Riverside Primary School

Special Education Needs and Disabilities Policy

September 2026

Updated

Riverside Primary School
Special Needs and Disability Policy
2026

Name of SENCo – Mrs Laura Hall.

Mrs Laura Hall can be contacted by telephoning school on 0191 2963586 or emailing senco@riversideprimary.org.uk to arrange an appointment.

This policy is in line with the SEND Code of Practice 0 – 25 guidance (2015) and the Children and Families Act 2014 and is designed to provide a clear framework for its implementation in our school.

Development, Use and Review of this SEN Policy

This SEN policy forms the framework for special needs provision within the school and it will continue to be a practical working document.

- All staff will be involved in implementing the requirements of this policy.
- The policy will be monitored and reviewed annually to ensure its continued development.
- The governors of this school are in full agreement with this policy and will be kept fully informed of any new SEN documentation/initiatives or amendments to the policy.
- We consult with our parents regularly through Parent Consultation Evening, informal meetings and questionnaires and use this feedback to review our policy and practice.

Special Needs and Disabilities Policy

Riverside Primary school is an inclusive school. We are committed to an ethos that secures the best possible progress for all our pupils. Children come to our school with a variety of needs. Each child has a right to have those needs recognised and met. By taking account of those needs and differentiating our resources and practice, we provide an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their disabilities. Not all learners with disabilities have special educational needs (SEN) and not all learners with SEN meet the official definition of disability, but this policy covers all of these learners.

Pupils have SEN if they have a learning difficulty or disability that requires additional support, that is, more than is normally offered in a classroom.

We are aware of the need for parental involvement in the support of our pupils and seek fully to involve parents and carers in the SEN process and provision.

Objectives

The specific objectives of our SEN policy are as follows:

- To identify learners with SEN and disabilities and ensure that their needs are met.
- To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.

- To identify, assess, record and regularly review pupils' progress.
- To ensure that all pupils make the best possible progress and grow in confidence and self-esteem.
- To ensure that pupils with SEN and disabilities have equal opportunities to join in with all the activities of the school.
- To ensure that children with SEND are not subject to bullying, harassment or victimisation by staff or other pupils.
- To ensure that pupils express their views and are fully involved in decisions which affect their education.
- To promote effective partnerships and successfully liaise with and involve outside agencies to act together jointly in the best interests of the child.

To meet these objectives:

- Children with SEN will be identified as soon as is possible – we follow the approach outlined in the code of practice.
- According to their identified needs, children will be designated as needing:
    - SEN support within school as expressed in a school Individual Education Plan (IEP).
    - SEN provision supported by an Education, Health and Care (EHC) plan, drawn up by the local authority (LA) in liaison with local education, health care and social care providers who have contact with the family.
- The SEN register, which contains the names of all of the children with SEN, will be updated at least once a term.
- IEPs will be reviewed termly with teachers, parents and carers, and involved agencies.
- Parents and carers will be kept informed at all times.
- Clear and up-to-date records will be kept at every stage.
- The LA has the responsibility to make EHC assessments and draw up EHC plans.
- The LA must work within prescribed time limits to produce an EHC plan (a maximum of 20 weeks).
- An annual review of the in-house SEN support or the EHC plan is arranged for the child and targets are updated and monitored.

Roles of the governors and staff

The success of the school's SEN policy will be judged against the objectives set out above. Annual success criteria will be reviewed, and the governing board will report annually on the efficacy of the policy and the effectiveness of the provision.

The designated SEN governor is Miss Samantha Berry who will keep an overview of the SEN provision being made. The governing board, in conjunction with the headteacher (Mrs Angela Yilmaz), have responsibility for the school's general policy and approach to provision for children with SEN, including the allocation of resources. They receive a report on the school's SEN provision at least once a term.

The headteacher is the designated responsible person in overall charge of the management of SEN provision and its funding. The headteacher works closely with the SEN co-ordinator.

