



ROECLIFFE

C of E Primary School

SEND Policy (Special Education Needs and Disabilities)

Faith Courage Love

Faith to move forward in confidence and succeed.
Courage to make a difference in the world every day.
Love one another as God loves us.

Faith - Roecliffe School will prioritise good relationships and will model respect for all in their policy implementation.

Courage - Roecliffe school commits to implementing this policy with integrity and in order to achieve the best possible outcomes for all stakeholders.

Love - All policies will be implemented in such a way as to ensure faith in fair process.

Policy Date	Review Date	Headteacher	Chair of Governors
Sept 2024	Sept 2025	Lesley Briggs	Nick Baird

Rationale

Roecliffe Primary School is committed to providing an appropriate, high quality and inclusive education to

all the children attending our school. We believe that all children should be equally valued in school and that they all have a right to achieve their full learning potential.

We aim for all children, including those identified as having special educational needs, to have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Our school will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. The school endeavours to make all possible reasonable adjustments to ensure provision and practice for pupils with SEND are fully catered for.

Legislation and Guidance

The Children and Families Act of 2014 requires that all local authorities publish information about all services in the area for children and young people with Special Educational Needs and Disabilities (SEND). This can be found at: <https://www.northyorks.gov.uk/send-local-offer>.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- Part 3 of the Children and Families Act 2014, <https://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted> which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, <https://www.legislation.gov.uk/uksi/2014/1530/contents/made> which sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) or SEND leads and the SEND information report.

This Policy has been written to reflect current legislation and other school policies:

- The Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015 – updated 30 April 2020) (SEND CoP)
- School SEND Information Report 2023
 - Current Statutory Guidance on Supporting pupils at school with medical conditions (Published 1 September 2014 and Last updated 16 August 2017)
- School's Safeguarding Policy
- Current teachers standards and current teaching assistant standards
- School's Accessibility Plan

Definitions

What is SEN?

The January 2015 Code of Practice defines Special Educational Need (SEN) as follows:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

A pupil has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of 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 or young people of the same age by mainstream schools.

Children have special educational needs if they have a **learning difficulty** or **disability** which calls for special educational provision to be made for them.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

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.

What is meant by disability?

The definition of disability according to the Equality Act 2010:

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

'This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' SEND Code of Practice January 2015, page 16.

Our facilities for aiding disabled learners to access the school are described in the school's Accessibility Plan on our website.

Aims of our Provision in Regards to Pupils with Special Educational Needs and/or Disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To identify SEN as early as possible so the correct support can be put in place.
- That every child be valued equally and be given every opportunity to achieve his or her full potential in accordance with our mission statement.
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the learning environment for all pupils.
- To ensure an inclusive culture so that children and young people with SEND fully engage in the activities of the school alongside all members of our school community.
- That children with SEND be given full access to a broad, balanced and relevant education within the Foundation Stage and the National Curriculum
- That children with SEND be able to take a full part in all aspects of school life, both within and outside the classroom
- To recognise and reduce barriers to progress.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum and to better respond to the four broad areas of need:
 - 1. Communication and interaction,
 - 2. Cognition and learning,
 - 3. Social, mental and emotional health,
 - 4. Sensory/physical.
- To request, monitor and respond to parents'/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need through well-targeted continuing professional development.
- To ensure 'Quality First Teaching' for all students.
- To use the Graduated Approach's strategy of 'assess – plan – do – review,' as set out in the 2015 Code of Practice, in order to continually improve and adapt support to help pupils succeed in their learning.
 - To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
 - To work in cooperative and productive partnership with the Local Authority and outside agencies.

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome and speech and language difficulties
- **Cognition and learning**, for example, dyslexia and dyscalculia
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD) and anxiety disorders
- **Sensory and/or physical needs**, for example, visual impairments and hearing impairments

The school 's Local Offer (North Yorkshire Education Services) can be found here:

<https://www.northyorks.gov.uk/send-local-offer>

Admission Arrangements

Roecliffe CE Primary School strives to be a fully inclusive school. All pupils are welcome, including those with SEND. Parents are encouraged to share with the Head Teacher any special educational needs that have already been identified in their child. The school will then try to ensure that appropriate provision is in place to support the child on entry and throughout their time at the school.

Roles and Responsibilities

The SEN Lead

The SEN Lead is Mrs Lesley Briggs. Mrs Briggs is also the head teacher.

Email: lesley.briggs@roecliffeschool.co.uk

Telephone: 01423 322302

The SEND Lead / headteacher will:

- Work with the Vulnerable Learners / SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise staff on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN / Vulnerable Learners governor

The SEN / Vulnerable Learners governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher / SEND lead to determine the strategic development of the SEN policy and provision in the school

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, including those with SEN
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Identification of children with SEND

There are 4 areas of need according to the 2014 Code of Practice:

- Cognition and Learning
- Social, emotional and mental health
- Communication and Interaction
- Sensory and/or Physical Needs.

