REDLAND SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

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Redland Primary School
Special Educational Needs and Disabilities Policy

At Redland Community Primary School, we are fully committed to providing a curriculum in which every child can participate and achieve their full potential.

Introduction

This policy should be read alongside government guidelines 'Keeping Children Safe in Education' (September 2025) The SEND Code of Practice 2015 and other school policies including:

- The School SEN Information report
- Equality and Diversity policy
- Subject policies
- Safeguarding and Child Protection policy

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What is Special Educational Needs and Disability (SEND)?

"A child has a learning difficulty or disability if he or 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 or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream school."

This provision is defined as any education or training provision which is additional to or different from that generally made for other of the same age in mainstream schools. *Code of Practice (January 2015)*

Our aims

- To identify and provide for all pupils who have Special Educational Needs and Disabilities.
- To ensure that every child feels valued, is respected as an individual and is able to recognise they have skills and strengths to offer.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for Special Educational Needs.
- To provide support and advice for all staff working with young people with Special Educational Needs and Disabilities.
- To develop and maintain partnership and high levels of engagement with parents.
- To develop and maintain effective engagement with outside agencies
- To ensure access to the curriculum for all pupils.
- To work with the guidance provided in the SEND Code of Practice 2015.
- To ensure that all children with special educational needs participate in activities in line with other pupil across the school.

Objectives
The objectives of our policy are to continue to:

- Identify and monitor children's individual needs from the earliest possible stage (i.e. as soon as they are on our roll) so that appropriate provision can be made and their attainment raised.
- Work in close partnership with and involve parents/carers of children who have special educational needs.
- Ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- Work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.
- Ensure children are appropriately placed at SENS (SEN support) and targets set through the use of IEPs (Individualised Education Plans) and My Support Plans.

SEN categories of need
The SEN Code of Practice describes four broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (SEMH)
- Sensory and/or physical needs

Many children and young people have difficulties that fit clearly into one of these areas, while others have needs that fall into two or more categories. For some the precise nature of their need may not be clear at the outset. Timely individual assessments are vital in identifying a young person's needs (SEN COP 2015). A young person will remain on the SEN register unless something changes for them individually which means that they no longer need Special Educational Provision.

We consider the needs of the whole child, not just the Special Educational Needs. Others factors that are not SEN but may have an impact on progress and attainment include:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium (PP)
- Being a Looked After Child (CLA)
- Being a Previously Looked After Child (PCLA)
- Being a child of Service personnel
- Being a young carer

A graduated Approach to SEND
Quality First Teaching (QFT) is the effective inclusion of all pupils in high-quality everyday personalised teaching. QFT is the best way to reduce the number of children who need extra help with their learning or development. Pupils may benefit from pre-learning, over-learning and targeted intervention in order meet age related expectations.

At Redland School we may use a range of interventions to identify and address areas of weakness or difficulty, this does not indicate a special educational need but may be used to build a picture of overall needs.

The school will seek additional information from the parents/carers, and in some cases, refer to outside agencies. Any provision made and the progress made by the child will be discussed at parent evenings or through our normal channels of communication.

SEN Support (SENS)
The SEN Code of Practice (2015) refers to a single group of children or young people who have SEN as receiving '**SEN Support**'.

Where, despite a series of different interventions, adjustments and good personalised teaching a child does not make adequate progress they will be move to SEN Support.

It may be that the child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs;
- Shows signs of difficulty in developing skills in literacy or mathematics;
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches, used in school
- Has physical or sensory problems and despite specialist equipment being provided still makes little or no progress;
- Has communication and/or interaction difficulties which lead to them making little or no progress
- Has an identified need such as Speech and Language or a diagnosis such as Autism or ADHD.

In order to support children's learning needs we use an 'Assess, Plan, Do, Review' cycle

Assessing
A clear understanding of a child's needs is essential in the creation of effective provision. A holistic approach helps to identify quickly when a pupil is not making adequate progress, despite Quality First Teaching. We do this through:

- Pupil's own views and experiences
- Views and experiences of parents
- Views and experiences of teachers and teaching assistants
- Teacher assessment and experience of the pupil
- Assessment of pupil progress, attainment and behaviour
- Comparing individual development with that of peers
- Consulting external support services e.g. Educational Psychologist, CAMHs, Occupational Therapist, Special Educational Need team, Speech and Language therapy.

Commonly, it will then be necessary to explore the precise nature of gaps in learning and development in order to clarify barriers to learning and development. This in turn enhances Quality First Teaching and indicates where additional provision may be required.

Planning
Inclusive Quality First Teaching is the first step to responding to a newly identified need. The focus of this is to ensure that high-quality teaching, that is adapted or differentiated, is accessible for individual pupils. High quality intervention and support planned by teachers and Teaching assistants will be implemented and monitored carefully.

The SENCO will support the teacher with effective adjustments to teaching, support and resources. Once specific areas of need and gaps in learning are identified, and with effective Quality First Teaching in place, any provision that is additional or different can be planned.

Doing
Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working. Teachers work closely with teaching assistants and other specialists to plan and assess the impact of targeted interventions.