The SEN co-ordinator is responsible for the day-to-day implementation of the provision and is currently Mrs Laura Hall. The SEN co-ordinator is currently time-tabled to provide extra support (both withdrawal and in class) to groups and individuals. Additionally she is responsible for:

- Liaising with and advising colleagues.
- Ensuring that pupils with SEND are correctly identified.
- Co-ordinating the provision for children with SEN, whether with or without an EHC plan.
- Maintaining the SEN register.
- Overseeing the records of pupils with SEN.
- Liaising with parents and carers of children with SEN.
- Dealing with SEN/EHC administration.
- Liaising with and co-ordinating the other external agencies involved with SEN and EHC planning.
- Managing the teaching assistants and individual support assistants.
- Contributing to the in-service training of staff.

The class teacher has a responsibility towards the children with SEN in their class. The class teacher has responsibility for:

- Having high expectations for all pupils in the class, including those with SEND.
- Planning and delivering a differentiated curriculum and collecting and gathering information.
- Liaising with parents and carers as well as external agencies, teaching assistants, other support staff and colleagues, where necessary.
- Planning, monitoring and evaluating IEP and EHC plan targets.
- Monitoring and evaluating progress of IEP and EHC plan pupils.
- Attending INSET and training sessions.

Teaching assistants (TAs) who are directly involved with a child or group of children will liaise with the class teacher, parents and carers and SEN co-ordinator in order to plan for, and meet, the needs of that child. Regular support and monitoring will be provided by the SEN co-ordinator. The school provides, wherever possible, TAs to support children with IEP and EHC plans in the classroom.

Admissions arrangements

We are legally obliged to admit any child whose EHC plan specifically names this school.

One of the categories of the school's admissions policy also gives priority to children whose parents have not specifically named the school, but who may have particular physical, social or emotional needs, if it can be shown that the school's SEN support would have a beneficial effect on these children. The school still only has limited access for children with mobility problems, but has wheelchair access to all facilities.

Before admission, parents, carers and children visit the school and they are encouraged to voice any concerns they might have about their child's integration into school. Our current admissions form requests that parents or carers state any special needs that their child has.

Identification, assessment and provision

The school uses the DfE baseline test screening with all new children in the reception class. We also have our own assessment procedures in early years to measure attainment and progress.

The information gathered from the screenings is further updated by the year 1 phonics screening, year 2 teacher assessments and by further teacher assessments in the years 3 to 5. These assessments are invaluable in highlighting needs and informing planning. End of Key Stage 2 assessments are determined by external tests (SATS) and shared with the Local Authority.

Pupils with medical conditions

Some pupils with medical conditions may be disabled and the school complies with its duties towards then under the Equality Act 2010. Some may also have SEN and may have an EHC plan. The school recognises that pupils with medical conditions should be properly supported so that they have full access to education and extracurricular activities such as school trips.

Education, health and care plans

If, at any stage, it is felt that a pupil is performing below the expected level for their age, we initiate an IEP, which often is sufficient extra SEN support. However, if in-school intervention programmes (SEN support) have not helped the pupil to make sufficient progress, then the school will liaise with parents and approach the LA to ask for an EHC assessment. The LA will decide as a result of the assessment whether an EHC plan is required. The plan is then drawn up in accordance with the facilities provided by the LA. (The LA has to produce a document called the 'Local Offer' which describes the support and facilities available.) Parents see a draft of the proposed plan. They have the right to state, if they wish, at which school they wish their child to receive their education. LAs are obliged to provide a place at the nominated school unless there are very good reasons not to do so.

Children's in-school IEPs or EHC plans are reviewed at least yearly by means of a consultation between class teachers, SEN co-ordinators, TAs, the LA plus any involved agencies, and parents and carers. Provision is also made for pupils to attend or to share their views in an appropriate manner. Targets are reviewed and extended or updated as necessary. Informal monitoring of targets is on-going throughout the year.

The school discipline policy for pupils and its consistent approach and methods of recording concerns makes it an invaluable tool in highlighting individual emotional and behavioural problems.

Secondary transfer arrangements

- SEN records including details of EHC plans are transferred following agreed procedures.
- There are opportunities for all learners to visit their prospective secondary school.
- Learners with SEN are given additional visits to secondary providers if required, so that they can feel confident about the new situation with which they will be faced.
- Representatives from local secondary schools are available for consultation before the time of transfer, and may visit pupils at primary phase.

- The learner's IEP or EHC plan will be reviewed shortly before transfer to secondary school and amended if appropriate.
- The SEN co-ordinator from the receiving school often attends a final review meeting if that school has been specifically named in a child's EHC plan.

