all children progress and develop at different rates.

  Children will not be regarded as having a learning difficulty solely because their language at home is different from the language in which they are taught, neither will they be regarded as having a learning difficulty due to cultural differences.

Children will be identified as having a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have experienced an interrupted education which has resulted in significant gaps in their knowledge, which affects their learning.

Where children fail to achieve, despite having access to an adapted curriculum, then parents and staff will decide whether the child has special educational needs and identify appropriate provision to meet the child's needs. Lack of adequate progress may be indicated by:

- Little or no progress despite targeted teaching approaches.
- Working at levels significantly below age expectations, particularly in English and Maths.
- Presenting emotional and/or social difficulties which have not been managed by strategies usually employed.
- Sensory or physical problems that result in little or no progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions or interventions to access learning.

This is in line with the SEND Code of Practice 2015, which identifies four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs.

Managing SEND provision

Co-ordinating and Managing provision

The governors have important statutory duties towards pupils with special educational needs.

They will:
- Have responsibility for deciding the school's general policy and approach to meet the needs of SEND pupils.
- Ensure, through performance management, that objectives for leadership and the school development plan include SEND.
- Monitor the school's SEND policy and provision through the process of self-review.
- Have an up to date knowledge of the school's SEND provision. There will be a designated governor for SEND. Currently this is Mrs Gail Earp.

The Headteacher has responsibility for:

- Day to day management of provision for pupils with SEND.
- Informing the governing body.
- Working closely with the Deputy Headteacher responsible for Inclusion.

The Deputy Headteacher responsible for Inclusion is responsible for:

- The operation of the school's SEND policy.
- Making efficient use of resources in ensuring the appropriate provision for pupils with special educational needs and disabilities.
- Co-ordinating special education needs provision within the school.
- Disseminating information to support and teaching staff, including contributing to INSET Training.
- Co-ordinating provision for pupils through a graduated response.
- Liasing with teachers, support staff, parents, external agencies, other schools.
- Training of Curriculum Learning Supervisors.
- Overseeing and allocating staff to effectively meet pupils' needs.

Teachers have responsibility for:

- Devising strategies and identifying appropriate methods of access to the curriculum
- Delivering quality first teaching.
- Working with the pupil and providing further help on a daily basis.
- Writing, planning and delivering an individual programme, with the support of the Deputy Headteacher responsible for Inclusion.
- Advising and supporting the Curriculum Learning Area Supervisors and Support Staff within school.
- Effective communication with parents.
- Ensuring they use a variety of teaching and learning styles to support all children with SEND.
- Meeting statutory requirements with regard to children with SEND in their class e.g. maintenance of paperwork, record keeping etc.

Curriculum Area Learning Supervisors/Support Staff support the teaching and learning of individuals and groups of pupils by:

- Supporting pupils to achieve targets identified in Assess-Plan-Do-Reviews (IEPs and Growing Goals).
- Supporting the liaison between parents and teaching staff.
- Adapting provision for groups as required.
- Being included in the planning and evaluation of individual and group support programmes.

The graduated response to SEND Provision

Provision is defined as 'educational provision which is additional to, or, otherwise different from, the educational provision made for other children of the same age.' This provision may include:

- Provision of specialist or adapted equipment, learning materials, or learning opportunities.
- Additional regular individual or small group support.
- Access to specialist support from other agencies.

The additional response will be provided through a graduated response providing a level and type of support to enable the child to achieve adequate progress. The provision will be identified and managed by the Deputy Headteacher responsible for Inclusion but planned and delivered by teaching staff, Curriculum Area Learning Supervisors and support staff.

Class provision

Prior to the identification of having SEND, a pupil will have had access to an adapted programme which will include:

- Targeted support by the class teacher within the classroom environment.
- High quality first teaching
- Reasonable adjustments
- Access to class support programmes
- Additional home learning opportunities
- Provision of nurturing and mentoring opportunities (such as Playdough Therapy, Lego Therapy, Drawing Therapy and ELSA).

They will also be given a Growing Goal and progress against this will be monitored. Where a child fails to make adequate progress despite this, then the school will consider further intervention and identify the pupil as having SEND. The class teacher will complete a checklist (provided in classroom master SEND files) or 'Progression Tool' assessment as deemed necessary, and complete a pupil referral form which is given to the Deputy Headteacher for Inclusion.

A child's progress is reviewed through regular termly meetings with members of the Senior Leadership Team (although children can be reviewed more regularly if necessary). At these meetings, all children who require additional support are identified through the assessment and tracking system and appropriate provision discussed. Those at risk of under achievement and those who are vulnerable are also considered.

Where necessary, the Deputy Headteacher for Inclusion or Class Teacher will carry out additional assessments in order to establish the correct provision.

Once a provision has been identified, the cycle of ASSESS – PLAN - DO – REVIEW (1) (APDR) will commence.

