



Ruardean C of E Primary School

Special Educational Needs and Disability Inclusion Policy

Love of Learning - Love of Life - Love of One Another
Matthew ch22 v33-40

Policy Reviewed:	Annually
By:	Full Governing Body
Agreed:	20/05/2026
Next Review:	May 2027
Policy Owner	SENDCO

Related Policies/Procedures

- Anti-bullying
- Behaviour
- Positive Handling
- Intimate Care
- Single equality policy
- Safeguarding Child Protection Policy and Offer of Early Help
- Children in Care (CIC)
- Complaints
- Confidential Reporting/Whistleblowing
- Data Protection
- Document retention Schedule and Guidance

This policy complies with the statutory requirement laid out in the **Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)** and has been written with reference to the following guidance and documents:

- Equality Act 2010 advice for schools DfE February 2013
- Special educational needs and disability code of practice: January 2015 (updated September 2024) Schools SEND information report regulations
- Special Educational Needs and Disability Regulations 2014
- Statutory guidance on supporting pupils at school with medical conditions
- Additional needs including special educational needs and disabilities, second edition, (2016) Gloucestershire intervention guidance
- Children and families act 2014
- Care Act 2014
- "Every Child Achieving and Thriving" (DfE, 2026)
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1.0 Introduction

At Ruardean C of E Primary School, it is our ambition that all our children are educated in an inclusive and restorative environment. We believe that all children have an entitlement to a

broad and balanced curriculum, which is scaffolded to enable them to experience levels of understanding and rates of progress that bring feelings of success and achievement. We know how important a high-quality education is for children and young people. When it works well it provides not just a learning environment, but supports and enhances their aspirations for the future, whatever they may be. It is also a stabilising factor that provides consistency and structure for them, which when other things in their life are changing or turbulent, provides a sanctuary and safe place.

Our curriculum provision recognises that children:

- Have different educational needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences
- May need extra time and encouragement in a nurturing environment

1.1

This provision will predominantly be ensured through quality first teaching delivered by teachers in the classroom. However, at times in a child's development they may require additional provision to support their needs. Provision for pupils with SEND is a responsibility for the school as a whole

1.2

At Ruardean C of E Primary School the named SENDCo lead is Charlotte Radnor and our named SEND governor is Catherine Brearey. They ensure that Ruardean C of E Primary School special educational needs policy works within the guidelines and inclusion policy of the code of practice (2015, the local education authority and other policies current within the school. The named DSLs are Ione Haroun, Charlotte Radnor and Kealey Broddle. This policy should be read in conjunction with the school safeguarding, behaviour, teaching and learning, medical policies and accessibility plan.

1.3

Ruardean C of E Primary School values the contribution that every child, regardless of their characteristics, can make and welcomes the diversity of culture, religion and learning styles. The school seeks to raise the achievement expectation for all pupils with SEND, to remove the barriers to learning and increase physical and curricular access for all. All children and young people with special educational needs and/or disabilities are valued and respected as equal members of our school who feel safe, connected, and accepted.

1.4

We take a holistic approach in which inclusion is an ethos central to our vision and policies, curriculum, and provision; where every member of our community feels valued, is proactively included and diversity is celebrated. This is shown through our school vision of a love of life, love of learning and love of one another. We have high ambitions and expectations for all children and young people and take collective responsibility for closing the gap in their social, emotional, health and educational outcomes

1.5

The whole school is responsible for the provision for pupils with SEND. They are led and supported by the governing body, headteacher, SENDCo, and by all other members of staff.

1.6

The school is aware that pupils with SEND are more vulnerable in many ways including being vulnerable to bullying and other forms of abuse. We take all reports very seriously and use our anti-bullying and safeguarding policies to rigorously manage any incidents.

