

**‘Working together to achieve success’**

**POLICY AND PROCEDURES FOR SPECIAL  
EDUCATIONAL NEEDS / DISABILITIES**

**Co-ordinator (SENDCO): Mrs Julie Greenwood**

**SEND Governor: Mrs Lesa Sadeghi**

Date Ratified	January 2023
Next Review Date	January 2024

### **Policy Aims and Objectives**

**This policy has been designed to help the school to meet the statutory duties relating to special educational needs of children and is underpinned by the Code of Practice for Special Educational Needs 2014.**

The aims of our policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with The Beam Trust, the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

**The development of this policy has involved due regard to the requirements of the Equality Act 2010.**

## Executive Summary

This policy has been designed to support the school in meeting its statutory duties relating to the special educational needs and disabilities of children and is underpinned by the new Special Educational Needs and Disabilities Code of Practice (2014).

The SEND Code of Practice (2014:Para 1.24) states that:

*“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.”*

We endeavour to achieve inclusion of all children (including vulnerable learners) whilst meeting their individual needs. Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum.

We strive to make a clear distinction between “underachievement” and special educational needs. Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

The policy applies to all pupils and has specific implications for:

- The Local Governing Body (LGB)
- The Headteacher
- The SENDCO
- All staff members
- Parents

- Pupils

Staff should ensure that they are familiar with the SEND Policy and that they understand and use it.

Compliance with the Policy will be monitored by the LGB

This Policy should be read in conjunction with:

- Staff Handbook
- School Prospectus
- The Local Offer
- SEND Information report
- Accessibility Plan

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#### 3.1 Rationale:

This policy has been designed to support the school in meeting its statutory duties relating to the special educational needs and disabilities of children and is underpinned by the Special Educational Needs Code of Practice (2014).

The implementation of this policy will be endorsed by the whole school community, Warrington Children's Services and partner agencies to help ensure that ALL children secure high levels of achievement.

### **3.2 Scope**

This policy applies to all pupils and has specific implications for:

- The LGB
- The Headteacher
- The SENDCO
- All staff members
- Parents
- Pupils

### **3.3 Principles**

Ravenbank Primary School is committed to the process of removing barriers to achievement for children who may require additional provision and resources to support their learning. We aim to be an inclusive school and believe that all children, including those identified as having special educational or a disability, have a common entitlement to a broad, balanced academic and social curriculum. The curriculum should be accessible to them and fully include them in all aspects of school life.

Children with special educational needs have learning difficulties or disabilities that may make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs Code of Practice lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach which recognises that children learn in different ways and can have different kinds of SEND. So increasingly, step-by-step support and specialist expertise can be put in place to help overcome the difficulties that a child may have.

The graduated approach is at the heart of our whole-school practice as we are continually assessing, planning and implementing and reviewing our approach to teaching all children. However where a particular special educational need has been identified, this process becomes increasingly personalised, as it responds over time to a growing understanding of the child or young person's barriers to and gaps in learning and an increasingly individualised assessment of need. This cyclical process enables us to continually reflect on our approaches to meeting the child's needs and in doing so, necessitates that we plan enhanced opportunities to engage with parents and carers and the pupils themselves.

## **4. Policy Standards:**

### **4.1 Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEND budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. We would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

### **4.2 Graduated response (Stage 1 – Stage 3)**

**4.21: STAGE 1 - Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions.**

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  - Plan strategically to meet pupils' identified needs and track their provision.
  - Audit how well provision matches need

- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

#### **4.22: Identification and Assessment at Stage 1**

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress, despite high quality teaching. We use a range of sources of information to draw on and establish a clear analysis of pupil's needs. These include:

- the analysis of data including entry profiles, Foundation Stage Profile scores, Baseline Assessments, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENDCO.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Involving an external agency where it is suspected that a special educational need is significant.

Concerns are shared and discussed with the SENDCO, teacher, parents and child to consider, for example possible placement of the pupil on the SEND register, further adaptations to core teaching, or further assessment and observations.

#### **4.23: Stage 2 Additional SEND Support- Targeted special educational provision.**

Once the specific area of need and gaps in learning, and development have been identified, additional or different provision targeted at these key areas can be planned. This planning process takes place in consultation with the teacher, teaching assistant, parents and the pupil. The child in consultation with parents will be placed on the SEND register and a Pupil Profile will be developed.

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum on offer for all pupils in the school ie they have a special educational need as defined by the SEND Code of Practice 2014.

- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the register of pupils being offered additional SEND support (but will be on the school’s provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEND register will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not all) of the pupils on the SEND register will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £7,500 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the Local Offer.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

#### **4.24: Pupil Profiles**

**Pupils at Stage 2 will have a Pupil Profile drawn up in consultation with teachers, teaching assistants, parents and the child.**

The Pupil Profile allows for an opportunity for a positive dialogue with students, parents/carers and other professionals, culminating in a single document to support learning, teaching and access across the curriculum.

**Our Pupil Profiles are:**



- a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended.
- tools which record provision that is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children.
- accessible to all those involved in their implementation – pupils will have an understanding and “ownership of the targets”.
- based on informed assessment and will include the input of outside agencies,
- manageable and easily monitored and therefore will be monitored and evaluated regularly.

#### **4.25: Stage 3 Education Health and Care Plan**

As stated above, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan. School will work with parents and children to agree applying for an EHC Plan assessment.