School Provision

When a pupil is identified as having SEND it may be necessary to put in further provision, provided by staff from outside the classroom.
This will be initiated when a pupil fails to make adequate progress despite having extra support to reach their Growing Goal APDR (1). This will be decided by the Deputy Headteacher for Inclusion in consultation with all staff, parents and, where possible, the pupil. The Deputy Headteacher for Inclusion will evaluate the school's intervention, assess the pupil and then identify provision from within the school's own resources e.g.:

- Additional planned learning programmes.
- Provision of different learning materials or specialist equipment.
- Additional staff training.

Once a provision has been identified, the cycle of ASSESS-PLAN-DO-REVIEW (2) will commence.

Outside Agency Provision

Where pupils fails to make adequate progress despite additional provision from school, then the school make seek the advice and involvement of external support services. e.g.

- SENIS
- Educational Psychologist

- Behaviour Support
- Teachers for the Hearing / Visually Impaired
- Speech and Language Therapist
- Autism Inclusion Team
- Physio and Occupational Therapists

These will be requested to:

- Provide specialist assessments.
- Give advice on teaching strategies and resources.
- Provide short-term support and / or training for staff.
- Support parents.

This will bring either a single agency or multi agencies together to create a Team Around the Child. Every agency will then work together to ensure positive outcomes for the child. Primarily this will happen for those children for whom we are considering an Education Health and Care Plan but may be useful in other cases too.

Once a provision has been identified, the cycle of ASSESS – PLAN - DO – REVIEW (3) will commence.

Formal Assessment and Additional Funding

Following the outside agency provision, if a pupil fails to make adequate progress and has demonstrated a significant cause for concern by failing to make progress following at least two Assess-Plan- Do-Review cycles, then the school may decide to request a formal assessment. This may lead to a pupil being awarded an Education, Health and Care Plan (EHC Plan) which will identify the need(s) and provision(s) that the school must make in order for these to be met.
For some children, it may also be necessary to apply to the LA for Enhanced-Assess-Plan-Do-Review (EAPDR) through the SEND/Inclusion Hub. This may be done in consultation with the Educational Psychologist, Deputy Headteacher for Inclusion, Head Teacher, Parents and where possible, the child.
Sometimes it may be necessary to consider an alternative provision for the child. This would be done in consultation with the outside agencies, Head Teacher, Deputy Headteacher for Inclusion and parents.

Assess-Plan–Do-Review

For pupils identified as having SEN, the class teacher with the support of the Deputy Headteacher for Inclusion will devise an Individual Educational Programme (IEP), reflecting the provision that is additional to or different from the normal adapted provision. An IEP will include:

- Short-term targets for the child.
- Teaching strategies to be used.
- Who is providing the intervention and how often
- Additional provision/ resources to be put in place.
- Ideas as to how parents/carers can support the child at home.
- A timescale and space for review and outcomes of the targets.

An IEP should be reviewed at least three times in an academic year, following consultation with the staff, parents and where possible the child. New targets should be identified where needed.

The IEP will be communicated to all staff who work with the child as well as to the child's parents and other professionals involved.

If a child has an EHC Plan then there will be a formal annual review where staff, parents, the child if possible and other involved professionals, are invited to participate.

Partnership

Parents and pupils

River View Primary & Nursery School actively seeks to work in partnership with parents and values the contribution they make. Parent partnership is actively encouraged through:

- Acknowledging the role of parents as partners in the education of their child.
- Effective communication through regular meetings, both informal and formal, newsletters etc.
- Parents Evenings to discuss IEPs and setting targets.
- Parental contributions and views as part of the review process are recorded and acknowledged.
- An 'open door' policy to raise concerns or queries with teaching staff and the Deputy Headteacher for Inclusion
- Contact with parents of SEND children pre-intake, to ensure needs are met.
- Supporting parents of SEND pupils, and the pupils themselves, with the transition process to Secondary School through child-led transition meetings and composition of individual transition books.
- Ensuring that parents are fully informed about the provision they can access via the school's SEND Information Report and the Staffordshire's Local Offer.
- If a child has a medical condition, we aim to support and integrate the child into school life as much as possible.

Managing children with Medical Conditions

- The school recognises that pupils at school 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, who also have a disability, will be supported under the Equality Act 2010.

- Some may also have Special Educational Needs and may have an Education, Health and Care Plan, which brings together health and social care needs as well as their educational needs.

- All children who have a medical condition e.g. epilepsy, diabetes, food allergies, etc have an Individual Health Care Plan which is reviewed annually. Every Class Teacher is aware of the children who have a plan. If the child leaves the main school site, then the plan and medication accompany the child.

Resources for SEND

School is funded to meet the needs of all its pupils through its core budget.

River View Primary & Nursery School is committed to using technology to support inclusion and remove barriers to learning for pupils with special educational needs and disabilities (SEND). Our approach reflects the Digital and Technology Standards published by the Department for Education and supports our duties under the SEND Code of Practice and the Equality Act. All resources, both staffing and materials, will be employed effectively to meet the needs of individuals and groups.

Inclusive Teaching

Technology is used as part of Quality First Teaching to support all learners. Staff use accessibility features and digital tools to:

- Provide visual supports and structured resources
- Enable alternative ways of recording (e.g. speech-to-text, typing, audio)
- Support reading through text-to-speech and audio materials
- Adjust text size, colour and layout to meet individual needs

These strategies promote independence and full access to the curriculum.