2.0 Aims of the policy:

- Ensure that the culture, practice, management, and deployment of resources are designed to meet the needs of all pupils with SEND.
- Enable pupils with SEND to achieve the best outcomes possible, become confident individuals who flourish in their lives and make a successful transition into their next phase of education, within school and also to Secondary School, in preparation for adulthood.
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed in line with the Gloucestershire Graduated Pathway
- Ensure that all pupils with SEND are offered an inclusive curriculum with full access to a broad, balanced and relevant curriculum including the foundation stage and the national curriculum as appropriate, or a skills based approach.
- Ensure high levels of staff expertise to meet pupils' needs, through well targeted continuing professional development.
- Ensure that the school works in partnership with outside agencies to guarantee there is a multiple professional approach to meeting the needs of all vulnerable learners.
- Ensure support and full inclusion for pupils with medical conditions, through consultation with health and social care professionals.
- To work in partnership with parents to enable them to make an active contribution to the decision-making any part of the collaboration education of their child.
- To take the views and wishes of the pupils into account enabling them to be active learners by involving them in the planning and reviewing of their progress.
- To take a holistic approach in which inclusion is an ethos central to our vision and policies, curriculum, and provision; where every member of our community feels valued and is proactively included.
- The SENDCo is responsible for writing the SEND policy in conjunction with the SEND governor and is offered for consultation with parents, children, staff and governors before ratifying.

3.0 Identifying Special Educational Needs

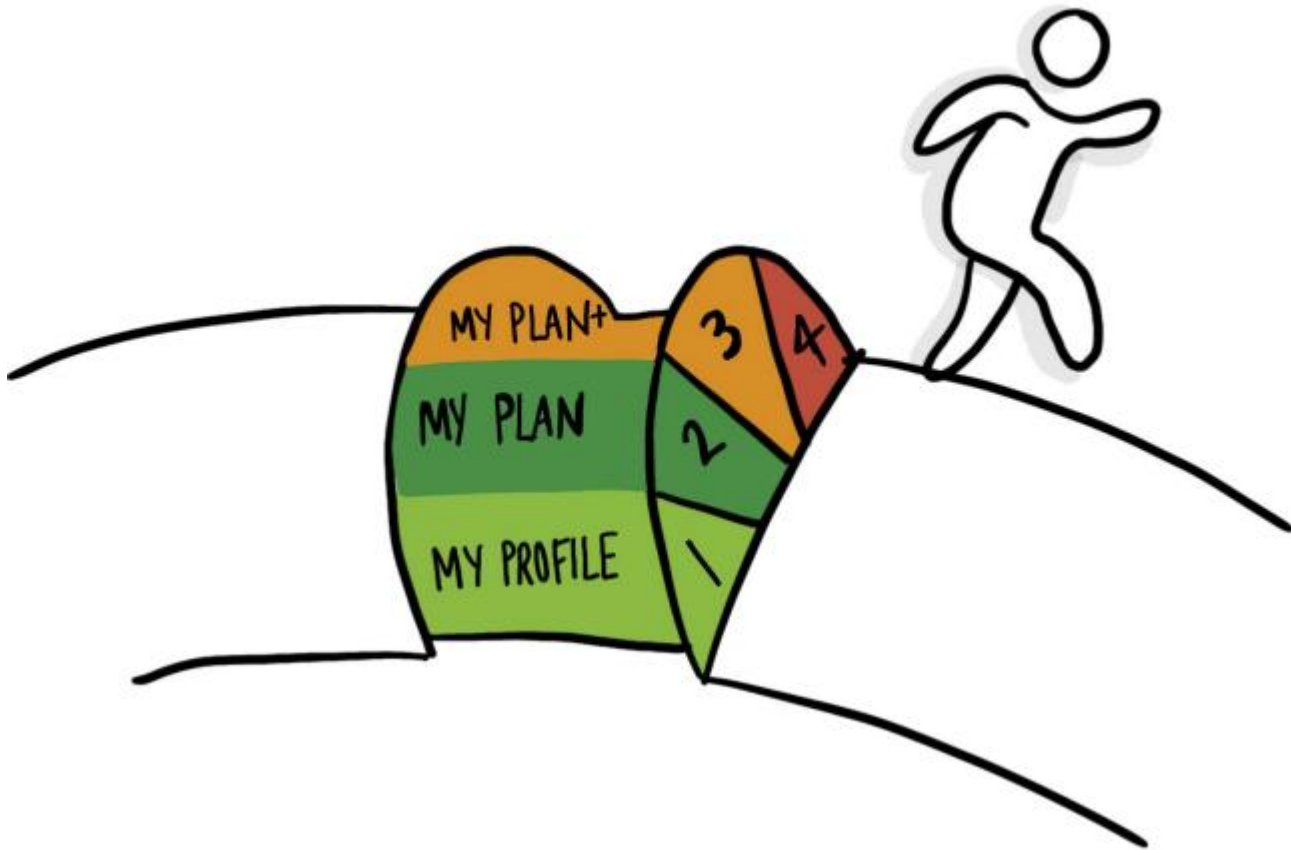
A pupil has Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them (SEND code of practise 2015 page 15).

