



Special Educational Needs and Disability Policy



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Date Policy was formally adopted	March 2025
Review Date	March 2026
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The named Governors responsible for SEND are **Mrs Michelle Nicoll**

The Headteacher and the Governing Board ensure that the Rodings Primary School Special Educational Needs and Disability Policy complies with the guidelines and inclusion policies of the Code of Practice 0-25 (last updated Jan 2015), the Local Education Authority and other policies within the school, including the SEN Information Report Regulations.

Rodings Primary is part of the West 8 Quadrant of support.

All staff and governors have had the opportunity to contribute to this policy and it will be reviewed annually to take account of staff changes and SEND training and developments.

Complaints

Any complaints about the SEND provision at Rodings Primary School should be directed to Mrs Annabel Brown.

Our Rationale

At Rodings, we believe that all children have an equal right to a full and rounded education which enables them to achieve their full potential. We use our best efforts 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 to better respond to the four broad areas of need, as identified in the SEND Code of Practice (2015).

The four broad areas of need are:

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

High Quality Teaching

High Quality Teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is 'additional to or different' from this, *this* is a special educational provision.

What are special educational needs?

A child or young person has special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be provided.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to or different from that which is made generally for others of the same age, in a mainstream setting in England.

Health care provision or social care provision, which educates or trains a child or young person, is to be treated as a special educational provision.

Many things have an impact on progress and attainment but are not classed as SEND (see Appendix One)

Aims of this policy:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who are not identified as having SEND.
- To provide support as early as possible so that any difficulties may be supported and the rate of progress improved.
- To request, monitor and respond to parent/carer(s) and pupil views, in order to encourage a supportive environment and foster a strong home-school partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil needs, through well targeted continuing professional development.
- To ensure that pupils with medical conditions are afforded the opportunity for full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities that all staff have, in providing for children's special educational needs, as stated by the SEND Code of Practice (6.36).
- To ensure that all reasonable adjustments, within the capacity of the school and as decided by the SLT are made, to enable all children to have full access to all elements of the school curriculum.
- To work in cooperation with the Local Authority, West Quadrant and other external agencies, to ensure that there is a multi-professional approach to meeting the needs of all learners identified with SEND.

Equal Opportunities and Inclusion within our curriculum

Every learner has strengths as well as difficulties. At Rodings Primary, we are an Inclusive School and as such, value the contribution made by all members of our

school community and are committed to a whole school approach which values the achievements of all children. It is our commitment and duty to identify and meet the needs of pupils through the use of differing teaching techniques, learning styles and approaches so that all children can have the same entitlement to the full curriculum.

We monitor this access regularly, through meetings with our SLT, SENCo, SEND support teachers, Learning Mentors and class teachers, to ensure that all children have equal opportunity to succeed across the curriculum.

This is also a designated item on governor agendas, discussed during Pupil Progress Meetings, Pupil Reviews and is regularly monitored through 'Pupil Matters' during all staff meetings.

The role of the Governing Board

The Headteacher informs the Governing Board of how the funding allocated to support special educational needs has been employed. The SEND governor meets with the SENCo/SEND support teacher at least once a term. The Governing Board challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs.

They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Governing Board has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Board reviews this policy annually and considers any amendments in light of the annual review findings. The SENCo writes a SEND report which is shared by the Headteacher and reviewed by the full Governing Board.

The role of the SENCO:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parent/carer(s) of children with SEND.
- Contributing to and planning for the in-service training of staff.
- Liaising with local pre-school settings to support transition to Reception.
- Liaising with local high schools, so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Coordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND Register.
- Managing the budget for SEND.
- Attending Annual Reviews.
- Organise SEND audit.
- The SENDCo support teachers report directly to the SENDCo.

- SENDCo liaises with our WEST 8 Quadrant IP (Inclusion Partner) and EP (Educational Psychologist).

Identification and Provision:

Provision for children with special educational needs is a matter for the whole school. The Governing Board, the SENCo, SEND support teachers and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

The school will assess each child's current levels of attainment on entry, in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information will be transferred from other partners in their pre-school setting/previous setting.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. In this instance, where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or whether it arises from a special educational need.

Parent/carer(s) will be consulted when specific interventions are put in place. If no progress is noted after this time, the child may be added to the school SEND register, with parent/carer(s) permission and decisions about further support will then be made.

Students who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs.

The class teacher and SENDCo/SEND support teachers will use this information to organise interventions such as:

- The development of an appropriate, differentiated curriculum.
- Specific one to one sessions on phonics, core mathematics or involvement in social skills groups with an LSA.
- Have individual or group Speech and Language support.
- Find specialist equipment/ materials for children to use, if necessary.
- Agree learning and behaviour targets with the child (usually monitored through a One Plan).
- Identify any new learning difficulties.
- Ensure on-going observation and assessments to provide regular feedback about achievements and form the basis for planning the next steps.

