Reedley Primary School

SEND Policy

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To be reviewed September 2027

Reedley Primary School
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Mission Statement

Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Members of Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Compliance

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:

- Equality Act 2010
- SEND Code of Practice 0-25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Framework Document 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been produced by the school's SENDCO in liaison with the SLT and approved by staff and the governing body.

Principles & Aims

Reedley Primary School is committed to meeting the Special Educational Needs and/or Disabilities (SEND) of all pupils in our care and ensuring that they make good progress whilst at our school. Every teacher is a teacher of every child, including those with SEND. All pupils at Reedley have the right to a broad, balanced, relevant and differentiated curriculum. We aim to ensure that all pupils with SEND will achieve maximum access to this curriculum and make subsequent progress through the co-operation, understanding and planning skills shared by teachers, support staff, support agencies, parents, governors and children.

At Reedley Primary School we strive to raise the aspirations and expectations for all children with SEND, providing a focus on outcomes. We believe in providing every possible opportunity to develop the full potential of all children. All pupils are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education.

Policy Objectives

In order to meet the needs of our children at Reedley Primary School, we aim:

- To work within the guidance provided in the SEND Code of Practice (2014);
- To operate a 'whole school' approach to the management and provision of support for SEND;
- To provide a Special Educational Needs Co-ordinator(SENDCO) who will work with the SEND Policy;

- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- To provide support and advice to all staff working with children with SEND;
- To plan an effective and differentiated curriculum to meet the needs of children with SEND, to help them overcome their barriers to learning;
- To work in close partnership, where appropriate, with outside agencies to support children who have SEND;
- To provide advice and support for all staff, governors, parents and the wider school community in SEND issues;
- To work in close partnership with parents/carers of children who have SEND;
- To maximise outcomes for children with SEND and their families;
- To encourage active involvement by the children themselves in meeting their needs;
- To recognise, value and celebrate pupils' achievements however small.

Definition of Special Educational Needs

A child 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 has a learning difficulty or disability if they:

a) have significantly greater difficulty in learning than the majority of children of the same age;
   or
b) have a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

Special educational provision means provision which is **additional to** or **different from** the provision made generally for children of the same age in a mainstream school.

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.

The Code of Practice does not assume that there are hard and fast categories of special educational needs, but recognises that children's needs and requirements may fall within or across four broad areas. These areas are:

Communications and Interactions
Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Cognition and learning
Children may need support if they learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.

Sensory and/or physical needs
Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

(SEND Code of Practice 2014, p97)

Identification and Provision

Special educational provision means educational provision which is additional to or different from the provision made generally for children of the same age in a mainstream school. The SEND Provision at Reedley Primary School is based upon the Inclusion statement in the National Curriculum 2014 document:

- Setting suitable learning targets;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning.

Quality First Teaching
Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from Teaching Assistants or specialist staff. High quality teaching, adapted and personalised, is the first step in responding to pupils who have or may have SEND.
Pupil Progress Meetings are held each term. Here, the class teacher meets with a member of the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. 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 after a Cause for Concern form is completed.

a) 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.
b) The class teacher will take steps to provide differentiated and personalised 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.
c) The SENDCO will be informed and consulted, as needed, for support and advice and may wish to observe the pupil in class and/or carry out a more detailed assessment of the child's needs.
d) Through (b) and (c) it will be determined the type of provision the child will need going forward.
e) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
f) 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.

g) A child is recorded on the ‘monitoring register’ when a concern by a parent or teacher is raised but this does not automatically place the child on the school’s SEND register. Any concerns will be discussed with parents informally or during parents’ evenings.
h) A child will remain on monitoring for 6-12 weeks and during this period, the impact of adaptations and progress made by the child will be monitored by the Class Teacher and SENDCO.

SEND Support
If a child has been identified as having SEND, they will be placed upon the SEND Register and parents will be informed. Action will be taken to remove barriers to learning and effective special educational provision will be put into place. The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach to SEND support. This consists of a four part process:

- Assess
- Plan
- Do
- Review

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. If good progress is maintained, a child may be removed from the SEND register however their progress will continue to be closely monitored through the graduated approach.

Assess
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. More detailed assessments may be administered by the SENDCO and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage.

Plan
Planning will involve consultation with the Class Teacher, SENDCO, parents and, where appropriate, outside agencies to plan the interventions, strategies and support required to overcome barriers. An Individual Education Plan (IEP) or Pupil Passport will be written with clear, achievable targets which will be worked on over the next term/year. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupils, 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.