A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has 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.

Pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions or adjustments that good quality personalised teaching can provide. The school uses the [graduated pathway](#) (Gloucestershire's guidance booklet for practitioners working with children and young people 0-25) to help support children.



Peoples who make sufficient progress are removed from the SEND register in line with the expectations of the graduated pathway. Sufficient progress would be demonstrated by achieving in line with their age-related expectations and or meeting or exceeding their entry to phase information.



3.1 Some pupils may have a diagnosis or display some traits of Autistic Spectrum Disorder (ASD), dyslexia and/or Attention Hyperactivity Disorder (ADHD). These pupils will benefit from environments that are quiet, with limited distractions, low key displays which do not involve things being suspended from the ceiling, clear workstations and areas that pupils can use to regulate. Our classrooms are monitored by the SENDCo to ensure all areas in our school are inclusive and allow all pupils to flourish. Pupils will have access to resources, noise cancelling headphones, visual timetables, widget icons, now and next boards that will support them to manage the distractions that are present. These pupils may not be put on the SEN register if, for example, they do not have an identifiable education base need for support. Plans may be implemented to support their wider development if this is considered helpful.

3.2 Broad area of needs

Children with SEND have a wide range of needs and require different strategies for learning. They acquire, assimilate and communicate information at different rates and need a range of different teaching approaches and experiences. Whatever their needs, they should have appropriate support to achieve the best possible outcomes.

The code of practice (2014) identifies 4 broad areas of need that should be planned for. The purpose of identification is to enable the school to work out the action it needs to take by considering the needs of the whole child.

3.2.1 Communication interaction (C&I)

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Pupils' with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. We provide time, understanding and total communication throughout our school to provide an inclusive classroom environment for all children.

3.2.2.Cognitive and learning (C&L)

Support for learning difficulties may be required pupils learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Children who have been identified with this specific learning need will be placed on the graduated pathway where necessarily. Teacher provide an adaptive learning environment with access for all.

3.2.3 Social emotional and mental health difficulties (SEMH)

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Emotional coaching, Emotional Literacy Support and a patrol support worker is available within school.

3.2.4 Sensory and physical needs

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment

to access their learning, or habilitation support. Pupils with an MSI have a combination of vision and hearing difficulties.

Some pupils with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Access to sensory feedback, risk assessments for children oral sensory seeking

4.0 A graduated approach to SEND

Once the potential specific educational need is identified, four strands of action will be followed to put effective support in place - *assess, plan, do, review* - this is the graduated approach called SEND support.



4.1 Assess - identification and assessment

The aim of Ruardean C of E Primary School is to provide consistent, high-quality teaching to enable all pupils to learn effectively in an environment where everyone feels valued. The teachers take full responsibility for the progress and development of all pupils in their class. High quality teaching adapted for individual pupils is the first step in responding to the pupils who have or may have SEND needs.

When identifying a pupil as needing SEN support the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on other teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

The school assesses each pupil's current levels of attainment on entry to the school (at whatever age) to ensure that they build upon the pattern of learning and experience already established. If the pupil already has an identified special educational need, this information may be transferred from the early years setting or previous school.

