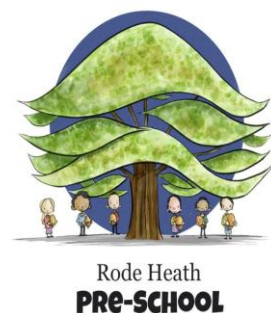




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Inspire learning; nurturing minds; achieving for life



Special Educational Needs and Disabilities (SEND) Policy

Date Written: June 2025

Date Agreed by Governors: June 2025

Review date: This policy will be reviewed annually by the governing board and re-written every three years

Special Educational Needs and Disabilities Policy



Introduction

This SEND policy is written to comply with the 2014 Children and Families Act and the SEND Code of Practice (2014 – updated 2015), together with the Equality Act 2010. It has been written with reference to Local Education Authority guidelines (including the Cheshire East Toolkit for Inclusion) and current school policies.

The SEND Team at Rode Heath Primary School

Initial enquiries about an individual child's progress should be addressed by the class teacher. Other enquiries can be addressed to the school's SEND Team.

Head Teacher:	Mr J. Frankland
Special Educational Needs Co-ordinator:	Miss H. Scott
Designated SEND Governor:	Mrs L. Asprey

Defining Special Educational Needs

The 2015 Code of Practice states that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

[Taken from 2015 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv]

SEND at Rode Heath Primary School

At Rode Heath, we believe that all children, regardless of their ability, should be given every opportunity to reach their full potential. We provide an inclusive,

supportive environment which maximises self-esteem. Children should feel valued and respected within the school community.

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves to their highest possible standard.
- To enable all children, whatever their special educational need or disability, to receive appropriate educational provision through a broad and balanced curriculum that is appropriately differentiated.
- To work in partnership with parents/carers.
- To ensure that pupils with SEND have a voice and are given opportunities to express an opinion and that their opinion will be taken into account in matters affecting them.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to training and advice to support ordinarily available inclusive provision and learning for all pupils.

Identifying Children with SEND

There are four categories of SEND identified in the Code of Practice. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

Children with SEND are identified as early as possible within our setting. Initial identification is usually through comments or concerns brought by parents, or school staff working directly with the child. These concerns may be based on the pupil's general well-being, their emotional or behavioural presentation or their progress in comparison to their peer group.

At Rode Heath Primary School, we assess each pupil's current skills and levels of attainment on entry to our pre-school/reception class and at regular intervals, building on information from previous settings and key stages where appropriate. Assessment may include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Class teachers, supported by the SENCo and senior leadership team, make regular assessments of progress for all pupils. These assessments seek to identify pupils making less than expected progress. This can be characterised by progress that:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

A Graduated Response

At Rode Heath Primary School we use the Cheshire East Toolkit for Inclusion to support our graduated response. This is an approach used to identify and support children with possible SEND.

- **Discussion Form**

As part of our monitoring and assessment cycle, pupil progress tracking highlights any children not making expected progress or who are significantly behind age related expectations. When a teacher has a concern regarding a child's progress or attainment they will meet with the child, parents/carers and a record of the discussion will be made with next steps agreed and reviewed.

- **First Concerns Profile**

If the concerns remain and the child is identified as having emerging and/or fluctuating difficulties a first concerns profile will be set up. This will outline the child's strength, needs, desired outcomes and strategies. A targeted intervention or support package will be implemented as part of our assess, plan, do, review cycle. If we feel that sufficient progress has not been made in line with expectations, then we will meet with parents/carers and the child (if appropriate) to discuss the next steps. If the child's progress continues to give cause for concern and the support required is *different from or additional to* what is ordinarily offered by the school, then the next stage of the Graduated Approach will be considered.

- **SEND Support**

When deciding whether to place a child on the SEND register, the teacher and SENCo will consider all of the information gathered from within the school about the child's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and reliable assessment materials. For higher levels of need, the SENCo may (with parental consent) request the involvement of external support agencies (such as Educational Psychology (EP), Cheshire East Autism Team (CEAT), Speech and Language Therapy (SALT), Physiotherapy and Occupational Therapy Services who can provide more specialist advice and assessments that can inform planning and measurement of a pupil's progress, give guidance on the use of specialist strategies or materials, help with setting targets, and in some cases provide support for particular activities.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses.

When pupils have been identified as having persistent and moderate difficulties and display SEND requiring provision that is *additional to and different from* the mainstream curriculum, a meeting with parents (and pupils where appropriate) will be arranged before placing the child at SEND Support and adding the child to the school's SEND Register. This meeting will include information gathering with the aim to develop a good understanding of the child's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. The school will then seek to remove barriers to learning and put effective special educational provision in place, following the cycle of assess, plan, do, review with the child/young person at the centre of the process.

