



The Russell School SEND Policy

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Introduction: The Russell School is a multicultural primary school for children aged between 3 and 11 years old. We are proud to offer an inclusive education to children with a wide range of special educational needs and disabilities. We share a site with Strathmore School, a profound and multiple learning difficulties school, which enables opportunities to share inclusive practice.

Vision:

The Russell School aims for excellence in inclusive teaching and learning, enabling all of our children to achieve their full potential and reach their highest academic standard. By fostering an ethos of mutual respect and a sense of belonging, we strive to meet the needs of our learners, supporting their positive mental health, emotional well-being, and building resilience. By enabling our children to become independent, to be responsible and safe and to empathise with others, we instil an appreciation and understanding of the diverse world in which we live,

Aims of this policy:

Our SEND policy aims to:

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

Definition of SEND:

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

Legislation and Guidance:

This policy is written in line with the requirements of:

- SEN and Disabilities Code of Practice 2015
- The Special Educational Needs and Disability Regulations 2014
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following school policies, available through the school website:

- Relationship Policy
- Assessment Policy

- Safeguarding and Child Protection Policy
- Complaints Policy
- Accessibility Action Plan and
- SEND Information Report (<https://www.russell.richmond.sch.uk/about-us/send>)

Identification of pupils with SEND:

Pupil progress meetings are held termly between class teachers and a senior leader to monitor all pupils' progress academically as well as considering the whole child. A child's wellbeing, social communication and interaction are reviewed.

Throughout the year, a range of assessments are used with all the pupils to monitor academic progress for example, baselining in the EYFS, phonics tracking in KS1 and termly assessments in reading, writing and maths. A pupil's wellbeing is monitored through pupil and parents well-being questionnaires.

Observations and assessments seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Pupils are struggling with social relationships or emotional regulation

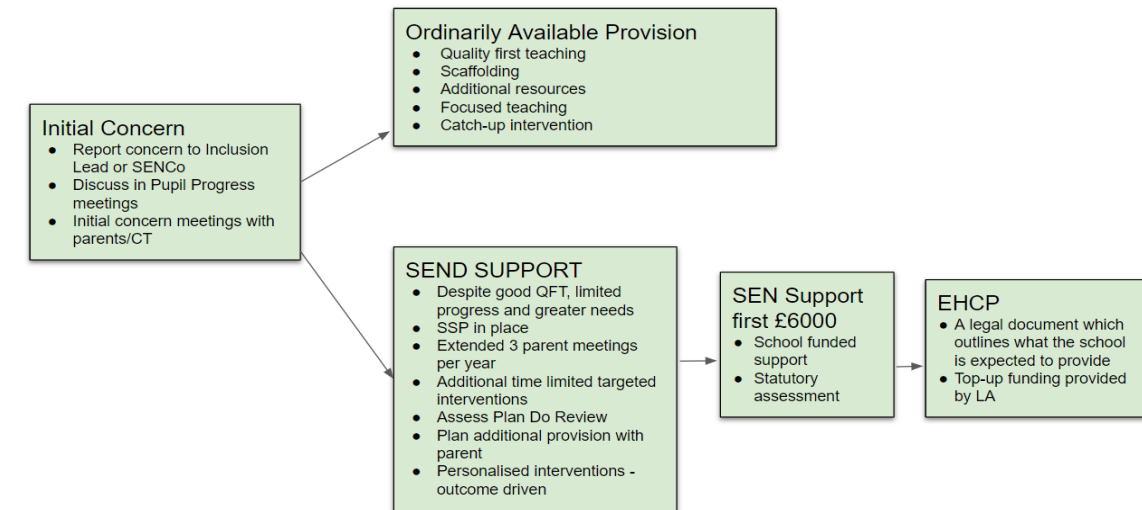
Slow progress and low attainment do not necessarily mean that a child has SEND and does not automatically lead to a pupil being recorded as having SEND. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. All those who work with the children are alert to emerging difficulties and respond early.

Parents know their children best and all professionals listen and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by children themselves.

Class Teachers and parents meet with the SENCo at an initial meeting to discuss emerging concerns and next steps of support or intervention and whether a pupils needs are best met through SEND Support provision.

The Russell: Identification of SEND



Delivering our Special Educational Needs provision:

When a child's needs are considered appropriate for SEND support the child is added to the SEND register. Through discussion with parents, the SENCo, teachers and children, the school will then draw up a SEND Support Plan for the child. This will detail any reasonable adjustments which need to be in place and any additional intervention which the child will be offered.

SEND provision at The Russell consists of inclusive quality first teaching for all pupils in the classroom. All teachers are teachers of SEND. For SEND pupils this may include the provision of scaffolded work, use of manipulatives, adapting language used, visuals or additional processing time. See the Ordinarily Available Provision for more examples of this provision.

<https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/education/ordinarily-available>

Children receiving SEND Support may receive additional, time limited, targeted interventions. These interventions may involve small group work. Where a child continues to make less than expected progress, despite support, they may receive highly personalised interventions. These interventions will often be delivered on a one to one basis and with increased frequency.