The child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individual provision in the classroom.

Where appropriate, class teachers are responsible for making sure that the child understands their next step targets. This is most commonly through One Plan meetings that are held in partnership with the child's parent/carer(s).

Teachers will write, implement and monitor all agreed actions detailed in a One Plan. The SENDCo and SEND support teachers will assist, if necessary. They will also oversee all One Plans and check that all agreed actions are in place and reviewed within an appropriate time frame.

Monitoring and evaluating children's progress:

All teachers provide summative data via our assessment tracker. Data is input half termly and provides information about progress across the school.

Class teachers are responsible for identifying children who are in need of additional support at any point when progress dips. Any concerns are identified via Pupil Progress and Pupil Review meetings and an agreed set of actions are put in place and monitored.

Where a child has been identified as having a special educational need, they will be added to the SEND register.

The SEND Register:

Our SEND register covers the four broad areas of need, as identified by the SEND Code of Practice 2015 but also highlights more detailed, specific needs.

A child's level of need is categorised in the following way:

EHCP	Where a child's needs require individual planning, most of these children will have an EHCP or plans will be in place to apply for one.
SEN Support	Where a child is receiving support that is additional to that of their peers and is having an impact on their academic work. These children may be receiving support from external agencies too.
Monitoring	Where progress is being closely monitored and discussed with parent/carers.

Children in Foundation Stage, who are receiving speech and language support are not on our SEND register, unless difficulties continue. It is possible that, with successful intervention they may not require support in the longer term.

The level of need at which a child has been identified through our SEND Register correlates with the level of support that is in place for the individual.

Monitoring	High Quality Teaching and discussions during Pupil Review and Pupil Progress Meetings
SEN Support	One Page Profile and a One Plan. A Care Plan and/or Intimate Care Plan, if necessary.
High/Individual Needs	EHCP or Application Pending - the first £6,000 of any funding is provided by schools. A Care Plan and/or Intimate Care Plan, if necessary.

All children with Statutory Assessments (EHCPs) will have an Annual Review.

Reasons for a child being added to the SEND register may include the following:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness over a specific agreed period of time.
- Shows signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

Adequate progress can be broadly identified as:

- Prevents the attainment gap between the child and their peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

The graduated approach (assess, plan, do, review)

The SEND Code of Practice states that teachers are required to remove barriers to learning and put effective special educational provision in place through SEN support, where necessary.

This SEN support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as the understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach.

The graduated approach and method of assess, plan, do, review is recorded through a One Plan.

A One Plan is the documentation that supports a graduated approach to identifying need and support. A One Plan highlights a child's strengths as well as their area(s) of need.

A One Plan is an agreed set of targets and actions towards progress, which is reviewed half termly by the teacher and the child's parent/carer(s). This approach follows the best practice and guidance that is outlined by the SEND Code of Practice (2015) A One Plan is a 'working document' and explains exactly what needs have been identified, as well as the targets and actions that have been agreed.

All children identified as High/Individual Needs or Additional Needs will have a 'One Plan'. The SENCo will have an overview of all One Plans and will support the implementation of these targets.

Assess:

At this stage, information is gathered from on-going, day-to-day assessments and are used to make judgements about the progress a student is making, alerting a teacher to any barriers that may be getting in the way of them making comparable progress to their peers.

Where concerns about a student's progress continue, further discussions will be held with the student (where appropriate), their parent/carer(s) and the SENCo.

On occasions, a student may need to be assessed in more detail in order to explore the precise gaps in their learning or to move towards a formal diagnosis, if appropriate. These assessments will be organised by the SENCo and could include:

- Standardised reading, spelling or mathematics tests.
- Use of profiling tools to identify detailed needs, such as for speech, language and communication needs.
- Screening assessments, such as for dyslexia or dyspraxia.
- Request for advice from a specialist professional.

Plan:

This part of the cycle involves discussing, planning and agreeing what will be put in place as an outcome of the assessment information gathered.

The planning will involve the pupil, parent/carer(s) and staff from the school who know the pupil well (this could be the class teacher, SENCo, member of the SEN team or one-to-one LSA). Where other professionals are working with the child, they should also contribute to planning.

The initial step of the planning process includes agreeing targets for the pupil, in order to focus attention on key areas and give them a clear idea of what they need to do to improve their work.

The targets should aim to support the student to work towards their long-term outcomes. Following this, additional or personalised support should be identified, along with any specific teaching strategies, approaches or resources to be used. This might include:

- Specialist programmes or a personalised curriculum.
- Additional resources.
- Working in a small group – e.g. for an intervention.
- Peer support or extra support from an adult.
- Physical or personal care support.