Reviewing
Teachers have the responsibility of evidencing progress of all pupils, including those with SEN. Progress data is reviewed in relation to the outcomes described in a child's Education Health Care Plan (EHCP), My support Plan, individual targets and intervention provision. Aside from on-going review processes (e.g. observations, assessment, work scrutiny, discussions with pupils and staff meetings) progress is reviewed across the whole school through pupil progress meetings. At this stage impact of provision is evaluated in relation to both attainment and progress. The response to this could result in any combination of:

- New target setting
- Modification to existing provision
- New provision
- Further assessment
- Outside Agency or other specialist referrals
- Closure of period of SEN support and removal form SEN register.

Parents are informed of progress through informal discussions, parent's evenings, SEN meetings and targets.

My Support Plan
A My Support Plan (MSP) is a non-statutory assessment and plan, it may be considered for a young person with Special Educational needs who is not making adequate progress despite cycles of evidence-based SEN support. The MSP is completed by school in conjunction with parents (parental consent and engagement is required for the MSP to be started and continued) and other agencies if appropriate. Not all children at SEN support require an MSP to meet their needs, this process is usually started if a child 's needs are having a significant impact on progress, may be beneficial for transitions into secondary school or where the plan may lead on to an EHCP application in the future.

Education, Health and Care Plan (EHCP)
An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. An EHCP application is completed by school in conjunction with parents, the SEND team from the local authority and other professionals. The application must be evidence based and follows a period of time with an MSP. The application is submitted to the local Authority and the decisions are made by a SEN panel. School are not involved in the decision making or final outcome.

Training
Teachers and Teaching Assistants benefit from a whole school CPD programme based on the School Development Plan. Individual training needs are identified through Professional Development Reviews, lesson observations, children's needs and direct requests. Training is delivered through in-house training, local cluster working, Wiltshire CPD training and that provided by external agencies. We actively promote the sharing of good practice in school.

Roles and Responsibilities

Governor role

The governing body must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs and disabilities
- Ensure that the head teacher or the appropriate governor – has been informed by the LA that a child has special educational needs, and those needs are made known to all who are likely to teach him/her
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs and disabilities
- Ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child
- Ensure that a child with special educational needs and disabilities joins in the activities of the school so far as is reasonably practical
- Ensure they are up to date and knowledgeable about the school's provision
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Have a written SEN policy that is reviewed annually
- Ensure that the quality of SEN provision is monitored and that provision is an integral part of the school's self-evaluation process
- Review the school's SEN policy and SEN report
- Ensure the information contained within them reflects practice observed in school and that they are published on the school website

SENCO role

SENCO responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Day-to-day operation of SEN policy
- Providing advice to staff supporting, liaising with them and overseeing the setting of individual targets and completion of My support Plans. Supporting staff to create and review targets, interventions and support plans
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- Overseeing and maintaining specific resources for special educational needs
- Liaising with outside agencies
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff
- Monitoring, evaluating and reporting on the provision for children with SEN.
- Co-ordinating the range of support available to children with special educational Needs and disabilities
- In conjunction with the class teacher, liaising with parents/carers of children with special educational needs and disabilities
- Monitoring and analysing the progress of children at SEN support or those with an Education Health Care Plan or statement

Arrangements for co-ordinating provision for children with SEN

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the

class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by a teacher or teaching assistant and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. Intervention and SEN provision will be evaluated and monitored by the TAs, Teachers and SENCO to ensure that it remain relevant to the needs of the child. Pupil progress in monitored in line with whole school pupil progress evaluation.

Admission arrangements
Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, e.g. wheelchair access the governors will make reasonable adjustment to ensure the child's needs are fully met. A child with identified SEN needs may remain on a part time, transition time table before starting school full time. If a child is transferring into the school with an EHCP, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the full governing body.

Resources
Most of the resources used by children having special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs and time allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO and School leadership team

Complaints procedure
If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and/or head teacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved, the co-chairs of governors should be involved and finally the complaint should be taken to the local authority and/or secretary of state.

Links and use of outside agencies
Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Specialist SEN Service (SSENS) including the educational psychologist, visual impairment, physical impairment, hearing impairment service, speech therapist, behaviour support service and health. Any or all of these agencies may be involved in the construction, delivery or review of targets, recommendations and objectives set for children's in order to ensure children's attainment is raised.

Partnership with parents/carers/children
Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing One Page Profiles and My support Plans. The school will also update parents/carer with relevant information.

Links with other schools, agencies including the voluntary sector
Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings, transfer and inclusion meetings and meetings with The SEND Team where necessary**.** Children are invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage. Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and teaching assistant staff to ensure that they have a smooth transition.

We believe that effective liaison from Year 6 to Year 7 ensures a smooth transition. Key staff from all three local Secondary Schools in Chippenham visit us and specialist staff from the SEN team also discuss individual children's needs with the SENCO and Upper KS2 staff. We always invite the relevant secondary school to any Transition Review Meetings that take place in Year 5, and again in year 6, to ensure parents/carers and children have an opportunity to ask any relevant questions. This also enables us to put in place a supportive and positive transition plan for those children who will need additional support at secondary school.

Redland School are fully inclusive and aim to provide all children with a curriculum that best suits their learning style and allows all children to meet their potential.