Do
The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support, interventions and links with classroom teaching. The SENDCO will provide strategic support during this stage.

Review

Reviews of a child's progress will be made at least termly. The review process will evaluate the impact of interventions and adjustments. It will also take account of the views of the pupil and parents. This review will be recorded at the pupil progress meeting and on the child's IEP or passport. The class teacher, in conjunction with the SENDCO will revise the type and level of support and, if necessary, the cycle will begin again. Occasionally, a pupil may need more expert support from an outside agency such as the Specialist Teachers, Speech and Language Therapy, etc. A referral will be made, with parental consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home.

If a child's needs are complex or severe, school may suggest that the Local Authority (LA) are requested to undertake a statutory assessment which may lead to an Education and Health Care Plan (EHCP). This document will describe a child's SEND and the provision recommended. EHCPs can involve the LA providing extra resources to help a child. These could include financial support for additional resources, staff time, special equipment or attendance at a specialist school. This additional provision is reviewed annually or sooner, if required, and will include parents, class teacher, SENDCo, LA representatives and other professionals as required.

Partnership with Parents

Parents of children with SEND are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's IEP or Pupil Passport when it is updated and are invited to review progress towards the targets at Parent's Evenings and at review meetings. Class Teachers and the SENDCO encourage active involvement from parents to help children overcome their difficulties. It is the intention to listen to and act upon the views of the child when considering support and provision. This practice is embedded within the Teaching and Learning Policy as well as during reviews of IEPs, Pupil Passports and EHCPs.
The school will always ask permission of parents before approaching other professionals and outside agencies about their child.
The school website also provides information and links to local support groups which parents may find helpful. Parents will, when necessary, be signposted to the SEND Information Advice and Support Service (SENDIASS) which provide free advice for parents of children with SEND. In accordance with the Equality Act (2010), parents can access the school's Information Report on the school website and the Local Authority's Local Offer at: http://www.lancashire.gov.uk/SEND

Admissions Arrangements
The admission arrangements for children with SEND are in accordance with national legislation, including the Equality Act 2010. There are close links with local pre-schools and nurseries and the school will work in partnership with parents and carers to identify individual learning needs to achieve a smooth transition. Further Admissions information can be found on the school website.

Transition
Where a child with SEND is starting in Reception at Reedley Primary School, the SENDCo and Reception Class Teachers will arrange additional transition meetings with nursery and parents. When a child already has an EHCP or SEND funding in place, the SENDCo and class teacher should be invited to attend the child's Annual Review held during the summer term prior to starting Reedley School.

At the end of each school year, current and subsequent class staff will meet to discuss the requirements of the current IEP, Passport or EHCP. Children will be given the opportunity to spend time in their new class and meet their new staff. Additional time may be required dependent on the needs of the individual pupil.

At Year 6 transition, current Class Teachers and the SENDCO provide information, on request, to the chosen Secondary Schools regarding children with SEND. For EHCP pupils, the SENDCo will arrange a transition meeting with the SENDCo from the chosen Secondary School, the class teacher, the parents and the child during the summer term prior to transition.

Examinations
The SENDCo and SLT are responsible in ensuring all provision is in place for SEND children to access end of Key Stage external assessments, where appropriate.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and P.E. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some of these children may also have SEND and may have an EHCP to determine their needs as per the SEND Code of Practice 2014.
For further information a copy of the school's policy on managing the medical conditions of pupils is available on the school website.

Monitoring the Success of the SEND Provision

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEND will be shown by:

- ongoing teacher and TA observations of the child in the daily classroom setting;
- differentiated and personalised short-term planning by the class teacher to meet the child's needs;
- records and evidence of the child's work showing progress towards curriculum objectives ;
- evidence of progress towards targets at the IEP/Pupil Passport reviews;
- more age-appropriate scores on standardised testing;
- records and evidence of the child's progress towards improving behaviour;
- discussion at an appropriate level with the child about their progress;
- discussion with parents about the child's progress;
- discussion with outside agencies about the child's progress;
- successful requests for additional funding at EHCP;
- ongoing performance management reviews (as per the school's Performance Management Policy).

