



POLICY AND PROCEDURES FOR SPECIAL EDUCATIONAL NEEDS / DISABILITIES

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Amended June 2026

Next review date: September 2027

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1 Statement of intent

Ravenbank Primary School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA, and other schools within The Beam Trust, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.

- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

2 Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2022) 'Keeping children safe in education 2022'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health Wellbeing (SEMH) Policy
- Medical Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

3 Policy aims and objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school will:

Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.

Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.

Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.

Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.

Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.

Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.

Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENDCO.

Inform parents when they are making special educational provision for their child.

Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:

Ensure there are accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.

Ensure information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.

Ensure there is a SEN information report about the implementation of the school's policy for pupils with SEND.

4 Rationale:

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

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

5 Scope

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

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

5.1 Roles and responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENDCO for the school.

The head teacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND.

In enacting this policy, the head teacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENDCO for the school.
- Ensure the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENDCO will be responsible for:

- Collaborating with the governing board and head teacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Advising on a 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 the parents of pupils with SEND.

- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the head teacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCO.
- Keeping the SLT up-to-date with any changes in behaviour, academic developments and causes of concern.

6. Policy standards:

6.1 Admission Arrangements

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

In admitting pupils with special educational needs, we are committed to working in close partnership with the pupil's family, the local authority, and relevant professionals to ensure that we can provide effective support within our mainstream setting.

We recognise that it is our responsibility to make reasonable adjustments and to meet the needs of children with SEND through the school's delegated SEND budget, in line with the SEND Code of Practice. Where a pupil's needs are such that additional support is required beyond what can reasonably be provided through this budget, we will work with the local authority to apply for High Needs Funding.

As a mainstream school, we welcome all children, including those with complex or high levels of need. Where a child's needs may be particularly complex or profound, we will engage in detailed,

constructive discussions with parents/carers, the local authority, and other relevant agencies to explore how those needs can be met. This may include consideration of the range of provision available, always starting from the presumption that the child can be educated in a mainstream setting, as outlined in the Children and Families Act 2014.

Our aim is to work collaboratively and inclusively to ensure that every child receives the most appropriate support to thrive in their education.

The school will ensure that it meets its statutory duties under the Department for Education's School Admissions Code by:

- Not refusing admission to a child thought to be potentially disruptive or likely to exhibit challenging behaviour, on the grounds that they are awaiting an assessment for SEND.
- Not refusing admission to a child where the school is named in their Education, Health and Care (EHC) plan.
- Considering applications from parents of children with SEND who do not have an EHC plan, on an equal basis with other applicants.
- Not refusing admission to a child with SEND who does not have an EHC plan on the grounds that the school does not feel able to cater for their needs.
- Not refusing admission to any child without an EHC plan solely on the basis of their special educational needs.
- Not discriminating against or disadvantaging applicants with SEND in the admissions process.
- Ensuring that policies related to school uniform, trips, and other school activities do not discourage families of children with SEND from applying.
- Adopting fair and inclusive admissions practices for all applicants, in accordance with the School Admissions Code.
- Ensuring that oversubscription criteria do not unfairly disadvantage children with SEND.

Arrangements for the fair admission of pupils with SEND are set out in the school's Admissions Policy and are available on the school website.

6.2 Graduated response

At Ravenbank, a need is identified by a class teacher, parent/carer, external agency, assessment data, or through observation. Needs could include, but not limited to, neurodiversity, cognition and learning, communication and interaction, social, emotional and mental health, attendance, English as an Additional Language, behaviour, physical needs, or sensory needs. Following this identification, a triage process will take place using the school's Early Identification of Need flowchart to determine the most appropriate pathway, level of support, and any necessary interventions. This process ensures that needs are identified early and that support is timely, targeted, and responsive to the individual child.

