



# **SEND Policy**

## **2024-2025**

## **OUR TRUST'S PRAYER**

Heavenly Father

Let peace, friendship and love grow in our schools

Send the Holy Spirit to give:

Excellence to our learning

Love to our actions and

Joy to our worship

Guide us to help others

So that we may all

Learn, Love and Achieve, Together with Jesus.

Amen

## Our Christian Vision is:

*'Learning and growing together to achieve our best in the love of God'*

'Learning and growing together to achieve our best in the love of God' sums up our school vision and ethos that all children will have the opportunity to experience God's love and fulfil their potential across the curriculum, valuing themselves and others, living out our Christian values in order to make a positive difference in the world. This vision underpins our behaviour policy.

## School Aims

In order to prepare today's children for tomorrow's challenges, Rainford CE Primary Schools aims to achieve the following:

- Every child will be encouraged to understand the meaning and significance of faith, experience God's love and develop the spirituality to enable them to live out our Christian values of love, joy, peace, friendship, forgiveness, perseverance and justice
- Every child will achieve their full potential through being a highly motivated, resilient and independent learner who embraces new experiences, has confidence to tackle challenges and go onto develop a lifelong love of learning.
- Every child will value themselves as a unique individual with special qualities and strengths developing self-discipline and honesty; taking responsibility for their own actions and appreciating their ability to make a positive difference in the world.
- Every child will appreciate and respect others, celebrate differences between individuals and groups and respect and care for God's creation and the environment.
- Every child will be encouraged to make healthy choices and appreciate the benefits of a healthy lifestyle.

In order to do this, we will constantly reflect the Christian ethos of our school in our relationships with our children, their families, our staff, the church and the wider community.

## Aims

### **Our aims are:**

- To provide access for all children to a broad, balanced and relevant curriculum.
- To provide a stimulating learning environment for all children, including those with special needs.
- To be prepared to adapt and draw upon a range of teaching methods to ensure that children

with SEND obtain the fullest possible benefit from the National Curriculum.

- To focus on the child and his/her abilities, not on his/her disabilities.

### **To meet these aims, we will**

- Raise staff awareness of children with special educational needs.
- Help children with SEND to acquire the necessary basic skills needed to enable progress.
- Develop children's talents and interests and to use them to promote learning.
- Encourage positive attitudes, consideration and sensitivity towards children with SEN and/or disabilities.
- Promote the active participation of parents in decisions relating to their children's SEN.
- Closely monitor children's progress and to make adequate provision for specific needs/difficulties, including early intervention when identified.

## Policy Rationale and Legislation

The most recent Special Educational Needs and Disabilities (SEND) Code of Practice came into effect on the 1st September 2014. This and the Children and Families Act 2014, have a focus on greater cooperation between education, health and social care and a greater focus on the outcomes which will make a real difference to how young people live their lives. This policy complies with this guidance which was updated in May 2015.

### **The 2015 SEND Code of Practice states that:**

*"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he/she:*

- has a significantly greater difficulty in learning than the majority of others of the same age: or*
- has a disability which prevents or hinders him/her from making use of facilities of a kind*

*generally provided for others of the same age in mainstream schools or mainstream post16 institutions"*

Though there is a lot of overlap between the groups, children who have special educational needs do not necessarily have a disability; disabled children do not necessarily have special educational needs. The use of the terms SEN and SEND in this report reflect this inter-relationship; each are utilised according to their relevance.

Early identification of needs and the timely provision of appropriate support, together with high aspirations, can help ensure that the vast majority of children who have SEND can achieve their full potential and make a successful transition into adulthood.

At Rainford CE Primary School we aim to provide a coordinated structure and framework for the provision for SEND throughout the school. This will not only support the class teachers in providing the appropriate provision, but will also make them aware of the various agencies, provided by the Local Authority, which can be called upon for advice and assistance.

## Responsibility for Co-ordination of Inclusion and SEND Provision:

The name of the special needs co-coordinator (SENCO) who is responsible for the day-to-day operation of this policy is **Mrs. Rose Bradshaw** (SLT) who has a duty to:

- Liaise with and advise fellow teachers.
- Communicate with the parents of children with SEN and Disabilities.
- Liaise with other professionals such as Educational Psychologists, Medical experts and Social Services to provide the best learning opportunities for all children.
- To ensure that the St Helens Graduated Approach is followed in relation to the identification and provision for special educational needs.
- Maintain a current record of number of pupils with SEND
- Monitor progress of SEND pupils and ensure provisions specified in Statements/EHC plans are in place
- Must organise a termly Planning and Consultation meeting. They are responsible for chairing, minuting, and inviting appropriate professionals and gaining permission from parents to discuss their child.
- Organise/deliver relevant SEND training

All staff will be kept up to date on SEND policies and changes to the framework. Performance management opportunities should ensure staff members have access to and are encouraged to attend relevant courses to keep up to date with current initiatives and procedures, to ensure the highest level of teaching of children with SEND.