How we Identify Pupils with Special Educational Needs

The progress and attainment of pupils in our school is carefully monitored throughout the year. Class teachers know their pupils best and are continually assessing their progress on a daily basis. The SEND Lead / headteacher attends termly pupil progress meetings with teachers where the progress of children is analysed. During these meetings any concerns teachers have regarding a pupil's difficulties with learning, slowing progress or a widening attainment gap between them and their peers, can be discussed. At this point this will not necessarily mean that a pupil has special educational needs: reasonable adjustments in class, differentiation and educational or pastoral support might be what is required to accelerate progress.

Provision is made for children identified in these meetings as making little or slow progress. They are offered small-group interventions if appropriate in reading, writing, maths or social/emotional development. Gaps in children's learning are identified through careful assessment against the National Curriculum's outcomes.

If a pupil does not make adequate progress in response to this intervention, a careful assessment of the pupil's needs will be carried out by the class teacher, with support from the SEND Lead where necessary, so that specific targets can be identified. These targets are created by the class teacher using the 'Small

Steps' assessment tool (previously known as B Squared). These targets are recorded on the child's Support Plan and shared with parents.

At this point the pupil is placed on the SEND list to ensure careful monitoring of their progress. A support plan will be drawn up and the necessary provision planned and implemented. This support plan will be carefully monitored by the class teacher, who has responsibility for the progress made by all children in their class, including those with SEND. The provision is reviewed and adapted regularly. This forms the cyclic '**assess – plan – do – review**' approach which is part of the '**Graduated Response**' and designed to deliver increasingly personalised support for the pupil which is 'different from and additional to' the normal differentiated curriculum.

If it is found that despite this approach, the pupil is still not making progress then support may be sought from outside agencies such as the Educational Psychology Service, Special Educational Needs Team or Speech and Language Therapists. At all times, the pupil and their family are at the centre of this approach. Parents are invited to meet regularly with the SEND Lead and the class teacher in order to be fully informed and involved in the education of their child.

Consulting and involving pupils and parents / carers

Staff will have an early discussion with the pupil, if appropriate, and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- The school takes into account the voice of the child
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are and these are explained on the Support Plan Notes of

these early discussions are added to the pupil's record and then given to their parents. The school will formally notify parents when it is decided that a pupil will receive SEN support and is on the SEND list.

Assessing and reviewing pupils' progress towards outcomes

The school follows the graduated approach and the four-part cycle of **assess, plan, do, review**.

The progress of pupils is continually monitored by the class teachers and discussed with the head teacher in pupil progress meetings. Assessments take many forms and can include formative assessments carried out on a lesson-to-lesson basis, or summative assessments carried out in test situations. The teacher's experience of the pupil is also taken into account along with the pupil's previous progress, attainment and behaviour. The views of other members of staff are also taken into consideration if relevant.

Children's attainment and progress are tracked using Arbor. The pupil's individual development is looked at closely in comparison to their peers and national data. The views of parents are also taken into consideration alongside that of the pupil. The assessment, reports and advice given by outside agencies, will also provide strategies and inform progress towards outcomes. The school will carry out assessments with pupils using the relevant assessment tool if it is felt that further information is needed about the child's

specific needs.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches which are required. If a child requires provision which is different from or additional to other children, a Support Plan is produced and shared with the pupil and their parents and the child is included on the school's SEND list. The school will regularly review the effectiveness of the support outlined on the Support Plan and the impact of the provision on the pupil's progress.

Supporting pupils during transition

Effective transition arrangements exist between Roecliffe CE Primary and our local schools, including nursery provision. Transition information is requested by Roecliffe from local nursery settings in the summer term to discuss pupils moving to our school. Nursery pupils have the opportunity to meet their new teachers and spend time in their new classroom. 'Stay and Play' sessions allow children and their parents to visit, have fun and meet their class teachers.

Vulnerable children throughout our school are offered extra visits to their new class to prepare them for the new school year.

Strong links exist between our school and the local high schools. Children in Year 6 have the opportunity to visit their high school in the summer term, with additional visits for our vulnerable pupils. Roecliffe passes on SEND information to all schools which take our pupils on to their roll.

How is the budget used to help vulnerable pupils or pupils with SEND?

The Head teacher / SEND Lead will analyse where support is required by understanding the needs of the children with SEND needs and will allocate staff support and other resources from the budget accordingly.

Support for pupils is allocated through the use of available funding (Funding for Inclusion, whole school SEND or other budget) and this is used to purchase resources and develop provision to meet the needs of individuals and groups of pupils. This can include the allocation of additional staff support to particular year group cohorts where needed. 1:1 support can be offered to children with high levels of complex SEND if their personal funding allows this.

The school aims to maintain and build up a bank of resources to enable a structured and multi sensory approach to reading, writing and maths work, including the use of ICT.

The budget can also be used to provide training for teaching and non-teaching staff either individually

or across the whole school.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils with SEND needs.

