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| <b>Date:</b>     | September 2024 | <b>Review Date:</b> | September 2026 |
| <b>Ratified:</b> |                |                     |                |

### **Document purpose**

This policy outlines how pupils with Special Educational Needs and Disabilities (SEND) at Ramridge Primary School are supported. It sets out a framework which all staff, teaching and non-teaching, work within.

This policy has been drawn up as a result of staff discussion and has the full agreement of the governing body. The implementation of the policy is the responsibility of all staff and should be used in conjunction with the relevant statutory guidance.

### **Audience**

This policy is aimed at all school staff, governors and parents.

### **INTENT**

Our SEND policy and information report 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

At Ramridge Primary School, we welcome everybody into our school community. The staff, governors, pupils and parents work together to make Ramridge Primary School a happy, welcoming place where children can aspire to do their best and develop as confident individuals. We aim to make equality of opportunity a reality for our children. We aim to achieve this by paying close attention to the children in our school family, which helps us to provide a learning environment that enables all pupils to make the greatest possible progress in a caring, supportive and fully inclusive environment.

We aim to meet the needs of individual children through highly effective teaching and learning and believe that by matching the task to the pupils' ability we can provide a positive and successful learning experience for all our pupils. We support academic and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children. We are committed to narrowing the attainment gap between SEND and non-SEND pupils. To achieve this, we undertake a rigorous system of monitoring children's progress which enables us to ensure early identification of needs.

At Ramridge, we work in a flexible way to develop effective partnerships with children and their parents/carers, the SENDCo, specialist teaching staff both within the school and external professionals such as speech and language therapists, occupational therapists and child and adolescent health services (CAMHS) to ensure that the school can meet a broad range of special educational needs.

This policy also runs alongside the school's SEND information report. Please read this for further information about our provision for SEND pupils.

## **Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN 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

## **Definition of Special Educational Needs** (ref. SEND Code of Practice 2014)

According to p. 285 of the Code:

**A child or young person has SEN if he/she has a learning difficulty or disability which calls for special educational provision to be made for him or her.**

Paragraph 6:23 of the Code states:

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means there is no learning difficulty or disability.

The Code also explains that:

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 in learning than the majority of others the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is:

...education or training provision that is additional to or different from that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or college

## **IMPLEMENTATION**

The identification of pupils with SEND is the responsibility of the class teacher through regular classroom assessment (summative and formative). Pupils' needs should initially be met through high quality differentiated teaching. When progress still continues to be less than expected, pupils should be referred to the Special Educational Needs and Disabilities coordinator (SENDCo). Assessment of a child's needs can also be triggered by parent/carers concern.

Less than expected progress is characterised by progress which is:

- significantly slower than their peers
- fails to match, or better, the child's previous rates of progress
- fails to close the attainment gap

This can also include progress other than attainment, including progress in development or social needs.

According to section 6:19 of the Code of Practice, the first response of "High quality differentiated teaching" is characterised as "high quality teaching targeted at their areas of weakness" and should be achieved through differentiation and/or adapting classroom practice to suit the pupil's need.

Once a special educational need has been identified, the SENDCo will work with the class teacher to assess the child to establish if they have a special educational need.

#### Areas of need

The four broad areas of need, as identified in chapter 6.28 of the SEN Code of Practice (2015), are:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Further explanation of these can be found in the aforementioned document.

#### Meeting the needs of pupils identified as SEND

Levels of support are outlined in the table below:

| Wave 1                                 | Wave 2                                                                                                        | Wave 3                                                                                                           |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Quality first teaching for all pupils. | Quality first teaching plus time-limited interventions for some children who need help to accelerate progress | Individualised support for a child's long term needs – for instance a pupil with ASD needing their own timetable |

The SENDCo will establish those pupils who need 'Wave 2' support in conjunction with the class teacher and SLT, and will deploy staff and resources to deliver interventions. These pupils will not be placed on the SEND register at this time despite being identified as below age related expectations as "slow progress and low attainment do not necessarily mean that a child has SEN" (SEND Code of Practice 2014).