Staff development

We are committed to developing the skills, knowledge and understanding of all staff in Special Educational Needs, to enable them to meet the needs of all pupils. This is done through:

- Training opportunities at staff meetings
- School based INSET
- Attendance on courses
- Providing books and other resources
- Working with colleagues from Specialist Schools within the Endeavour MAT

Monitoring and Evaluation Provision

As part of the ongoing process of school monitoring and self-review, the Deputy Headteacher for Inclusion along with the Head Teacher and senior leadership team, school staff and governors will monitor the effectiveness of the policy and procedures in meeting the needs of SEND pupils.

Success factors will include:

- Early identification of pupils with SEN.
- Parents and pupils' views and opinions are taken into account.
- The school and parents work in a partnership.
- Interventions and provision are regularly reviewed and evaluated via individual progress and data collection.
- Book trawls across the school.
- Termly meetings with Governors.
- The school works in close co-operation with other agencies and fosters multi-agency working (Health, Social Services, Speech Therapy, Occupational Therapy, School Nurse).
- That Education Health and Care plans are reviewed annually.
- Individual Education Plans are reviewed termly, or more often if needed.
- Resources will be updated and their use reviewed annually.

Arrangements for considering complaints

If parents have concerns about the educational provision for a SEND pupil, in the first instance they should discuss their concerns with the Deputy Headteacher for Inclusion. If they are still dissatisfied they should contact the Headteacher, the Governing Body and finally Staffordshire County Council. A formal complaint concerning special needs may be registered with:

East Staffs and Tamworth Locality Office
East Staffs Children's Centre
Burton on Trent
Staffordshire
DE14 2NJ

or via email to: complaints&customerfeedback@staffordshire.gov.uk

River View Specialist Provision-Trent View Hub

This provision supports primary aged children with an Education Health and Care Plan (EHCP) who have Communication and Interaction difficulties and/or an Autism diagnosis. The EYFS/KS1 provision (Kingfisher Class) opened in September 2024, and the KS2 provision (Mallard Class) opened in September 2025. The children who attend this provision are provided with a bespoke curriculum focussing on their needs, as well as working towards their individual targets as stated on their EHCPs. Learning activities will often be completed in small groups with a ratio of 1:3 adults to children. In addition, children will have access to a sensory room and a specific outdoor space to support their sensory needs.

If appropriate, children from the provision will access learning opportunities within River View Primary School, alongside children within the mainstream setting, to help develop their social interaction skills further.

A range of outside professionals, including Occupational Therapists, Speech Therapists, Paediatricians and the Autism Inclusion Team, will support staff and children within the specialist provision. This is to help ensure that the children's education journey is as successful as possible.

Policy date: March 2026
Review Date: March 2027

PROCEDURE FOR SPECIAL EDUCATIONAL NEEDS IDENTIFICATION

1. Class Teacher to make a collection of evidence (eg observations, reports from other settings, work samples if appropriate).

2. Class Teacher to review formal assessment programme results if appropriate. Comparison made with expected progress.

3. Class teacher puts in class-based intervention (Growing Goal) APDR (1), for a minimum of half a term, and reviews the results.

4. Class Teacher to complete SEND checklist or 'Progression Tools' assessment, as deemed necessary.

5. Class Teacher to present evidence and results to the Deputy Headteacher for Inclusion and complete pupil referral.

6. If appropriate, Individual Education Plan (IEP) written, APDR (2), including targets, teaching programme and support arrangements. Given sufficient evidence, outside agency support is requested immediately. If a SENSS support teacher advice is sought, the child is then immediately given an IEP.

7. IEP targets reviewed termly (discussed with parents at meetings). SENSS support teacher advice sought again where necessary, and if deemed appropriate assessment requested for an Educational Psychologist assessment to be completed.

8. If insufficient progress is made e.g. appropriate targets are not met, advice sought regarding new targets. At this stage, some pupils may be eligible for an application for EAPDR through the SEND/Inclusion Hub. A separate application is made using the referral paperwork and the One Form.

9. If appropriate, eg decision made by Class Teacher, Deputy Headteacher for Inclusion and SENSS support teacher, the child moves to Outside Agency Support. APDR (3). This identifies new targets, revised teaching programme and new support arrangements if appropriate.

10. IEP targets reviewed termly (discussed with parents at meetings, with an extra meeting with the Deputy Headteacher for Inclusion if required). SENSS support teacher and Educational Psychologist, if needed in addition, to monitor targets.

11. If insufficient progress is made (eg appropriate new targets not met) following two cycles of APDR (3), Deputy Headteacher for Inclusion, with support of Class Teacher, Parents and SENSS teacher, to contact Staffordshire County Council through the EHCP Hub online, requesting a statutory assessment for an Education Health and Care Plan

12. Educational Psychologist to complete statutory assessment. Children receiving an Education Health and Care Plan (EHC Plan) follow recommended support and are reviewed annually according to County regulations. Children not given an EHC Plan return to APDR (3) and continue to be monitored by support services, SENSS support teacher, Deputy Headteacher for Inclusion and Class Teacher.