All pupils will be assessed and reviewed regularly (see Teaching and Learning Policy). This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

The use of pre key stage standards to assess the progress of a child working below the national curriculum standards.

In some cases, outside professionals from health or social services may already be involved with the pupil. The school will liaise with social services to help inform the assessments.

The evidence that a child requires a My Plan are underpinned by evidence about a child who despite receiving adapted learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing reading, writing or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behaviour needs which are not met by the school's behaviour policy and a regulation assessment is in place where techniques usually employed in the school are ineffective and it is impacting on their learning;
- Has sensory or physical challenges and continues to make little or no progress despite the provision of specialist equipment or adaptations to the environment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a scaffolded curriculum;
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4.2 Plan

The teacher and the SENDCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. For the majority of the time, pupils will be taught in the classroom with the rest of their class. When allocating additional support to pupils the focus will be on outcomes enabling the pupil to reach their targets.

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 that are required.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. The school has a range of interventions available. When considering an intervention, the school will first look at the pupil's profile of learning to select the intervention which is best matched to the child.

The school will record the steps taken to meet the needs of individual children. The SENDCo will have responsibility for ensuring that the records are kept and are available as needed.

Parents will be informed and consulted at every stage of the process. Termly meetings will be held with parents for communication and input into the plan.

4.3 Do

The class teacher will remain responsible for working with the pupil on a daily basis. The teacher will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

4.4 Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed termly.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority will review that plan as a minimum every twelve months.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key to the need for action is evidence that the current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider and is similar that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvement in the child's behaviour.

The school is committed to regular and systematic evaluation of the effectiveness of its work. The school monitors the progress of pupils with SEND in the following ways;

- Regular observations within the classroom
- Analysis of the attainment and achievement of different groups of pupils with SEND.
- Analysis of the progress towards targets, individually and across year groups.
- Monitoring of teachers' planning and pupils' work.
- Analysis of parents' attendance at review meetings.
- Regular monitoring by the SEND Governor.
- Analysis of reading standardised scores to show progress over time.

As a result of the above the school reports annually on its successes and identifies aspects for future development. Interventions are an important part of additional provision to close the attainment gap, so they are monitored closely by the SENDCo and class teachers in order to identify what 'works'. Each term, pupils' progress is assessed and recorded. A decision is then made as to whether to continue the intervention or change to a new intervention, or allow a period of consolidation in class.

5.0 My Plan PLUS (Level 3 intensive)

A My Plan will be increased to a My Plan Plus if, despite receiving individualised support under a My Plan, the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at substantially below that expected of children of a similar age.
- Continues to have difficulty in developing English and Mathematics skills.
- Has emotional or behaviour needs which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme. (see behaviour policy)
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

5.1 Nature of Intervention at My Plan Plus

The child's class teacher will remain responsible for working with the child on a daily basis and will be supported by the SENDCo. The Educational Psychologist and other outside professionals from health or social services may be contacted by the SENDCo, if relevant, and if parents agree.

- Further adaptation to support pupils to meet the challenges provided by the curriculum.
- Different learning materials or special equipment.
- Some group or individual support from the class teacher, or a teaching assistant under the direction of the SENDCo.
- Staff development and training to introduce more effective strategies.
- Access to support from outside agencies including one-off or occasional advice on strategies or equipment.

The My Plan Plus will ensure that assessment and intervention from different agencies is brought together in one single plan. The My Plan Plus is reviewed regularly to celebrate successes and ensure that it remains appropriate and outcomes for the pupil are adjusted according to need. The pupil and parents/carers are involved at each stage of the planning and review process. The My Plan Plus will be needed to inform the constructing of an Education, Health and Care Plan if appropriate.

5.2 My Assessment

At this stage, a My Assessment document will also be completed for the pupil. This document will enable all those working with the pupil, and the pupil themselves to share their information and 'story' to give a clear and current account of the pupil's needs and what has been done to try and meet those needs. This document will then be shared with other professionals (with appropriate consent) to enable appropriate support to be offered.

