



Ranskill Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY



PART OF SHINE MULTI ACADEMY TRUST
COMPANY NUMBER 081634448

Management log

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<https://www.ranskillprimary.co.uk/policies/>

Any printed copies should therefore be viewed as 'uncontrolled' and as such, may not necessarily contain the latest updates and amendments.

Linked Policy Documents

Policy	Website link
Accessibility plan	https://www.ranskillprimary.co.uk/special-educational-needs-and-disabilities/
Anti-bullying	https://primarysite-prod-sorted.s3.amazonaws.com/ranskill-primary-school/UploadedDocument/56ddaa4f689644d5a369cbaf6f9e27de/anti-bullying-policy.pdf
Behaviour	https://primarysite-prod-sorted.s3.amazonaws.com/ranskill-primary-school/UploadedDocument/d5af0adb8a6645e1ac56deb754c6788f/behaviour-policy-2021.pdf
Child protection	https://www.ranskillprimary.co.uk/safeguarding-1/
Complaints	https://www.ranskillprimary.co.uk/complaints/
Equality	https://primarysite-prod-sorted.s3.amazonaws.com/shine-multi-academy-trust/UploadedDocument/f6355342c7ba4473999f8d24784d396f/equality-policy.pdf
Exclusions	https://www.ranskillprimary.co.uk/behaviour/

All policies are also available through the school office.

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1. Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014

1.1 A child or young person has SEND 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 they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them 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.

1.2 A child under compulsory school age has SEND if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

1.3 Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

2. Compliance

2.1 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability (SEND) Regulations 2014
- Special Educational Needs (SEN) Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013 and gender separation update 2018
- Schools SEN Report Regulations 2014-08-30
- Accessibility Plan
- Safeguarding Policy
- Inclusion Policy
- The National Curriculum in England, Key Stage 1 and Key Stage 2 document, Dec 2014

2.2 More details about the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

2.3 Since the 2014 reforms to the SEND code of practice Statements of SEND, for those children with the most complex needs, have been replaced with a Education, Health and Care (EHC) Plan. These plans are being supported by an EHC Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

2.4 This information is also available by putting the above web address into the browser of a smart phone or tablet.

2.5 The SEND Local Offer is a resource which is designed to support children and young people with SEND and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an EHC Plan and those who do not have a plan, but still experience some form of SEND. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

3. Mission statement

3.1 This policy builds upon the school's aim for all children to work to their maximum capability in all areas. We believe that all children have talents and abilities which can be recognised and celebrated, and that children who are confident in themselves and their abilities are more likely to succeed.

4. Aims and objectives

4.1 Aims

4.1.1 We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *SEND Code of Practice*.

4.1.2 Our aims are to:

- ensure that all pupils have access to a broad and balanced curriculum

- to use adaptive teaching in a responsive way offering different degrees of guided practice focusing on specific parts of the learning sequence, different forms of writing scaffold or different modes of responsive questioning and feedback, tailored to push students forward from wherever they are.
- ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- ensure that SEND pupils take as full a part as possible in all school activities
- ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment
- ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision
- ensure that children within vulnerable groups achieve in line with their peers

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is done by gathering information from parents, education professionals, health and care services, as well as early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of children with SEND. Assessment data is gathered termly and reviewed to support identification of pupils who *may* have SEND. Continuous monitoring of those pupils who have, or may have, SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the *SENCO* and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes: supporting them

in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, providing information annually on the provisions for pupils within the school as a whole, and providing information on the effectiveness of the SEND policy and the school's SEND work.

- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular meetings between pupils and their teacher/SENCO and will be made easier by carefully monitoring the progress of all pupils. *Pupil participation is a right.* This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

5. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Jane Heald.
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Jane Heald [SENCO]

6. Arrangements for coordinating SEND provision

6.1 The SENCO will hold pertinent records for children who the school deem to have SEND.

6.2 All staff can access:

- the SEND Policy
- a copy of the full SEND support register or alternative school document used for tracking this cohort
- guidance on identification in the Code of Practice (SEND support and pupils with EHC Plans)
- information on individual pupils' SEND, including action plans and targets set during provision mapping
- practical advice, teaching strategies, and information about types of SEND

- information on the staff IT system on individual pupils and their SEND and requirements
- information on current legislation and SEND provision
- information available through Nottinghamshire's SEND Local Offer

7. Admission arrangements

7.1 SHINE as our admissions authority believe that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice

7.2 The admission arrangements for **all** pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with EHC Plans and those without.

7.3 We have a clear transition procedure which sets out guidelines to support the transition, both to and from the school, of pupils with SEND. These arrangements include additional meetings between professionals, and possibly extra transition days for pupils.

8. Specialist SEND provision

8.1 We identify and record pupils with defined SEND.

8.2 We have members of staff who specialise in SEND provision and support. Jane Heald has completed the required National Award for SEND Co-ordination.

8.3 Although the school has no specialist provision for SEND, we are committed to whole school inclusion. For more information on our provision for inclusion see section **14**.

9. Facilities for pupils with SEND

9.1 Although the school has no specialist facilities for SEND provision, we do comply with all relevant accessibility requirements.

10. Allocation of resources for pupils with SEND

10.1 All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000 per year. As a family of schools, we have agreed to use element 1 and 2 of a schools budget to provide up to 9.5 hours of support per child. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to

and moderated by the Elizabethan Family of Schools. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

10.2 Funding for individual pupils with SEND will be determined due to the nature of pupil need by the SENCO and Senior Leadership Team. This funding may include but is not limited to: timetabled support sessions in groups or individually, specialist equipment required to aid access to the curriculum, computer support programs for individual needs, specific resources to aid diagnosis and external support services such as counselling.

