



'Working together to achieve success'

POLICY AND PROCEDURES FOR SPECIAL EDUCATIONAL NEEDS / DISABILITIES

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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.

The school recognises that special educational needs (SEN) and disability are related but distinct concepts. Under the Children and Families Act 2014, a child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age. Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Not all disabled pupils have SEN, and not all pupils with SEN are disabled.

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
- 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 Regulations 2014 (as amended)

- 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 and Department of Health (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- HM Government (2026) 'Working Together to Safeguard Children'
- DfE (2021) 'School Admissions Code'
- DfE (2023) 'Arranging education for children who cannot attend school because of health needs'
- DfE (2026) 'Keeping children safe in education'
- DfE (2026) 'Allergy safety in schools'
- DfE guidance on the mandatory qualification for SENCOs
- Equality and Human Rights Commission guidance on 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
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for pupils with SEND.

4 Rationale:

This policy supports the school in meeting its statutory duties relating to children with special educational needs and disabilities and is underpinned by the Special educational needs and disability code of practice: 0 to 25 years (2015).

The policy reflects Ravenbank Primary School's commitment to early identification, inclusive practice, high expectations and effective partnership with pupils, parents and carers, Warrington Children's Services and relevant partner agencies.

5 Scope

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

- The LGB
- The Headteacher
- The SENDCo
- The Inclusion Team (Headteacher, Deputy, SENDCo)
- All staff members
- Parents
- Pupils

5.1 Roles and responsibilities

The Local Governing Body (LGB) 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 Headteacher 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 Headteacher 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 review the quality of teaching, provision and outcomes for pupils with SEND, including pupils at risk of underachievement.
- 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 Headteacher, 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 Headteacher 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:

- Using the Assess, Plan, Do, Review cycle to plan, deliver and review support for pupils with SEND, in collaboration with parents and carers, the SENDCO and, where appropriate, the pupil.
- 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.
- Retaining day-to-day responsibility for the pupil, including where the pupil accesses interventions or support from teaching assistants or specialist staff.
- 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.

5.2 Staff Expertise and Training

- The school will ensure that the designated SENDCO meets the statutory requirements for the role. The SENDCO must be a qualified teacher (or the Headteacher) working at the school and must complete the mandatory SENDCO qualification within the statutory timescale where required. Since 1 September 2024, the SENDCO National Professional Qualification (NPQ) has replaced the National Award for SEN Coordination as the mandatory qualification for newly appointed SENDCOs who are not exempt under the regulations.
- The SENDCO will regularly attend local network meetings
- Staff development will be planned in response to identified pupil needs, school improvement priorities and statutory requirements so that staff have the knowledge and confidence to identify need, make effective adaptations and implement agreed provision. Specific training needs will be reviewed through professional development and quality-assurance processes.
- Where specialist advice or assessment is required, the school will access appropriate services through the Local Offer, local authority, health services or other suitably qualified providers. Advice will be selected according to the pupil's needs and reviewed for impact.
- Staffing appointments will be made in accordance with equality legislation, employment law, safer recruitment requirements and the school's safeguarding procedures.

The school's SEND Information Report provides current information about staff expertise, training and how specialist expertise is secured.

6. Policy Standards:

6.1 Admission Arrangements

Admissions arrangements are governed by the School Admissions Code and relevant SEND legislation. The school will not discriminate against disabled pupils or pupils with SEND and will make reasonable adjustments in accordance with the Equality Act 2010.

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.

The school will use its delegated resources to make reasonable adjustments and provide ordinarily available and SEN Support provision. Where evidence indicates that a pupil requires provision beyond that which can reasonably be secured from delegated resources, the school will work with the local authority to consider appropriate additional or high-needs funding and, where relevant, an EHC needs assessment.