How we assess and review the progress of our pupils that have SEND:

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. We track children's progress and attainment very closely and quickly identify if children are not making the expected progress. In line with the SEND Code of Practice 2014 we operate a graduated response to meeting the needs of pupils with SEND following a four part cycle known as Assess-Plan-Do-Review.

Assess: As discussed above, the class teacher and SENCo carry out a clear analysis of the pupil's needs drawing on the teacher's assessment and experience of the pupil, their previous progress, attainment and behaviour in comparison to their peers. The views and experiences of parents and the pupil's own views are sought and, if relevant, advice from external support services. This assessment is reviewed regularly at the end of each cycle.

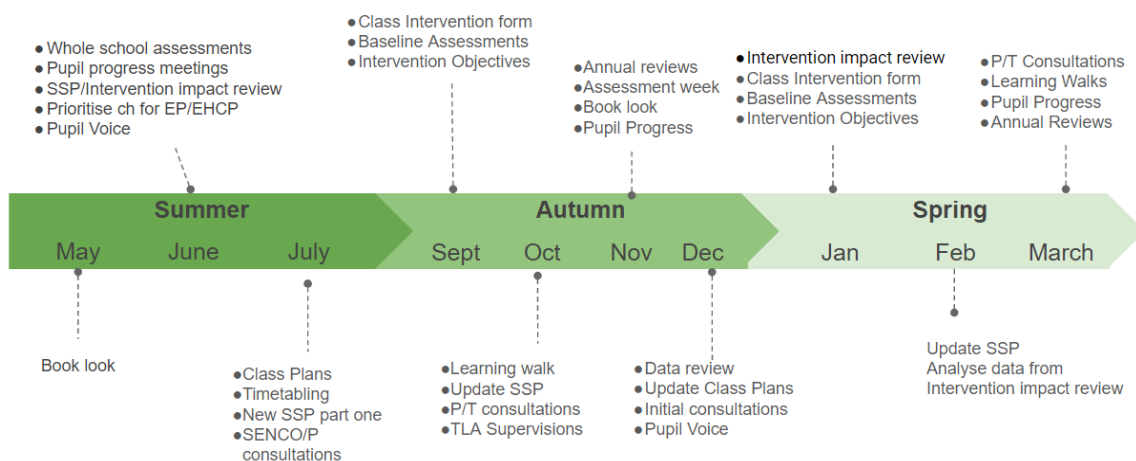
Plan: The teacher and SENCo agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Parents should be fully aware of the planned support and parents will be encouraged to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil are made aware of their needs, the interventions and any strategies or approaches that are required. The provision agreed will be recorded on the child's SEND Support Plan.

Do: The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class led by support staff, they should still retain responsibility for the pupil. They should work closely with the support staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports the class teacher in problem solving and advising on the effective implementation of support.

Review: The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed at the end of the intervention. This information is fed directly back into the analysis of the pupil's strengths and needs. Outcomes, targets and provision are revised in consultation with the parent and the child in preparation for the next cycle of support.



SEND Monitoring and Assessment Timeline



Involving Specialists: Where a pupil continues to make less than expected progress, despite targeted interventions the school may, with parental consent, refer the child to specialists including to those outside of the school. The professionals we routinely consult with are:

- Educational Psychologist
- Speech and Language Therapist
- Specialist Teachers for Sensory Support
- Specialist Teachers for Behaviour Support
- Specialist Teachers for Autism
- School Nurse
- Community Paediatrician
- Occupational Therapist (where referral accepted)
- Child and Adolescent Health Services (CAMHS)
- Emotional Health Services at CAMHS
- Early Help Practitioners
- SENDEISS: Education Inclusion Support Services

Where, despite our actions to support a child with SEND their progress remains a significant concern, the school, in consultation with parents and other professionals, may request an Education, Health and Care (EHC) needs assessment from the local authority. If the local authority agrees to conduct an EHC needs assessment it will include the parents in the assessment process from the start and invite them to contribute their views and information. During the assessment the local authority will gather advice from relevant professionals about the child's education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet their identified needs and achieve the desired outcomes.

An EHC needs assessment will not always lead to an Education, Health and Care Plan (EHCP). The information gathered during the assessment may indicate ways in which the school can meet the child's needs without an EHCP.

The purpose of an Education, Health and Care Plan is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, to prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child
- Provide a full description of the child's special educational needs and any health and social care needs
- Establish outcomes across education, health and social care based on the child's needs and aspirations
- Specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes

How we evaluate the effectiveness of our SEND provision:

The Inclusion and SENCo follow a rigorous monitoring process which is outlined on the diagram above (see SEND Monitoring and Assessment Timeline).

As indicated on the above timeline, the effectiveness of SEND provision is monitored through:

- Pupil voice/ Pupil questionnaires
- Pupil progress meetings
- SS Plan reviews
- Parents consultations
- Annual Reviews
- Book looks
- TLA Appraisal and TLA meetings
- Data checks
- CPOMS

Support available for improving the emotional and social development of pupils with special educational needs:

We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day.

The Russell is an attachment and trauma-informed school Attachment theory is the theoretical basis for our school:

- Relationship policy
- And Mental Health strategy.