## Role of Class teacher/Senior Practitioner

- To be initially responsible for the identification of children experiencing specific difficulties

and to bring this to the attention of the Headteacher and SENCO.

- To use his/her skills, knowledge and insight to provide a programme of work appropriate to the child's needs.
- To be responsible for keeping records, assessing and monitoring the child's progress.
- To enter tracking data for pupils accessing intervention programmes for the attention of the SENCO.

**In addition to the above, the Governors have also undertaken the following responsibilities to ensure that:**

- The school has a clearly defined policy document relating to the provision for pupils with special educational needs.
- The school has an identified teacher to report to the governors on the implementation of this policy.
- There is an identified governor (currently **Mr. Stephen Duffy**) with a special interest and responsibility for SEND.
- Relevant updates are discussed each term in the Headteacher's report.

## Admissions Arrangements

The admission policy at Rainford CE Primary School follows the guidelines recommended by the Local Authority (LA) and the school is open to all children regardless of their abilities/disabilities. No pupil will be refused admission to school based on his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

## Facilities for Vulnerable Pupils

We publish our SEND information report on our school website, and any changes to provision of specialist facilities will be amended within this report.

## Resources

The resources at Rainford CE Primary School are allocated to and amongst children with SEND according to their individual needs. Additional support may take the form of equipment, either purchased for sole use or borrowed on long term loan, the use of support teachers to enable the class teacher to give individual or small group tuition, or the provision of an extra teacher or TA to give daily support in specific year groups where it is thought this will be particularly beneficial.

Curriculum Team Leaders may also liaise with the SENCO when determining SEND support materials.

## Identification of Pupils' Needs

Our school strives to identify children with special educational needs as early as possible. The earlier their needs are met barriers to learning can be broken down and progress can be made. Here are the ways in which we identify SEND in our school:

- Information passed on from nursery during transition to our school.
- Termly formative assessments.
- On-going summative assessments by the class teacher.
- Observations by the class teacher and SENDCo.
- Interventions having limited impact on a child's progress.
- Information gathered from parents.
- Referrals to external agencies when required and their specialist assessments.

All pupils are rigorously tracked in order to inform our planning and teaching. If there are any concerns regarding progress or if any child requires extra support, then this is identified by staff at the earliest opportunity and swiftly acted upon.

## Graduated Response

Our school will follow the Graduated Response process/framework. Details of this can be found via the following link: <https://new.sthelens.gov.uk/media/335125/st-helens-graduated-approach.pdf>

At any stage of the process, from the early identification stage through to the move to an EHCP, the school adheres to the same cycle of effective provision. All children receive inclusive quality first teaching in our school, and most will make expected progress. For those who do not, the class teacher will identify a child's need and decide for any adjustments or interventions. This is a four part process which is described in the graduated approach for St Helens:

- **Assess**
- **Plan**
- **Do**
- **Review**



### **Assess:**

A clear picture of the child's needs is formulated through: performance data, parental comments, the pupil's views, class teacher notes and observations from professionals. This is then used to analyse what support and intervention will be needed. Barriers to learning will

be highlighted and discussed. For some pupils, a Birmingham SEND Toolkit assessment will be undertaken and this baseline will inform the rest of the APDR process.

**Plan:**

At all stages, intervention and support will be planned to maximise the impact on the child's learning. Adjustments may be made to plans and parents will be consulted about what they can do at home to support progress. Plans will be shared with all those adults working with the child.

**Do:**

The class teacher will work closely with teaching assistants and parents to ensure that plans are followed and that appropriate learning opportunities are presented. The SENCO will support the class teacher where needed in finding ways to address targets in the classroom. The class teacher will build evidence of the child's strengths and weaknesses and will, with the support of the SENCO, continue to track progress to fully monitor the impact of any interventions.

**Review:**

At all stages, planning for the child is subject to review. For children receiving additional funding, review dates will be set by the Local Authority in line with their review panel calendar. For children who require Helping Hands Plans (formerly known as IEPs), termly review dates will be communicated with parents. Additional parents' evening meetings and other meetings with parents and children may also be used to discuss children's progress towards identified targets. During reviews, the quality and impact of intervention and support will be discussed and any changes to future provision will be proposed.

Helping Hands Plans are used in our school to document the above cycle and at three points during the school year (October, February and June), parents are invited into school to discuss in-depth the targets that have been set for their child; any problems they may be experiencing and what specific support can be put in place. The plan may include how the school and any other agency (if required) intend to support the child by carrying out an agreed intervention over a set period.