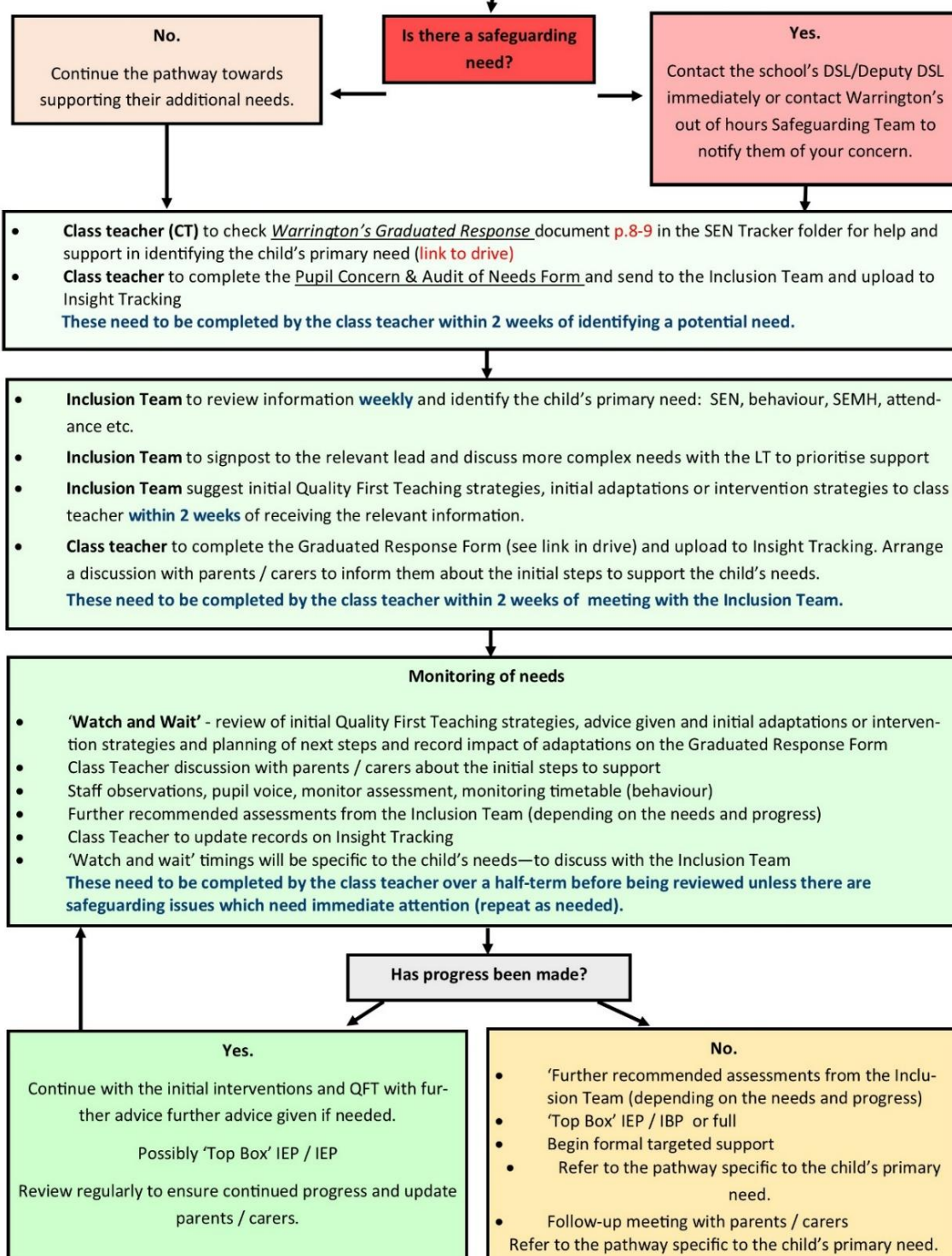
Once a SEND need has been identified the following flow charts set out the different steps and stages that form the graduated response for SEND at Ravenbank School.

Early Identification of Need

June 2026

Potential needs could include (but not exclusively):
ND, C&I, C&L, SEMH, EBSA, Behaviour, Sensory, Physical Attendance, EAL etc.

A need is identified by a teacher, parent or outside agency. Concerns can also be identified from school's progress data, formative assessments or observations.



7 Partnership with Parents/Carers

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

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

7.1 Involvement of Pupils

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

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

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

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

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

- classroom observation by the SENDCO and SLT.
- ongoing assessment of progress made by intervention groups

- work sampling
- teacher interviews with the SENDCO / SLT
- informal feedback from all staff.
- pupil interviews when setting new Individual Education Plan targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- Annual review of Education Health and Care Plans as prescribed in the SEND Code of Practice (September 2014)
- attendance records and liaison with Attendance team.
- regular meetings about pupils' progress between the SENDCO/deputy head teachers and the head teacher
- head teacher's report to governors
- SENDCO's report to governors

8.1 Complaints

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

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

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

Please see our information report for an up to date list of the training staff in our school have received on an annual basis.

9. Reference Documents

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

Ofsted Section 5 Inspection Framework November 2019

Ofsted SEND Review 2021

Equality Act 2010

Children and Families Act 2014