



Rivelin Primary School
Special Educational Needs and
Disabilities - Core Offer

Defining SEND

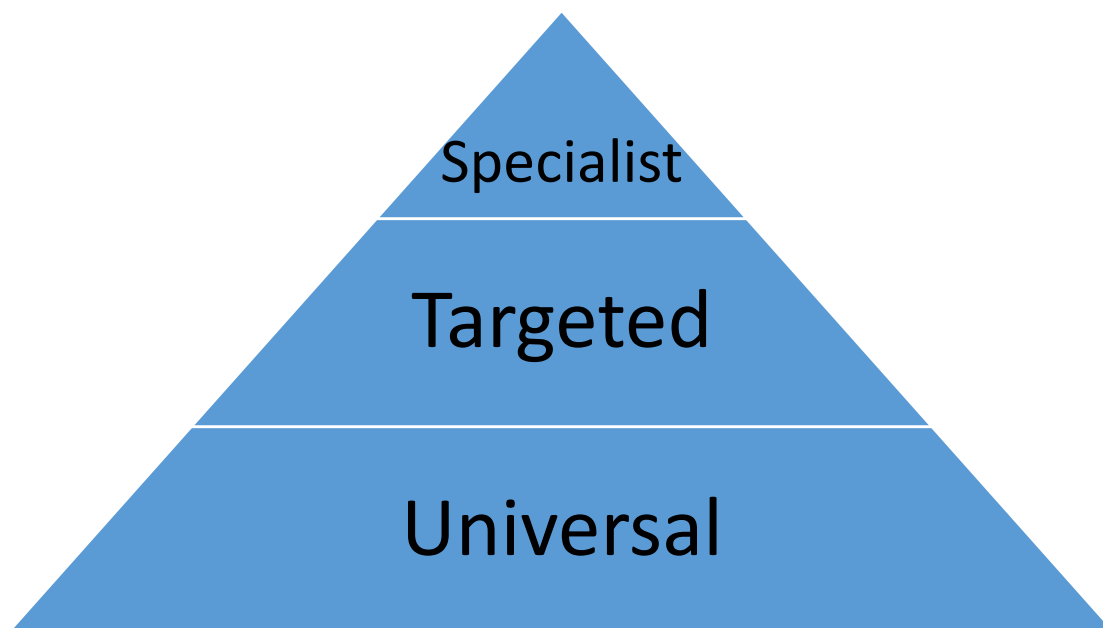
The SEN Code of Practice defines pupils with SEN as those who have:

- A significantly greater difficulty in learning 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.

The Equality Act (2010) defines disability as ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

Our Approach to SEND – Universal Offer

We use a tiered approach when supporting children to learn and achieve their goals. This support is provided to all children who are not making expected progress, regardless of whether they have a special educational need.



Universal – Inclusive education and high-quality teaching for all in the classroom

Targeted Intervention – Specific, extra, time-limited support for children with additional needs

Specialist – Services offered by external professionals, highly personalised provision following advice from external professionals

High-Quality Teaching for All

High-quality teaching provides the foundation for good SEND provision at Rivelin School. The SEND Code of Practice outlines that all teachers are responsible for the progress and development of children with SEND. High-quality teaching is the key to ensuring that all children, including those with SEND make good progress:

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.' (The Special Educational Needs and Disability Code of Practice)

Inclusive high-quality teaching ensures that planning and implementation meets the needs of *all* pupils. At Rivelin we draw on the 'Five-a-day' principle (EEF) to ensure that all pupils have access to high-quality teaching and learning.



Special Educational Needs in Mainstream Schools

Making Reasonable Adjustments

The SEND Code of Practice refers to the 'reasonable adjustments' we make in order to ensure that our most vulnerable learners are supported. These adjustments may refer to the learning environment, the curriculum, or the level of support provided, for example.