Once a child has been identified at SEND Support, a School Support Plan (SSP) is set up. This is used to record the child's and parents' views and to collate assessment data from a range of sources. Details of additional levels of support are recorded to outline the provision available to the child, e.g. resources and strategies to be implemented towards desired outcomes. The information within the SSP may be updated when appropriate. Parents will be involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular meetings (at least termly) where the SSP will be discussed and reviewed, and the impact of support interventions will be evaluated. A record of any external agency support, contact or advice will also be kept, as well as any records of observations or evidence that supports any observed impact on learning (e.g. class work, photos, behaviour log, etc.).

Support for children at both First Concerns and SEND Support is tailored to the needs of the individual child and provided through a variety of means. At Rode Heath we use a range of support strategies and interventions which are recorded on class provision maps.

- **Complex**

If a child's difficulties are persistent and significant, requiring consistent high levels of specialist intervention, the next stage of the Graduated Approach is Complex. If a child fails to make progress, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child at SEND Support, the school (or parents) may apply for the child to be assessed for an Education Health and Care Plan (EHCP). The Cheshire East Toolkit for SEND provides clear guidelines about when a request for an EHCP needs assessment, or specialist services, may be required.

A request for an EHCP needs assessment will only be made in a small minority of cases where a child has demonstrated significant special educational needs. School (or parents) will complete an EHCP needs assessment application which collates information about the child's progress over time, and will also include documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. External agencies will be invited to provide additional relevant information. Pupil and parent views will also be collected. The EHCP needs assessment application is submitted to the Local Authority. All decisions relating to EHCP needs assessments are made by a multi-agency panel comprising of representatives from health, social care, mainstream and special schools, an educational psychologist, a 0-25 SEND Officer and the SEND Service Manager. The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

If the application for an EHCP is successful, a member of the Local Authority will call a meeting for parents, the child and the school, together with any professionals who are involved with the family. The meeting will record the child's strengths and aspirations, as well as the barriers they face. Following the meeting, the LA will produce an EHCP which will record the decisions made at the meeting, bringing together the child's health and social care needs as well as their special educational needs. This EHCP will be reviewed by school each term and annually by the LA.

- **Specialist**

For a very small minority of pupils with SEND, it may be deemed necessary for them to receive their education within specialist provision. This outcome will be presented at a multi-agency EHCP review meeting, with the final decision being made by a multi-agency panel.

Working with Parents and Children

At Rode Heath, we aim to build positive and informative relationships with parents. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Ordinarily Available Inclusive Provision (OAIP) or some extra parental support.

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. If a child is experiencing difficulties, parents will be informed either during informal meetings to discuss the child's progress or at parents' consultation meetings.

Once a child has been identified as having SEND, the class teacher and/or SENCO will invite the parents to a meeting to:

- Discuss placing their child at SEND Support
- Discuss relevant assessments that have been completed
- Involve the parent/carer in decision-making regarding the strategies by which their child's individual needs will be met
- Agree a plan and provision for the next term with relevant targets

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the 2015 Code of Practice and Cheshire East Toolkit for Inclusion.

Children may be invited to attend all or part of the meeting.

Thereafter, parents (and children) will be invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

Monitoring and Evaluation of SEND

At Rode Heath Primary School provision for pupils with SEND, in the classroom, is the responsibility of the class teachers. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff.

All staff are responsible for following the school's procedures for identifying, assessing and making provision to meet a child's needs.

Staff Expertise

All of our teachers are trained to work with children with SEND. All staff have access to advice, information, resources and training to enable them to teach all children effectively. Continuing professional development opportunities are provided through access to LA courses, INSET training days or staff meetings organised by the school.

Miss H. Scott has completed the Postgraduate Certificate – National Award for Special Educational Needs (NASENCO Award).

Cheshire East's Local Offer

The purpose of the local offer is to enable parents and young people to clearly see what services are available in their area and how to access them. It includes SEND provision from birth to 25 years, across education and health and social care. Cheshire East's Local Offer is available on the Cheshire East website and the Rode Heath information report is available on our website.

The Governing Board

The Governing Board, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

It is the statutory duty of the Governing Board to appoint a representative to oversee SEND provision and to ensure that the school makes appropriate provision for any child with SEND following the requirements of the Code of Practice 2015. The Governor with particular responsibility for SEND is Mrs L. Asprey.

Admission Arrangements

The admission arrangements for Rode Heath Primary School follow the criteria set out by the Local Authority. Allocation of places into Reception is administered by the LA. Neither a student's abilities or their learning difficulties feature in the admission of a student, unless they have an Education, Health and Care Plan (EHCP) which names Rode Heath Primary School as the one they should attend. For further information please see the school's admission policy.

Complaints Procedure

Rode Heath Primary School works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. However, all complaints are taken seriously and the school's complaints procedure is outlined in the Complaints Policy. The SEND Code of Practice outlines additional measures the Local

Authority must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.