Measuring the Progress of SEND Children

Progress will be recognised where one of more of the following are met:

- the attainment gap narrows between the pupil and his/her peers;
- the child is working at or above age-related expectations;

- attainment is in line with their baseline assessment;
- the child's progress is in line with their peers.
- the child shows an improvement in self-help and social or personal skills;
- the child shows improvements in behaviour;
- the pupil has full curriculum access.

Evaluating the Success of the SEND Policy

The success of the policy will result in the needs of all children with SEND being met by:

- having the systems in place to identify children with SEND as early as possible;
- making use of good practice in planning for, teaching and assessing children with SEND;
- regular reviewing of the child's progress against targets set;
- providing additional and differentiated intervention if progress is not adequate;
- allocating appropriate funds within the school budget and receiving appropriate funding from the LEA to support children's needs at EHCP level;
- considering the wishes of the child at an appropriate level;
- having a positive and effective partnership with parents;
- encouraging a multi-disciplinary approach whenever possible.

Resource Allocation

Resources for SEND provision at Reedley Primary School are funded according to a Local Authority school funding formula. The funding covers the cost of the staffing, resources and training needs for SEND across the school. Additional resources for some children with EHCPs are delegated directly to the school from the LA through the High Needs Top-Up Funding.

Training

Within school there is an ongoing programme of in-house training for all members of staff. Staff also attend courses run by the LEA and Medical Services. The school governors are also informed of courses on disability and SEND issues and are invited to attend.
The SENDCO regularly attends courses on SEND issues run by the LEA and school-based sessions about teaching practices and other areas to stay up-to-date with any future developments which may affect children with SEND. The SENDCO may attend the local SENDCO Cluster meetings which are run by the SEND Advisory Team to discuss national, local and LEA issues which affect SEND provision.
All training undertaken is shared with the whole staff at staff meetings or INSET.
The SENDCO leads in-house training sessions for the school staff on SEND issues.
Other external professionals may be invited into school to work alongside staff in order to provide support and guidance.

The SEND Team

SEND Governor

The Governor with responsibility for SEND at Reedley Primary School has regular contact with the SENDCo and Senior Leadership Team to keep up-to-date with, and monitor the school's SEND provision. The governor will provide feedback at governor meetings and

work with the SENDCo to provide a termly report to governors on the school's current SEND provision.

Special Educational Needs Co-ordinator (SENDCO)
Miss Louise Cowell is responsible for the arrangements for SEND provision throughout the school with support from the Headteacher, SLT and governing body.

The SENDCo's role may include:

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for children with SEND;
- advising on the graduated approach to providing SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of pupils with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all pupils with SEND up to date;
- managing the Teaching Assistants employed to support children throughout the school.
- contributing to in-service training for staff on SEND issues.

Class Teachers
Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants and/or specialist staff. High quality teaching, differentiated and personalised for individual pupils, is the first step in responding to pupils who have, or may have SEND.
Teachers should have high aspirations for every pupil. With advice and support from the SENDCO, clear targets should be set and reviewed regularly. Teachers should seek practical advice, teaching strategies, and information about the types of SEND from the SENDCO where required. Teachers must involve parents and pupils in planning and reviewing the progress of SEND children.

SEND Support Staff
Children with EHCP's may be supported on an individual basis by TAs as part of the requirements stated on their individual plans. SEND children are also supported on an individual or group basis by classroom TAs.

Inclusion Team
Members of the school leadership team sit on an inclusion panel with the SENDCO. They review provision for the SEND children in school

Headteacher
It is the Headteacher's responsibility to ensure that the SENDCO is able to carry out their duties and influence strategic decisions about SEND.

Accessibility

In line with the 2001 SEN and Disability Act and the 2006 Disabilities Discrimination Act, the Headteacher and governors of the school have put in place an Accessibility Plan and a Disability Equality Scheme. For further information refer to published school policies, school prospectus and Local Offer, all available through the school website.

Bullying

Reedley Primary School will not tolerate harassment or bullying of any child, including those with SEND. The school will make every effort to eliminate all forms of discrimination and inequality. Please refer to the school's Behaviour Policy online for further information.

Data Protection

The school will maintain data and records in line with the requirements of the Data Protection Act 2018.

Complaints Procedure

If parents/carers believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should first talk to the child's Class Teacher. If the parents think that the child should be given more support they should then raise their concerns with the SENDCo and the Headteacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEND.

If parents and the school are unable to agree about the nature of the child's difficulties or how they might be resolved, they may seek help and advice from the SEND Information Advice and Support Service (SENDIASS) at any time.