6.0 Educational, Health and Care Plans(EHCP) (Level 4 Specialist)

Some pupils with significant educational needs may require a higher level of support through a statutory assessment for an Education, Health and Care Plan. This will follow reviews of a My Plan Plus when it is clear that the pupil has educational needs that cannot be met without additional resources. A request can be made by the school to the Local Authority (LA) or led by the parents through the EHCP portal. Any Parents or Carers can make a request to assess by using the new [digital EHC Portal](#). Details of how to do this can be found under the heading "EHC Digital Portal for Parents".

If the school is leading the EHCP process, the LA will be given information about the child's progress over time, and will also receive 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:

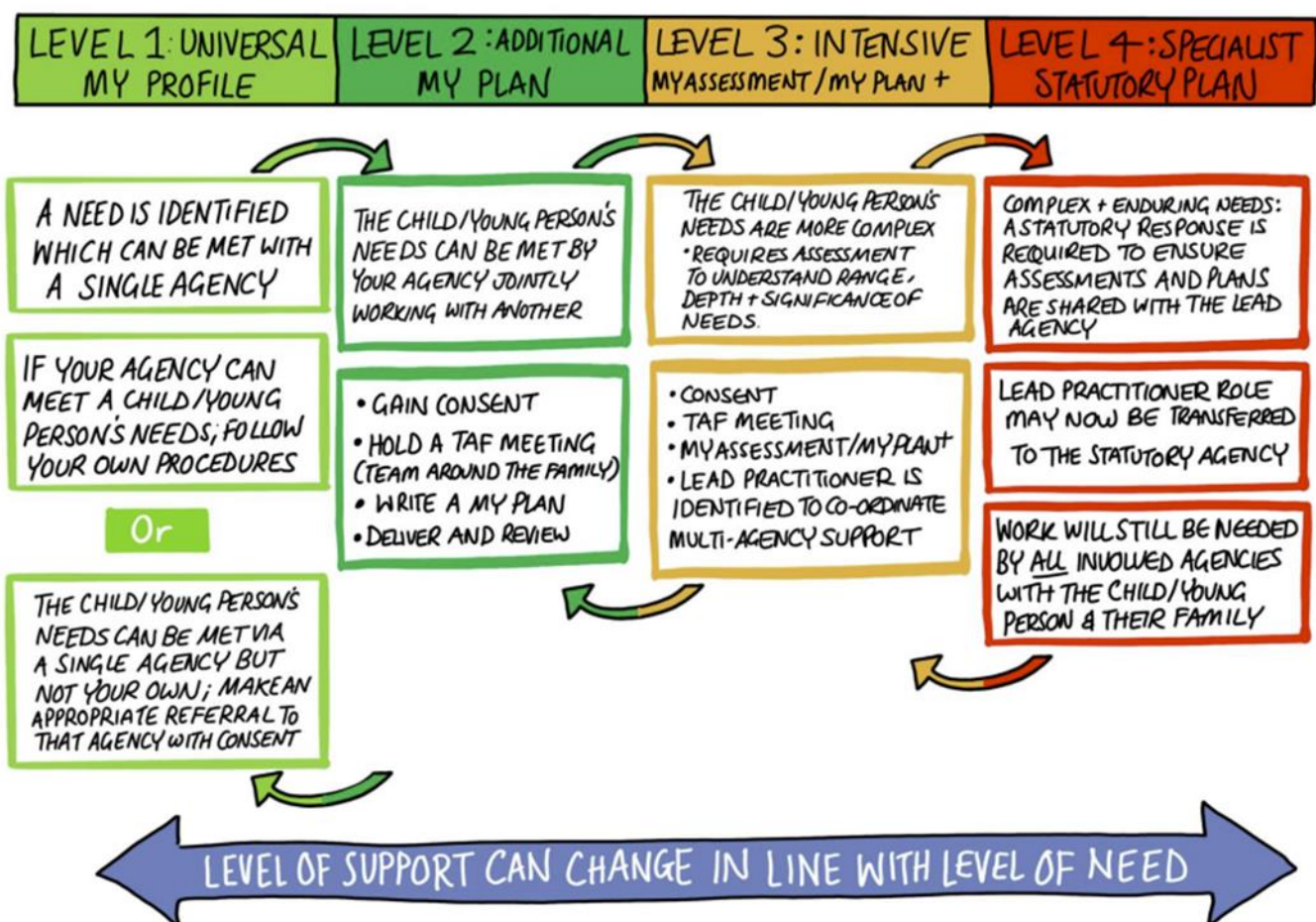
- Previous individual education plans (My Plan or My Plan Plus) and targets for the pupil.
- A copy of the most recent My Assessment
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- Attainment levels in English and mathematics and other appropriate assessment information.
- Education and other assessments and reports, for example from an advisory specialist support teacher or Educational Psychologist.
- Views of the parents.