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

- Ravenbank uses a graduated approach to identifying and meeting need. The process is not a fixed sequence or a requirement to complete a set number of cycles before taking further action. Decisions are based on the individual pupil's needs, progress and response to support.
- A concern or emerging need may be identified by a teacher, parent or carer, the pupil, an external professional, assessment information, progress data or observation.
- The class teacher will consider the Warrington Graduated Response guidance and the school's Identification of Need processes to help identify barriers, strengths and the pupil's primary area or areas of need.
- The class teacher will record the concern using the school's Pupil Concern/Audit of Needs process and consult the Inclusion Team. This should normally take place promptly and within two weeks of a potential need being identified.
- The Inclusion Team will consider the available evidence, including attainment and progress, communication, social and emotional development, behaviour, attendance, sensory or physical needs and relevant contextual information. Where appropriate, further assessment or professional advice will be sought.
- The Inclusion Team and class teacher will agree appropriate high-quality teaching strategies, reasonable adjustments, adaptations and, where appropriate, targeted intervention. Parents and carers will be informed of significant concerns and the planned response.
- The class teacher will record agreed actions and provision on the school's graduated response documentation and ensure that strategies are understood by staff working with the pupil.
- The class teacher remains responsible for implementing the agreed provision and monitoring its impact. Provision will be reviewed through the Assess, Plan, Do, Review cycle, with the frequency of review matched to the pupil's needs.
- Where ordinarily available provision and reasonable adjustments are sufficient to meet need, these will continue and be reviewed. A pupil does not need to be placed on the SEN register simply because they are receiving adaptations to teaching, reasonable adjustments or short-term intervention.
- Where assessment indicates that a pupil requires special educational provision that is additional to or different from that made generally for pupils of the same age, the pupil will be identified as receiving SEN Support. Parents and carers will be informed, an Individual Learning Plan (ILP) will record agreed outcomes and provision, and progress will be reviewed at least termly through Assess, Plan, Do, Review.
- Where, despite relevant and purposeful action to identify, assess and meet a pupil's needs, the pupil is not making expected progress, or where needs are significant, complex or have changed rapidly, the school will consider whether an EHC needs assessment may be appropriate. A request does not depend on a diagnosis, a specified level of attainment, or completion of a prescribed number of SEN Support cycles.
- Any school request for an EHC needs assessment will normally be made in partnership with the pupil's parents or carers and will be supported by clear evidence of needs, progress, provision already in place and its impact. Parents and carers also have a statutory right to request an EHC needs assessment directly from the local authority.

6.3 Education, Health and Care (EHC) needs assessments

Most pupils with SEN will have their needs met through high-quality teaching, reasonable adjustments and SEN Support. The school will consider requesting an EHC needs assessment where the evidence suggests that, despite relevant and purposeful action, the pupil may require provision to be secured through an EHC plan.

In considering whether a request is appropriate, the school will consider:

- the nature, extent and complexity of the pupil's needs;
- the pupil's attainment, development and rate of progress from their individual starting points;
- the support, adaptations and interventions already provided and their impact;
- whether progress is only being maintained through significant support that is additional to or different from that ordinarily available;
- advice and evidence from relevant professionals;
- the pupil's physical, social, emotional and health needs, where relevant;
- the views, wishes and aspirations of the pupil and their parents or carers; and
- whether the provision likely to be required may need to be secured through an EHC plan.
- There is no requirement for a pupil to have a formal diagnosis, to be working a specified number of years below age-related expectations, or to have completed a prescribed number of SEN Support cycles before an EHC needs assessment can be considered.

The local authority is responsible for deciding whether the statutory test for an EHC needs assessment is met and, following assessment, whether an EHC plan is necessary.

6.4 Dyslexia

At Ravenbank Primary School, we recognise that pupils with dyslexia may experience a range of strengths and areas of difficulty, particularly in relation to literacy, memory, processing and organisation. Our approach is to identify and respond to individual needs through high-quality teaching and ordinarily available provision wherever possible.

Many of the strategies and adaptations that support pupils with dyslexia, such as clear modelling and instructions, multi-sensory approaches, overlearning, repetition, appropriate use of visual supports, chunking of information, additional processing time and opportunities to demonstrate learning in different ways, are effective for all pupils. We therefore aim to embed these approaches within everyday classroom practice rather than relying solely on additional interventions or individual support.

We recognise that what supports pupils with dyslexia can benefit all learners. Teachers are expected to consider individual needs and adapt teaching and the learning environment accordingly. Where a pupil's needs cannot be fully met through ordinarily available provision, the school will follow the graduated approach of assess, plan, do and review, considering whether additional or different provision is required.

6.5 Assistive technology and specialist equipment

Where a pupil experiences a barrier to learning or participation, the school will consider whether equipment, assistive technology or another reasonable adjustment may be required. Decisions will be based on the individual pupil's needs and the disadvantage they experience, rather than on a request for a particular device, programme or type of technology.