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for
  - High Needs Block Funding
  - An Education Health and Care Plan
 and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local policy and guidance - particularly with regard to the timescales set out within the process.

#### **4.26: Planning provision for a pupil with an EHCP**

The process of planning targeted provision for a pupil with an education and health care plan (EHC) plan is firmly rooted in the graduated approach, the difference being

that as these pupils needs are likely to be more complex, the approach to meeting these needs and ensuring progress will be even more personalised and individualised. Crucially, the approach will be based on organising provision around the planned outcomes written on the pupil's plan.

We ensure that:

- all staff working with the children have read and understood the plan and any specialist reports.
- a clear range of strategies and approaches to support class differentiation is agreed by all those involved based on specialist advice.
- any additional training for teaching and support staff is arranged.
- teachers monitor progress towards meeting agreed outcomes regularly, adjusting planning where needed.
- the SENDCO monitors progress termly with all relevant staff, parents and pupils.

#### **4.3: How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND**

As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school. We ensure that:

- where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- all lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.
- Pupils (and parents) are fully involved in the writing of Pupil Profiles

#### **4.4 Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)**

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education. We will ensure that:

- support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all “class transition days” to the next phase but may also be offered additional transition visits.
- pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCo will liaise.
- Transition booklets completed where appropriate.

#### **5. Definitions**

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

*“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ”*

**SEND Code of Practice (2014: Para 1.24)**

*This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”*

**“Achievement for All” (National Strategies: 2009)**

*This government is determined to level up opportunities for all children and young people – without exception. We are just as ambitious for children and young people with special educational needs and disabilities (SEND) as for every other child*

*“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEND, should simplify the process of planning the right help at school level” (p68)*

**SEND Code of Practice 2014**

SEND	Special Educational Needs and Disabilities
SEN	Special Educational Need
SENDSCO	Special Educational Needs and Disabilities Coordinator
EHC Plan	Education and Health Care Plan
FGB	Full Governing Body
LA	Local Authority
WBC	Warrington Borough Council
Vulnerable	A child in need of special care and support

## **6. Duties**

### **6.1 The Local Governing Body (LGB):**

- the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDSCO)
- the governors will be responsible for overseeing the monitoring and implementation of the policy

### **6.2 The Headteacher:**

- the headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the headteacher will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDSCO)

- the headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - maintenance and analysis of a whole-school provision map for vulnerable learners
  - pupil progress meetings with individual teachers
  - regular meetings with the SENDCO
  - discussions and consultations with pupils and parents

### 6.3 The Special Educational Needs Coordinator (SENDCO)

The SENDCO is responsible for reporting regularly to the headteacher and the governor with responsibility for SEND on the ongoing effectiveness of this policy.

In line with the recommendations in the SEND Code of Practice 2014, the SENDCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those with an Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with an EHCP. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for pupils on the vulnerable learners' provision map.
- monitoring Pupil Profiles and ensure these have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map.
- liaising and consulting sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENDCO network meetings and training as appropriate.

- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners.

## 6.4 Class teachers

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners. The Teachers' Standards 2011 make it clear that it is every teacher's responsibility to adapt teaching to respond to the strengths and needs of all pupils', a point reinforced by the new SEND Code of Practice. Class teachers need to be at the heart of this approach, driving the movement around the four stages of action (assess, plan, do, review,) with the support, guidance and leadership of the SENDCO and where appropriate, other specialist staff.

Teachers will carry out the following duties:

- liaise with the SENDCO to agree:
  - which pupils in the class are vulnerable learners
  - which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
  - which pupils require additional support because of a special educational need and need to go on the school's SEND register. Some of these pupils may require advice/support from an outside professional and, therefore, a Pupil Profile to address a special educational need.
  
- secure good provision and good outcomes for all groups of vulnerable learners by :
  - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
  - ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum on offer and strategies". (SEND Code of Practice 2014)
  - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

## 7.1 Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs. Involving parents in the drawing-up and monitoring progress against these targets through involvement in compiling the Pupil Profile
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

## **7.2 Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of self-assessment opportunities. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- monitor their success at achieving the targets on their Pupil Profiles

## **8. Process of monitoring compliance and effectiveness of the Special Educational Needs Policy**

This policy has been developed in consultation with a wide range of stakeholders including: members of the Local Governing Body, the Headteacher, the SENDCO and all staff.

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENDCO and SLT.

- ongoing assessment of progress made by intervention groups
- work sampling
- teacher interviews with the SENDCO / Key Stage Team Leaders
- informal feedback from all staff.
- pupil interviews when setting new Pupil Profile targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- Annual review of Education Health and Care Plans as prescribed in the SEND Code of Practice (September 2014)
- attendance records and liaison with Education Welfare Officer.
- regular meetings about pupils' progress between the SENDCO/ assistant head teachers and the head teacher
- head teacher's report to governors
- SENDCO's report to governors

### **Complaints**

If there are any complaints relating to the provision for children with SEND, these will be dealt with in the first instance by the class teacher and SENDCO, then, if unresolved, by the head teacher. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints policy)



## **8.1 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured**

- In accordance with Section 6 of the SEND Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENDCO will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and SENDCO leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

## **9. Reference Documents**

SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework November 2019

Ofsted SEND Review 2021

Equality Act 2010

Children and Families Act 2014