For some pupils with the most need for help in this area we provide a range of interventions which are outlined in our Mental Health Strategy and tailored to the needs of the individual.

Children and young people with SEND are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. The Russell pupils have access to a talking space, worry monsters and are encouraged through wellbeing assemblies to talk to an adult if they are worried about bullying. The school will work very closely with pupils and parents in addressing bullying behaviour, as well as raising awareness of SEND for everyone in the school community.

Roles and Responsibilities:

Inclusion Lead and SENCo responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services

- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date

Class Teacher responsible for:

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Delivering high quality teaching, scaffolded for individual pupils, as the first step in responding to pupils who have or may have SEND.
- Taking action to remove barriers to learning and put effective special educational provision in place
- Creating SEND support plans in collaboration with the SENCo and parents.
- Maintaining good communication with parents regarding their child's education and progress.

SEND Governor responsible for:

- Making sure that the necessary support is provided for any child who attends the school who has SEND
- Ensuring that there is a qualified teacher designated as SENCo for the school
- Meeting termly with SEND team to review and support SEND policy

Headteacher responsible for:

- The strategic leadership and management of all aspects of the school, including the support for children with SEND
- Ensuring that your child's needs are met, giving responsibility to the Inclusion Leader and Class Teachers
- Ensuring that the Governing Body is kept up to date regarding any issues in the school relating to SEND
- Ensuring that the Local Authority plays its part in the provision for children with an EHCP (Education Health Care Plan)

Name and contact details of the SEND Team:

The school's Inclusion Lead (and member of the Senior Leadership Team), Ms Clarke, and our SENCo, Mrs McCann. They can both be contacted via the school office by telephone on 0208 940 1446 or email at info@russell.richmond.sch.uk.

Pupil voice:

At The Russell Primary School, we believe it is important to always listen and understand the views of pupils with SEND. This is achieved through access to a dedicated talk space, emotional regulation spaces, annual SEND pupil voice interviews, the worry monster and representation on the School Council. Pupils are reminded weekly at Wellbeing Wednesday assemblies that we are a school that listens and that pupils can approach staff to talk or receive support at any time. Pupils with an EHC Plan are given the opportunity to share their views at Annual Review Meetings.

Activities that are available for pupils that have SEND:

All clubs, trips and activities offered to pupils are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers. The school runs a breakfast club and a range of after extra-curricular clubs which take place after school or at lunchtime. As we share a site with Strathmore Special school, we are able to access Strathmore sensory room and soft play areas if appropriate for specific SEND pupils.

The school's arrangements for supporting pupils with special educational needs in transferring between phases of education and/or schools:

The Russell Primary School places great importance on supporting children to make smooth transitions. We understand transition can be times of anxiety for both pupils and their families.

Transition into the EYFS: The SENCo works very closely with other SENCos in the local area so that we are aware of children entering the school with additional needs. We work closely with families to facilitate a smooth transition into school. Our practice of conducting home visits and visiting a child within their Nursery setting ensures that we are aware of children's needs before they begin school. The children will have access to visual resources which show their new class environment and will have transition visits before their official start date.

Moving to The Russell from another school: We will work closely with the pupil's current educational setting before they transfer to us in order to seek the information that will make the transfer as seamless as possible. This will also allow us to put in place any additional provision, intervention or adjustments that are required.

Moving to another school: We will contact the new school's SENCo and ensure they know about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

Secondary Transition: If a child has an EHCP, secondary placement will be discussed at their year 5 Transition Annual Review. Parents are strongly advised to visit secondary schools before making a choice. The year 6 teacher and SENCo will pay particular attention to preparing children for transition to secondary school, addressing both the learning and wellbeing concerns that may arise. The MHST team delivers a transition workshop to year 6 pupils giving them opportunity to discuss their individual concerns. Online transition workshop sessions are available to support parents. The child will usually be invited to visit their new school on several occasions and in some cases staff from the new school will visit your child at The Russell. A pupil passport or One Page Profile will be prepared which includes information about your child for their new school.

Moving to a new class: Many pupils find the transitions between year groups causing them anxiety leading to changes in behaviour and emotional regulation. All pupils have the opportunity to meet their new class teacher during 'class swap' morning and get to know their new class environment. Pupils who need additional support during transition will attend small group sessions with their new teacher allowing them to question their new teacher questions and build a relationship with them.

Complaints relating to SEND provision:

The same arrangements for the treatment of complaints at The Russell Primary School are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class teacher, SENCo and Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body. (See the Complaints Policy on the school website)

Information on where the local authority's local offer is published:

The local authority's local offer is published at

<http://www.afc.localoffer.org>

<https://kr.afcinfo.org.uk/pages/senco-zone/local-offer-communication-resources>

In addition, local organisations that provide support are:

KIDS Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS) 020 8831 6179 richmondkingston@kids.org.uk

<https://www.kids.org.uk/richmond-and-kingston-sendiass>

Key terms:

SEND: Special Educational Needs and Disability

MHST: Mental Health Support Team

SENCo: Special Educational Need Coordinator

EHCP: Education & Health Care Plan