***Other examples of the assess/review parts of the process at our school are:***

- Termly data tracking that is discussed in pupil review meetings
- Observations of children by SENCO
- Regular discussions between class teacher and SENCO
- Two Parents' Evening meetings a year and an end of year written report
- Parents able to ring and book an appointment to discuss any concerns.
- Annual ECHP reviews
- Helping Hands Plans are reviewed every term through discussions with parents
- In the EYFS, half-termly supervision meetings to discuss vulnerable children and next steps as a school to support them and their families

- The impact of all interventions are measured and monitored closely. If, following interventions a child's progress continues to give cause for concern, their class teacher and/or the SENCO will discuss next steps with the child's parent/carer. If it is felt a child requires further additional support school will discuss the pathways to more specialist support/provision.

## Provision and Support

Provision can be on an individual or small group basis and can be in any curriculum area, according to the child's needs. All children have full access to the National Curriculum. This may be delivered at a variety of levels, depending on a child's current levels of development.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. Provision for SEND pupils includes:

- Quality First Teaching
- Use of Birmingham SEND Toolkit
- support staff deployed effectively during lessons
- personalised provision through time limited programmes
- personalised provision through adapted resources and interventions (1:1 or small group work)
- Interventions carried out by TA and class teachers
- Personalised timetable and/or curriculum where required and agreed with parents
- Peer support and opportunities for networking where appropriate
- Specialist equipment/resources and reasonable adjustments made to suit the child's needs
- Lessons have a focus on over-learning to support with retention
- Support from external services such as Educational Psychologist, Speech and Language Therapist, behaviour specialists and Occupational Therapist
- Equipment and supporting resources used when necessary such as concentration cushions, tangle toys, writing aids and laptops to record their work

## EHCP (Education, Health and Care Plan) Process

School or parents can request a statutory assessment for an EHCP (Education, Health and Care Plan) from the Local Authority. During the assessment, the local authority will consider if the pupil requires provision beyond what the school can offer. A request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP may state that an alternative educational setting is more appropriate to the pupil's needs.

An EHCP will include details of learning objectives for the child. These are used to develop targets and establish provision EHCPs must be reviewed annually and can be reviewed at any time should the child's circumstances change, or concerns raised about the nature of provision. The SENCO will organise these reviews and invite the relevant people.

## Professionals from Outside Agencies:

The school has always had a policy of drawing on a range of expertise from external agencies. It has always been our policy to work closely with services provided by the Area Health Authority, such as speech and occupational therapists.

The school hosts termly planning and consultation meetings, where professionals from a spectrum of areas of expertise can meet to discuss individual children, to share advice and monitor progress.

Our overall aim is to provide early identification of children with special educational needs and disabilities. In addition, we will provide extra support using the expertise of staff, the use of additional resources and enlisting the help of the child's parents. We will also apply for the advice or assistance of outside agencies if the school feels that it cannot provide the necessary level of support or the required level of expertise.

## Working in Partnership with Parents:

Our school policy is to encourage parents to participate actively in their children's education. In addition to this the parents of children with SEND are encouraged to approach school at any time regarding concerns that they may have about their child's progress. They are also encouraged to give additional support and understanding at home and are advised throughout on the special programmes provided for their child. Parents are also involved in the registration of a concern and in the regular reviews of their child's progress, as outlined in the procedures in the Code of Practice.

## Involvement of Pupils:

We recognise that all pupils have the right to be involved in making decisions and exercising choice as stated in the code of practice. Where appropriate all pupils are involved in monitoring and reviewing their progress. Pupils may be invited to their Helping Hands plan review. During these meetings we endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning during the review process or during pupil voice conferences
- share their individual targets
- self-review their progress and set new targets

<b>Glossary of terms</b>	
SEND	Special Educational Needs and Disabilities
SEN	Special Educational Needs
SS	Special Needs Support
ESS	Enhanced Special Needs Support
COP	Code Of Practice
SENCO	Special Educational Needs Coordinator
EHCP	Education Health and Care Plan
IEP	Individual Education Plan
ASD	Autistic Spectrum Disorders
ICT	Information & Communications Technology
SLT	Senior Leadership Team
LA	Local Authority

## Monitoring and review

This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

This policy also applies to Sunbeams, Raindrops, Breakfast Club and After School Club.

**To be reviewed: July 2025**

### Review Schedule

Policy Author	Rose Bradshaw
Policy Approver	Governing Body
Current Policy Version	Version 1 October 2024
Policy Effective From	October 2024
Policy Review Date	July 2025

### Revision Schedule

<b>Version</b>	<b>Revisions</b>	<b>By whom</b>
V1	SEND Policy updated and reformmated by Rose Bradshaw October 2024	RB (SENCO)