Within lessons, the curriculum is differentiated using a wide range of strategies. Through careful planning, teachers cater for all abilities within the class. Additional adults may be directed to support groups of children of varying abilities. Support is also available through collaborative learning, varied seating groups, classroom resources, the use of IT and adjustments to the teaching approach (simplifying language, breaking down tasks and instructions into smaller chunks and extension activities etc). Staff offer a wide-ranging creative curriculum which links to the building of children's skills.

Teaching assistants are deployed according to need and can work within a classroom, in a group or on an individual basis. All staff, including teaching assistants, have accessed quality professional development around a range of learning needs and SEND topics. The training needs of staff is reviewed regularly.

Children with a high level of SEND receive 1:1 support where appropriate, if their special needs funding (FFI) allows this.

The school offers a number of interventions to support children with their cognition and learning. For children with literacy difficulties in EYFS and KS1, intensive 'catch up' phonics sessions (using Little Wandle validated phonics program) are used.

If a child is presenting with difficulties in reading, organisation, processing information and/or spelling the school can assess them for possible dyslexia using Nessy. This is not a diagnosis but an indication. It enables the school to ensure that the correct support is in place for the child.

In order to support pupils with reading, writing or maths, the school offers children intervention to help fill any gaps in their knowledge and understanding through consolidation sessions or pre-teaching sessions which can be in small groups or 1:1.

If appropriate, 1:1 sessions are available for children who have SEND to support them in achieving the targets in their Support Plan. These can focus on elements of literacy, maths, speech, language and communication, motor skills and pastoral support.

Children with speech and language issues may be initially identified by class teachers or parents, or there might have been previous involvement with the Speech and Language Therapy Service. If speech and language therapy is required, the school will refer to the NHS Speech and Language Therapy (SLT) Services. A program of SLT is delivered by teaching assistants and/or as part of quality first teaching.

The school has adopted the 'Thrive' approach and all staff have received training on this. This approach looks at the whole child, not just their academic progress. Our Thrive Practitioner, Mrs Briggs, delivers sessions to any child who needs extra support for social, emotional, mental health and wellbeing.

What training and qualifications do the school staff have?

Teaching staff have opportunities to develop expertise in specific areas. Each teacher has their own curriculum area to lead. It is expected that they keep up to date with changes in their curriculum area and share this knowledge with other staff. They attend courses and network meetings, working alongside colleagues from other schools to do this.

What do I do if I think my child may have special educational needs?

If your child is already at the school, you will meet with their class teacher during parent consultations. Initial concerns can be expressed in this meeting and the class teacher will be able to offer appropriate support to help your child and /or make the reasonable adjustments needed to quality first teaching. You can ring to make an appointment to have a meeting with the class teacher or Mrs Briggs.

Evaluating the effectiveness of SEN provision

Educational targets for children with SEND are reviewed regularly and shared with parents at Support Plan Review meetings and also during Parent Consultations. The head teacher / SEND lead monitors the quality of provision for pupils with SEND during Learning Walks and through observation of intervention sessions. The Vulnerable Learners / SEND governor also monitors the delivery of interventions and support for pupils with SEND. Feedback is provided to staff members for further professional development and effectiveness within their role.

How will I know how well my child is doing and how will you help me support my child's learning?

A child's progress is reviewed with parents twice a year at the parent/teacher consultations. In addition to this, parents of children with SEND are invited to attend a termly Support Plan Review with the class teacher to evaluate, review and update the pupil's Support Plan so that a new one may be used the following term. In the autumn term (Oct/Nov) and in the spring term (March), the parent consultation meeting coincides with the Support Plan Review meeting. The Support Plan Review meeting is an opportunity to discuss the pupil's graduated response plan and any changes made can be included on the child's Support Plan. If a parent requests further meetings, if necessary, then these can be arranged.

How will my child be included in activities outside the classroom?

Learning outside of the classroom is an important part of our curriculum and all pupils will have the opportunity to go on school visits, including residential ones. Pupils with additional needs attend these visits with their needs considered at the planning stage, in consultation with parents.

Careful consideration is taken by staff when planning off-site visits and residential trips to ensure that all pupils' needs are met. The school endeavours to make every possible reasonable adjustment which supports the attendance of our pupils with SEND. If there was a potential safeguarding risk identified by staff when planning the off-site visit or residential trip, this would be mitigated as much as possible. Discussion with parents will take place if, through the risk assessment process, it was concluded by staff that an element of the trip/activity needed to be altered (or a reasonable adjustment put in place) for a pupil with SEND needs to be able to participate safely with their peers.

Our before and after school clubs are available to all pupils. All pupils are encouraged to take part in Sports Day, plays, workshops etc. No pupil is excluded from taking part in these activities because of their SEND needs or disability.

How accessible is the school?

The school has disabled toilet facilities. The school building is Grade II listed and therefore scope for adaptation is very limited. For further information see the school's Accessibility Plan on the website.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If there is no resolution, complaints will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that Roecliffe has discriminated against their child/ren. Parents can make a claim about alleged discrimination regarding:

- Suspensions / Exclusions
- Provision of education and associated services