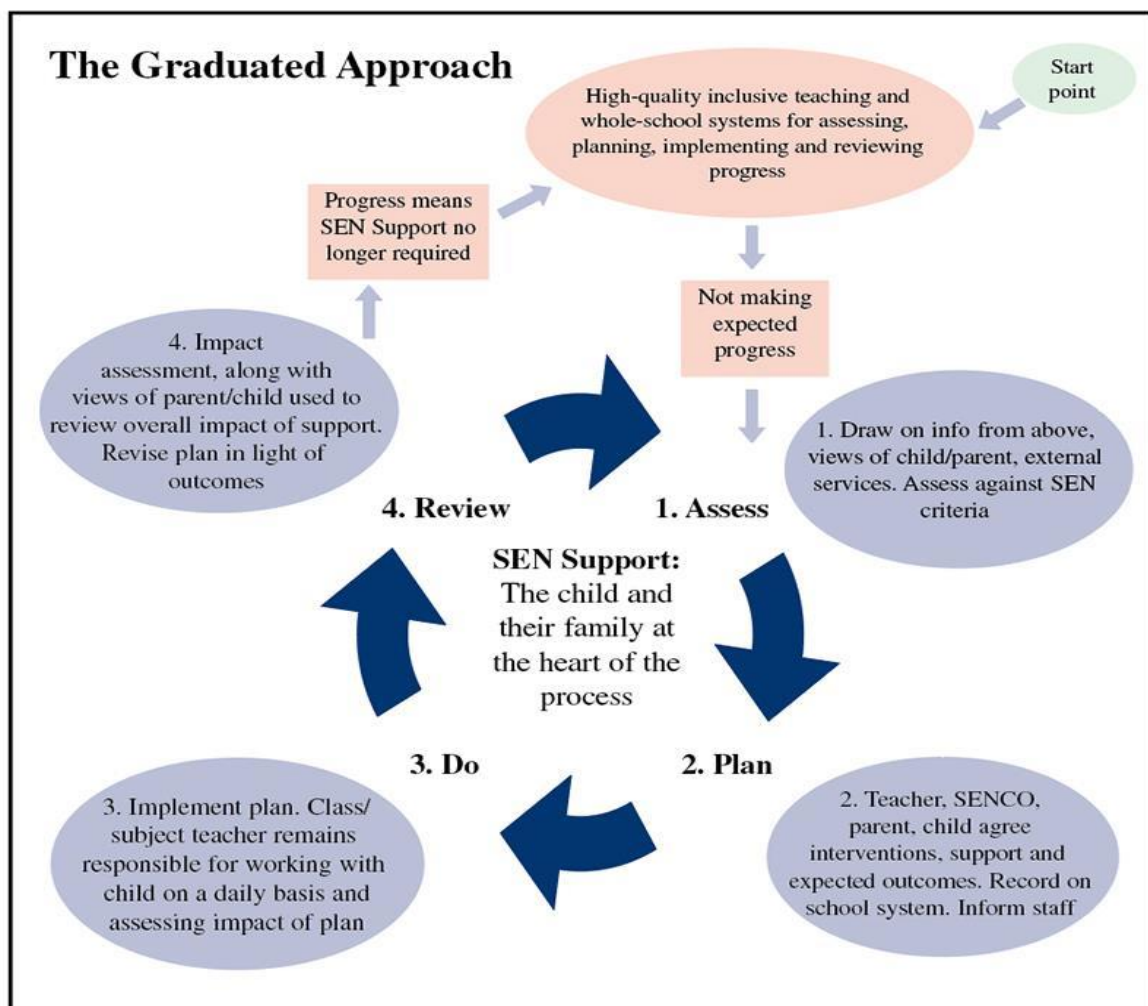
At Rivelin the following is taken into account when thinking about the classroom environment and support strategies.

- The classroom layout provides access for all pupils with limited mobility
- All areas of the classroom are appropriately illuminated to support pupils with visual impairment
- The classroom has appropriate acoustics to support pupils with hearing impairments and these needs are considered when teachers/TAs place themselves in the classroom
- Distraction-free learning areas are available for pupils who need them
- Classroom signs are provided in a range of media (symbols, communicate in print)

- Language is clear and succinct and teachers check that pupils with communication difficulties have understood
- Any written materials can be accessed by pupils with reading difficulties e.g. they are at the appropriate level, concise and/or supported with symbols
- Pupils with physical disabilities are provided with extra time to enable them to use equipment in practical tasks
- Pre-teaching is used to support pupils with learning difficulties e.g. to introduce new vocabulary
- Educational visits are made accessible to pupils with disabilities
- Where appropriate, alternative means for recording written work are provided for pupils who find writing challenging

Assess, Plan, Do, Review

For some children, high-quality teaching and reasonable adjustments will be sufficient to ensure they make good progress. However, some children will need more tailored interventions and strategies. When considering further SEND provision, we use the assess-plan-do-review cycle to ensure a graduated approach.



Children who are not making expected progress are identified and shared with the SENDCo using the 'Inclusion Referral Form'. This outlines the strategies and interventions already in place for these children, any actions that have already taken place to promote good progress and an outline of concerns within the classroom. Details of any conversations with parents/carers is also included at this time.

The Importance of Partnerships

Children with SEND often have a variety of different professionals from different agencies supporting them and they may need to visit the school from time to time. They may ask for updates and on-going information about how children are doing so they can offer support. These professionals will usually provide written or verbal recommendations for next-steps and strategies that will enable the child to make progress.

At Rivelin, it is essential that we build positive relationships with our parents/carers. As their child's primary caregiver they have important insights into their child's strengths and areas of need which can help to build a full picture of which support to put in place. These relationships can be strengthened through opportunities to share progress and areas of difficulties as well as setting and reviewing targets. All parents/carers will be invited to attend parents evenings twice a year alongside tri-annual SEND reviews. A written report on progress and attainment will also be shared with parents at the end of each academic year.

Areas of SEND

The SEND Code of Practice identifies four broad areas of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

At Rivelin we identify need and offer support within the four broad areas of need. The support on offer is identified within our provision map and draws on universal, targeted and specialist support in line with the graduated response.