The parents of any child who is referred for an Educational and Health Care Plan will be kept fully informed of the progress of the referral and their views will be sought and added to the referral. Once agreed, a final Education, Health and

Care Plan is issued with a specified review date. Parents are always consulted and kept informed of the action taken to help the child, and of the outcome of this action.

EHCP plans will be reviewed annually with invitations going to the parents, the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within similar time scales as other parents. The SENDCo of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan in advance and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.



7.0 Transition

When a child with SEND transfers to secondary school, or a new primary school, appropriate information will be sent in advance of the move. This information will include any detailed background information about the child, copies of past My Plans and My Plan Plus', any EHC Plans. The SENDCo of the receiving school of a pupil with an EHC Plan, will be invited to the secondary transfer review, which takes place when the child is in Year 5.

SEN support will be included when planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information will be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process

SEN support will include planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the Ruardean C of E Primary School will share information with the school, college or other setting the child or young person is moving to.

Children in need of extra transitional support will receive support from multi agencies including the Advisory Teaching Service. Children identified will receive the six week intervention of Moving up Moving Up.

8.0 The use of outside agencies

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. These services may become involved at any stage of the graduated pathway if the school feels the pupil requires it. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the pupil directly. The pupil's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting and recorded on the My Plan or My Plan Plus. The delivery of the interventions recorded in the My Plan or My Plan Plus continue to be the responsibility of the class teacher.

Links with outside agencies enable pupils to benefit from specialist advice available. The SENDCo liaises closely with the:

- Educational Psychology Service
- Speech and Language Services
- Occupational therapists
- Medical and Social Services
- EEI Team (Educational, Entitlement and Inclusion Team)
- Advisory Teaching Service
- Young Minds Matter and CAMHs
- Early Help
- Young Carers
- Alternative Provisions

Other services as appropriate

8.1 Information Sharing and Consent

Before support is undertaken around any aspect of the Graduated Pathway, informed consent will need to be gained from the young person and family **we will be working with**. Informed consent means the young person and family are able to fully understand the reasons for consent.

The [consent form](#) will be explained to the parents/young person and then signed by them to show that they consent to information being shared. Families should expect to be told who their information will be passed on to and why; information is shared to enable services to work together to provide the best help and support available to the family. Consent will be revisited during the course of the support work and plan cycle particularly if new services and organisations start to work with the child, young person or family.

When working with families, we will ensure that consent involves, where at all possible, both parents with Parental Responsibility (PR). Information should be safely shared with those who have PR in order to help them prioritise the needs of their children.

If one parent consents to Early Help support and another disagrees we are still able to offer support to the parent and child(ren).

If a parent withdraws consent midway through the helping process then a new consent form should be completed with the signature of the parent who agrees.

The single consent form can be accessed by clicking [HERE](#).

It is important that the families and young people we work with understand what is on the consent form and what they are agreeing to when they sign it. Young people over the age of 12 who understand the process will be asked to give their own consent for their information to be shared. To support discussions with parents/young people, Gloucestershire County Council's Information Sharing leaflet can be accessed by clicking [HERE](#).