A timescale for reviewing the plan, and details of how progress will be monitored, also needs to be identified (usually every 6 weeks). Once the support has been agreed, it will be recorded and shared with everyone in the form of a One Page Profile or a One Plan.

Do:

The Code of Practice makes it clear that it is the responsibility of the class teacher to implement the plan on a day-to-day basis, with support from the SENCo.

Some pupils will be involved in interventions to develop the core curriculum areas of literacy or numeracy or to improve other key skills such as communication, social and emotional skills or motor skills

Review:

This stage provides an opportunity to focus on the specifics of the One Plan and an opportunity to formally evaluate how successful the support is, in meeting the needs of the pupil.

The reviews may be incorporated as part of existing parent/carer(s) meetings or may be arranged as dedicated meetings.

The review will reflect upon these questions:

- What is/is not working well?
- What progress has the student made? Have they achieved their agreed targets and what is the evidence for this?
- What impact has the support/intervention had on progress?
- What are the student's, parent/carer(s) and professionals' views on the support/intervention?
- What changes need to be made to targets or provision next term?

A record of the review discussions will be created through an updated One Plan, this is shared with the SENCO and with the child's parent/carer(s).

The assess, plan, do, review process is a cycle, the process is continual. In successive cycles, the process becomes increasingly personalised as everyone develops a growing understanding of the pupil's barriers to learning and the strategies needed to enable them to make progress.

If the review shows that a pupil has made really good progress, this may mean that they no longer require the additional provision made through SEN support. In this case, a pupil will be taken off the SEND Register.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's One Plan, in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity or provide additional specialist assessment.

The reasons for advice are as follows:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.

- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of their peers.
- The school is having difficulty fully meeting the needs of a child through our own provision and a review of the collected written evidence, such as STAR charts is needed. In this case an emergency 'One Plan Meeting' would be requested and contact made with the LA.

Request for Statutory Assessment or Education Health and Care Needs Assessment:

If, throughout the graduated approach process, it is felt that a child is not making enough progress or if there is a significant cause for concern, we may apply to the LA for an EHC Needs Assessment. A meeting will be held with the class teacher, SEND team and parent/carer(s) to complete the Needs Assessment document.

In order to apply for an EHC Needs Assessment, at least three cycles of Assess, Plan, Do, Review need to have been implemented. Where a request for an EHC Needs Assessment has been deemed necessary, the SENCO will follow guidelines from the LA and invite the Educational Psychologist from our West Quadrant to attend the meeting.

As part of an EHC Needs Assessment application, we will send a copy of your child's One Plan, documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- A copy of the child's One Plan.
- Records of the child's health and medical history where appropriate.
- Attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist teacher or educational psychologist.
- Views of the parent/carer(s).
- Views of the child.

Where an EHC Needs Assessment has been approved, the LA will issue the child with an Educational Health Care Plan, these are reviewed annually.

At all stages of the graduated approach, the school keeps parents/carers fully informed and involved. Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parent/carer(s) hold key information and have knowledge and experience to contribute to the shared view of a child's needs. Therefore, all parent/carer(s) of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Transitions:

At the end of each academic year, a child's new and current class teacher(s) will meet to discuss any transition issues.

Staff from the Reception team complete Nursery/Foundation settings visits and discuss any needs with a child's key-worker. Where visits are not able to take place, meetings are held via a phone call. In addition, home visits are carried out, affording parents/carers the chance to discuss their child's needs with their new class teacher.

In addition, the SENCo will invite a staff member from a child's secondary school to attend all final One Plan meetings or EHCP Annual Reviews, to help ease the transition into Key Stage 3.

Glossary of Terms and Abbreviations

Term/Abbreviation	Meaning
Annual Review	Yearly meeting of all specialists involved in a child's care, to review an EHCP
CMP	Consistent Management Plan - Behaviour
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
ICP	Intimate Care Plan - for children who have toileting needs involving adult support, or other intimate care needs involving close contact.
LA	Local Authority
LSA	Learning Support Assistant
One Page Profile	Document that highlights a child's strengths, areas for development, aspirations and feelings.
One Plan	A meeting meeting class teacher and parents and, where necessary, the SENCo or additional agencies, to discuss the needs of a child.
SEMH	Social, Emotional and Mental Health
SENDCo	Special educational Needs Co-ordinator
SEND	Special Education Needs and Disability
SLT	Senior Leadership Team
Statutory Assessment	Local Authority organisation responsible for the overseeing of SEND children and their provision, particularly EHCPs and school placements.