Interventions are delivered through intervention Teaching Assistants and class based Teaching Assistants. Delivery of the programmes is monitored by the SENDCo, however the class teacher should liaise regularly staff who are delivering interventions to their pupils to monitor their progress. The interventions do not replace "high quality differentiated teaching". Resources for interventions can be found in the SEND cupboard and the SENDCo's office. Teaching Assistants will be advised and supported regarding planning and delivery of programmes by the SENDCo, in addition to any CPD.

At this stage, additional advice from outside agencies may be sought to identify specific needs and programmes of support to enable pupils to make accelerated progress. This may lead to pupils receiving 'Wave 3' support. Pupils who have had involvement from outside agencies will be identified as SEN Support and will be placed on the school's SEN register. These pupils will also have an 'Individual Learning Plan'. This is an individualised plan of support which will record the interventions and strategies used to support pupils at 'Wave 2' and 'Wave 3, as well as pupils who have Education Health Care (EHC) plans. These are reviewed termly, with progress recorded and new targets set if relevant.

Pupils whose primary need is emotional and/or behavioural will be referred to the Head of Safeguarding and Inclusion by logging the concern on CPOMs.

#### EHC plans

Children whose needs are significantly different and are likely to be sustained over a lengthy period can be put forward for a multi-disciplinary assessment. This involves presentation of all evidence to the Special Educational Needs Assessment Team (SENAT) Moderation Group, which is made up of representatives from schools, LA personnel and other professionals.

If successful, an EHC plan will be written by the Local Authority, outlining the specific needs of the child and their individual requirements. This plan is a legally binding document.

Each pupil with an EHC plan will have an Individual Learning Plan and an Annual Review of the EHC plan will be held involving school and parents (the Local Authority may be involved at Phase Transfer or if a change of placement is envisaged). At the Annual Review, progress is assessed, new targets are set and changes can be made to the plan.

#### Partnership with Parents/Carers

All parents are regularly informed of their child's progress at school through termly reports. Parents of any pupil who is raised as a concern to the SENDCo, and any pupil for whom we are planning to seek outside agency involvement, are contacted by the SENDCo and offered a meeting to discuss the concerns. This will usually occur at the 'Wave 2' stage.

We aim to recognise the emotional and personal investment of parents, and be aware of their feelings. We assist parents in understanding procedures relevant to special educational needs and how to access support which may be required. Individual Learning Plans will be discussed with parents/carers at termly consultation meetings, when progress and achievements can be celebrated and new targets explained.

#### Equal Opportunities

The LA provides funding for SEN through a percentage of the budget and the Pupil Premium funding. Additional funds are available when pupils have an EHC plan – these funds will be allocated in accordance with the requirements of a pupil's individual plan, which may involve 1:1 support, small group work or support with the whole class setting.

#### Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality
- Supporting pupils with medical conditions

#### **IMPACT**

- Pupils' progress in interventions is monitored carefully, with entry and exit data recorded wherever possible
- SEND pupils' progress is also monitored through Pupil Progress meetings and class data
- Information on access and progress is reported to the Head Teacher, Deputy Head Teacher and SEND Governor on a termly basis
- A report to Governing Body is submitted each term

Please see the Assessment, Recording and Reporting Policy for more information.

#### **Roles and responsibilities**

The SENDCo will:

- Work with the head teacher 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 head teacher 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
- Ensure the SEND Information Report is updated annually and posted on the school's website
- Inform the Local Authority of the school's SEND Information Report annually
- Keep up to date with local and National development
- Where relevant, liaise with the deputy head teacher (who manages medical needs) on ensuring medical needs (allergies, etc.) are recorded and shared with the relevant stakeholders (see Administration of medicines policy also)

The SEND Governor 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 head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The head teacher will:

- Work with the SENDCo and SEN 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

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
- Having a knowledge of the medical needs of pupils they teach

Teaching Assistants (Class based and intervention) are responsible for:

- delivering programmes as they are timetabled
- keeping records of the programme and evaluating each session
- gathering evidence of progress to assist with Pupil Passport reviews
- contributing to Pupil Passport reviews
- preparing resources for the programmes they are delivering (with support from SENDCo)
- Having a knowledge of the medical needs of pupils they work with