Sharing information without consent may be necessary if there is a legal duty for information to be shared or the family or young person is at risk of significant harm or crime being committed. Gloucestershire County Council's Privacy Notices can be found online by clicking [HERE](#).

Further information for practitioners regarding information sharing and consent can be found in the HM Government document Information Sharing Advice for Practitioners. This can be viewed by clicking [HERE](#).

8.2 Registering Plans and Assessments

The local authority, together with partners such as Education, Health and the voluntary and community sectors, must work together to provide a cohesive Early Help offer to support children, young people and their families. This relies on agencies communicating regularly with one another, so they know the extent to which the school are providing Early Help.

For any child or young person, and their family, who are receiving support through the Early Help Graduated Pathway, an [Early Help Notification Form](#) will be completed And sent securely (via Egress) to EHNotificationForms@gloucestershire.gov.uk when there is:

- An existing My Plan or Assessment and My Plan+ that they have not been previously notified of.
- A new My Plan or Assessment and My Plan+.
- A change of Lead Practitioner.
- Closure of a My Plan or My Plan+.

9.0 Roles and Responsibilities

High aspirations are maintained for all pupils, including those who have SEND. Leaders ask challenging questions about the progress and attainment of every pupil or young person. They use robust information that is available to compare their pupils' progress against that of other pupils who started at the same level, at the same age, across the country. They do not make excuses for lower rates of progress. They focus on ensuring teaching is strong, that staff meet the needs of all pupils, and provide well targeted challenge in lessons.

9.1 Class teacher

Class teachers retain overall responsibility for all pupils in their class, Including those identified as having SEND. Increasing levels of support from the SENDCo are available to the class teacher depending on the nature and complexity of need. Class Teachers are responsible for:

- Identifying pupils who may have SEND.
- Maintaining high aspirations for all pupils, including those who have SEND.
- Ensuring that pupils in most need have the most expert support.
- Ensuring that all advice received from professionals regarding their pupils is put into plans and acted upon to support pupil learning.
- Focus on enabling pupils to make the best possible progress, and to increase their independence, so that they are well prepared for the future.
- Ambitions and views expressed by the pupils are taken into account when devising the curriculum and style of support.
- Providing appropriately scaffolded work.
- Writing and reviewing plans - Including individual targets in planning and teaching.
- Attending reviews for children at all stages of the graduated pathway.

9.2 SENDCo

The SENDCo role, as described in the SEND Code of Practice, (2014) page 108, is a strategic one working with the senior leadership to review and refresh the SEND policy and then with the classroom to review its practice to ensure every child with SEND gets the specific support that they need.

The role involves:

- Overseeing day-to-day operation of school's SEND policy;
- Co-ordinating provision for children with SEND;
- Liaising with designated teacher where a Looked after Child has SEND;
- Advising on a graduated approach to SEND Support;
- Advising on use of designated budget/other resources;
- Liaising with parents of children with SEND;
- Linking with other education settings and outside agencies;
- Working with the Headteacher and governors on Equality Act (2010); and ensuring that SEN records are up to date.

9.3 SENDCo/ Class Teachers

Joint responsibility for:

- Identifying and assessing children with SEND, where appropriate in consultation with external agencies.
- Assessing and reviewing progress of pupils with SEND.
- Reviewing plans.
- Assisting with the writing of plans and where appropriate CPD is being delivered to teachers.

9.4 Headteacher

The Headteacher is responsible for leading the whole school to deliver the ethos and objectives of this policy. The Headteacher, along with the Governing Body, determines and oversees the strategic development of the SEND policy and provision. The Headteacher, along with the Governing Body, considers the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. The Headteacher, in conjunction with the SENDCo, ensures that for pupils with an EHCP, that those teaching or working with the pupil are aware of their needs and have arrangements in place to meet them.