10.3 Resources for SEND are allocated by the SENCO, based upon the needs of the children involved, in consultation with the head teacher and class teachers. Funding can be received from other sources such as inclusive technology grants which may be included within the SEND budget if appropriate.

11. Identification of pupils needs

11.1 Definition

11.1.1 *See definition of SEND at start of policy.*

A graduated approach:

11.2.1 Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

Cause for concern

- b) Once a pupil has been identified as *possibly* having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

- f) The child is formally recorded as cause for concern when identified by a parent, teacher or other agency, and are under observation but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference and monitored by the class teacher.

Vulnerable to SEND

- g) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- h) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- i) The child is formally recorded as vulnerable to SEND when identified by a teacher or other agency and are under observation, but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference and monitored by the class teacher who may seek advice from the SENCO.
- j) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.
- k) Where concerns continue the next step will be SEND support.

12. SEND Support

12.1 Where it is determined (in partnership with external organisations) that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

12.2 This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of

those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

12.3 Assess

12.3.1 This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

12.3.2 This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

12.4 Plan

12.4.1 Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

12.4.2 All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

12.5 Do

12.5.1 The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

12.6 Review

12.6.1 Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

12.6.2 Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

12.7 Referral for an Education, Health and Care Plan (EHC)

12.7.1 If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

12.7.2 The decision to make a referral for an EHC will be taken at a progress review.

12.7.3 The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

12.7.4 Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/site.page?id=lwi8flmwoOY>

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

12.8 Education, Health and Care Plans [EHC Plan]

- a) Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

13. Access to the curriculum, information and associated services

13.1 Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

13.2 Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

13.3 Whole school provision of the national curriculum will be reviewed annually by the head teacher. Additional support for children outside the normal classroom setting will be detailed using 'provision mapping'. This will be monitored and reviewed on a termly basis by the SENCO and head teacher.

13.4 SEND provision will include the following considerations:

- keeping staff fully informed of the SEND of any pupils in their charge including sharing progress reports, medical reports and teacher feedback

- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that teachers are being responsive to information about learning, then adjusting teaching to better match pupil need.
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

14. Inclusion of pupils with SEND

14.1 The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

14.2 The school curriculum is regularly reviewed by the Senior Leadership Team together with the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and visits to external settings.

14.3 The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

15. Evaluating the success of provision

15.1 In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This feedback may come from formal questionnaires from parents and pupils, parent consultation meetings or reviews as requested by parents or the school.

15.2 Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. This will include the mapping of SEND provision, and the monitoring, review and evaluation of interventions used to support pupils.

15.3 Information from provision management can be used to identify how effective provision (interventions) is in enabling pupils to achieve academic and wider outcomes

15.4 There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. Information is gathered from different sources such as child and parent surveys, teacher and staff surveys, parent's evenings, consultation evening, feedback forms or school forums. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

- Do all pupils have access to a broad and balanced curriculum?
- Is a differentiated curriculum appropriate to the individual's needs and ability in place?
- Are pupils requiring SEND provision identified as early as possible in their school career?
- Do SEND pupils take as full a part as possible in all school activities?
- Are parents of SEND pupils kept fully informed of their child's progress and attainment?
- Are SEND pupils involved, where practicable, in decisions affecting their future SEND provision?
- Do children within vulnerable groups achieve in line with their peers?

15.5 Evidence collected will help inform school development and improvement planning.

16. Complaints procedure

16.1 See also our Complaints policy <http://www.shine-mat.com/pupil-welfare/>

16.2 If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO or headteacher, who will be able to advise on formal procedures for complaint.

17. In service training (CPD)

17.1 We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

17.2 Teachers and teaching assistants in the school attend professional development courses whenever possible. The SENCO provides relevant in-house training on a termly basis to all staff during INSET days and staff meetings.

17.3 The SENCO attends relevant SEND courses; Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

17.4 We recognise the need to train *all* our staff on SEND issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section **11**).

18. Links to support services

18.1 The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

18.2 Sharing knowledge and information with our support services is vital to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

18.3 The following services will be involved as and when is necessary:

- Healthy Families Team
- Educational Psychology Team
- Early Help unit
- Schools and Families Specialist Service
- CAMHS
- Social Services
- Family Support workers
- Speech and Language Support Service
- Bassetlaw Primary Behaviour Partnership
- Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust

19. Working in partnerships with parents

19.1 We believe that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

19.2 Parents are kept up to date with their child's progress through: parent consultations and annual reports. In the event of a parent having a concern about their child's progress they can discuss this with their child's class teacher and/or the SENCO.

19.3 In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

19.4 If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor may be contacted via the school in relation to SEND matters.

20. Links with other schools

20.1 The school is a member of the Elizabethan family of schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. It is also part of the SHINE Multi Academy Trust and works in partnership with other schools in the trust.

21. Transition

21.1 For children with SEND the school will outline additional support that is available to both the parents and the child.

21.2 In order to support a smooth transition we may share information regarding the child's specific needs and their progress and attainment at school. In the case of children with SEND

we may also share the child's intervention and progress history and any barriers to learning that they may have.

22. Links with other agencies and voluntary organisations

22.1 We invite and seek advice and support from external agencies in the identification and assessment of, and provision for SEND. The SENCO is the designated person responsible for liaising.

22.2 Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

22.3 In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited or informed about any meetings held concerning their child unless there are over-riding safeguarding issues.