The school will consider the views of the pupil and their parents or carers, advice from relevant professionals, the effectiveness and practicality of the proposed adjustment, available resources and whether an alternative adjustment could meet the pupil's needs effectively.

Where appropriate, the school may trial available equipment, technology or alternative approaches and review their impact before determining longer-term provision. The school is not required to provide a particular device or technology solely because it has been requested; however, it will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage and that pupils with SEND receive the special educational provision they require.

Where specific equipment or technology forms part of the provision specified within an Education, Health and Care Plan, the school will work with the Local Authority and relevant professionals to ensure that the provision within the plan is secured.

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 clear outcomes for pupils receiving SEN Support and involving parents and carers in developing and reviewing the pupil's Individual Learning Plan (ILP) through the Assess, Plan, Do, Review process
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of Warrington SEND Information, Advice and Support Service (SENDIASS) and 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
- contribute to and review the outcomes and targets recorded in their Individual Learning Plan (ILP), where appropriate

7.2 Raising concerns and meeting with school

We value parents and carers as important partners in identifying and meeting pupils' needs.

Where a parent or carer has an initial concern about their child's learning, development, behaviour or possible special educational needs, the first point of contact should normally be the child's class teacher. The class teacher knows the child's day-to-day learning and provision and is responsible for monitoring their progress and responding to emerging needs.

The class teacher will discuss concerns with the school's SENDCO where appropriate and will seek advice about assessment, adaptations, support or next steps.

Where concerns are more complex, persistent or require further review, the SENDCO may become directly involved and a meeting with the SENDCO may be arranged. The Headteacher or other senior leaders may also become involved where this is appropriate to the nature or complexity of the concern.

Initial concerns will normally be addressed through the class teacher, who will consult the SENDCO as appropriate. A joint meeting involving the class teacher, SENDCO and Headteacher is therefore not routinely required at the first stage; the school will involve the staff best placed to address the concern and will escalate involvement where the complexity or persistence of need makes this appropriate.

Where a pupil is already receiving SEN Support, parents and carers will have regular opportunities to discuss their child's needs, progress, provision and agreed outcomes as part of the Assess, Plan, Do, Review process.

7.3 Complaints

Where a concern is not resolved, parents and carers should follow the school's Complaints Procedures Policy. This does not affect any statutory rights of appeal or complaint relating to local authority decisions about EHC needs assessments or EHC plans. Parents and carers may seek independent information and advice from Warrington SENDIASS.

7.4 Use of AI in Parent Communication and Complaints

We understand that many families may use artificial intelligence (AI) tools to support communication with the school. While these tools can be helpful, we ask that parents and carers keep the following guidance in mind:

- Please ensure that any communications generated with the help of AI reflect your genuine concerns, questions or feedback. AI can assist wording, but it is important that communication remains personal and relevant to your child's experience.
- When using AI, make sure that your complaint is clearly stated and that you fully understand what is being communicated.
- Our staff will always respond to communications that are clear, respectful and appropriate. If a message appears to be generated by AI and lacks clarity or context, this will delay the response time, we may need to ask for further clarification to ensure we understand your concerns fully.

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

This policy is reviewed by the SENDCO, Headteacher and Local Governing Body, with regard to feedback from pupils, parents and carers, staff and relevant partner agencies.

- The effectiveness of SEND provision will be monitored and evaluated through a range of evidence, including:
- classroom observation by the SENDCO and SLT.
- analysis of pupil progress and the impact of interventions and provision
- work sampling
- professional dialogue between class teachers, the SENDCO, Inclusion Team and senior leaders
- feedback from staff, pupils and parents/carers
- pupil voice when setting and reviewing ILP outcomes and provision
- pupil progress tracking using assessment data (whole-school processes)
- annual reviews of Education, Health and Care (EHC) plans in accordance with statutory requirements and the SEND Code of Practice
- attendance records and liaison with Attendance team.
- regular review of SEND pupil progress, provision and attendance by the SENDCO, Inclusion Team and senior leaders
- Headteacher report to governors
- SENDCO's report to governors

9. Reference documents

- DfE and Department of Health (2015) Special educational needs and disability code of practice: 0 to 25 years
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014 (as amended)
- Equality Act 2010
- DfE (2026) Keeping children safe in education
- HM Government (2026) Working Together to Safeguard Children
- DfE (2021) School Admissions Code
- DfE guidance on the mandatory qualification for SENCOs
- Warrington Local Offer and Graduated Response guidance