Evaluating success

The criteria for success of the SEN provision are as follows:

- SEN register to be updated at least once a term.
- IEP and EHC meetings to be held at least annually and all action highlighted implemented. All associated data or paperwork to be forwarded to parents and carers, involved agencies and safely stored online or in SEN files.
- Parents and carers to be kept regularly informed and involved.
- Parents and carers to be invited to EHC reviews at least once a year and to provide their views in relation to IEP reviews.
- Children themselves to be involved as much as possible, but also as appropriate.
- Report to governing board at least once per year.
- Details of SEN support and evaluation published on website as per legal requirements.
- Relevant SEN data or paperwork to be stored or filed in a secure central system.
- External agencies to be involved as indicated in the EHC plan.
- Agencies to be managed effectively by the SEN co-ordinators.
- INSET/SEN updates passed on to colleagues where appropriate.
- TA monitoring sheets implemented by senior TA and passed on to the SEN co-ordinator.

The headteacher and governors use these success criteria to determine the success of the SEN provision.

SEN in-service training for staff

The SEN co-ordinator attends regular training sessions held by the LA and additional courses and conferences as appropriate. Staff and governors are encouraged to attend all relevant training. Training is provided for in the school's budget and school development plan.

In addition, the SEN co-ordinator holds training for teaching staff and teaching assistants. The training always emphasises our values of inclusivity and zero tolerance of discriminatory behaviour. Topics have included:

- The significance of legislation, including the Equality Act 2010 and the SEN code of practice 2014.
- Listening to children read.
- Synthetic phonic work.

- Assessment and monitoring.
- Individual training sessions on children's IEPs or EHC plans.
- Precision teaching strategies.
- Basic skills.
- The role of the TA.

Partnership with parents and carers

Arrangements for including parents and carers of children with SEN follow the procedures outlined in this policy. We offer a responsive, positive attitude to the families of our pupils and make every effort to afford them fair and equal opportunities of access to and meetings with the relevant staff.

- Parents and carers are kept informed, both formally and informally, through IEP/EHC plan meetings, parent surgeries, report evenings, phone calls, emails, letters and by word of mouth.
- The school encourages parents and carers to discuss any concerns regarding their children. This can be done through the class teacher or SEN co-ordinator (by arranging a meeting). Interpreters can be arranged for those parents and carers who would like it.
- Updated IEP/EHC plans to be sent to parents and carers at least once a year.
- Each year the governing board will include the following information on their school website:
    - The success of the SEN policy.
    - Any significant changes to the policy.
    - Any consultation with the LA and other schools and units.
    - How resources have been allocated for SEN provision, including the use of the pupil premium where relevant.

External agencies

A wide variety of agencies are available to support children with SEN and if the child has an EHC plan, the agencies involved (health care and social care) are required by legislation to work jointly in forming and carrying out that plan. The school liaises closely with a wide range of other colleagues and works with them as they provide therapy within the school. The school refers and liaises regularly with the following services:

- The school nurse.
- The educational psychologist.
- The educational welfare officer.
- The speech and language service.

- Occupational therapy service.
- Visually and hearing impaired support service.
- Child and family psychiatry service.
- Language and Communication Team.
- Dyslexia Team.
- Connect Mental Health.
- Outreach Service.

We would seek to co-operate and liaise with other mainstream and special schools in whatever way appropriate and necessary, particularly at any transfer stage.

Arrangements for complaints

Any complaints regarding SEN provision should initially be discussed with the class teacher or the SEN co-ordinator. Any concerns or complaints should be directed to the SENDCO, Mrs Laura Hall, in the first instance. In the event of an unsatisfactory outcome, the complaint will then be escalated to a member of the school's Leadership Team, and/or the Headteacher, Mrs Yilmaz. Full details of how the school deals with ALL complaints can be found in the school's Complaints Policy, available on the website or paper copies can be provided, on request, at the School Office. Where a child has an EHC plan, the LA is obliged to have in place processes for dealing with complaints, disagreements and mediation, which are described in its Local Offer.

Reviewed September 2026

Mrs Laura Hall, SENCO

Date of next review: September 2027