9.5 Governing Body

The SEN Governor will inform the Governing Body on all aspects of SEND in the school to ensure that SEND work is valued and well supported in the school. The SEND Governor carries out these responsibilities in a number of ways:

- Being informed about SEND systems and practices in school through meetings and school visits.
- Ensuring that the progress of learners with SEND is closely monitored through reviewing and understanding internal and external data.
- Understanding how the notional (delegated) SEND budget is used and ensuring that wider financial decisions do not adversely impact on the support for pupils with SEND.
- Understanding the national and local context of SEND support.
- Using their school visits to inform themselves about the work the SENDCo is leading.

- Ensuring that the views of pupils and parent/carers in relation to the SEND provision that is being made, are sought.
- Building a trusting and supportive relationship with their SENDCo.

9.6 Teaching Assistants (TA)

Under the direction of the class teachers, TAs work in class supporting children with SEND or delivering interventions to groups of pupils. They provide in class support to enable pupils to have full access to the National Curriculum. TAs are deployed flexibly to remove the identified barriers to learning for individual or groups of pupils. All TAs help pupils develop independent learning skills and manage their own learning.

All TAs are invited to appropriate Staff Meetings and insets. TAs are not to be used as an informal teaching resource for low attaining pupils. All TAs hold information which is shared with other staff, in particular, supply staff.

9.7 Midday supervisors

Midday supervisors play an important role in ensuring the participation of children with SEND in appropriate play at lunchtimes. All Midday supervisors are included in recordings of staff meetings. All Midday supervisors have received training around restorative practice.

9.8 Parents

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold the key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs are treated as partners and supported to play an active and valued role in their children's education by:

- Formal and informal opportunities to discuss their child's challenges with whichever member of staff they find most approachable, Class Teacher, SENDCo, TA or Headteacher.
- Access to information about support groups and other agencies.

9.9 Pupils

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to enable them to make the most of their education will be gained. They are encouraged to participate in the assessment of their needs, the review and transition process by:

- Involvement in setting their outcomes
- Visual records of their progress towards targets – e.g. targets printed in the front of their books.
- Support to complete self-assessment of targets.
- Participation in the review meetings at an appropriate stage.

10.0 Admissions

Pupils with special educational needs will be admitted to Ruardean C of E Primary School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEND and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs at 'my plan' or 'my plan plus/My Assessment' level.

11.0 Admissions to the Specialist Provision:

Ruardean C of E Primary School has a Communication and Interaction Centre (C&I) on site for pupils from the Forest of Dean with Communication and Interaction needs. The Centre can cater for up to 10 children ranging in age from 4 to 11 years. All children will have been referred through a formal assessment procedure by various professionals, for example an Educational Psychologist, a Paediatrician, a Speech and Language Therapist and Advisory Teachers for the C & I team.

Admissions for the centre are decided at Local Authority SEND panel meetings. At this meeting children in the area, who have been formally identified as possible candidates for the Centre, will be considered by the multi-professional team. In some cases, where it is uncertain whether the centre can meet the pupil's needs, a 10-week assessment place may be granted. In this situation the child may come to the centre on a part or full-time basis but will stay on roll at their current school. If at the end of the placement it is considered that the centre can meet the pupil's needs they will go on roll. If it is considered otherwise, they will remain in their current setting and an alternative will be sought by that setting.

The selected children and their parents will be invited to visit the School and Centre and meet the staff, before the panel admissions meeting and before their child may be offered a place. If the parents decide to accept this place, the Centre staff will contact them and the pupil's current educational setting, to liaise with them over the transfer. The pupil will be offered induction sessions to support transition. The Centre staff may visit the family at home before or soon after the child starts at the Centre.

12.0 Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. For those with the most complex needs, additional funding (High level needs block) is retained by the Local Authority. The Local Authority will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the Headteacher, SENDCo, Senior Leadership Team and Governors to agree how the allocation of resources is used.

13.0 Access for Disabled

We are committed to meeting the needs of pupils with disabilities. The school meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these pupils are not placed at a disadvantage compared to non-disabled pupils.

The school is committed to providing an environment that allows disabled pupils full access to all areas of learning. All classroom entrances are wide enough for wheelchair access. Wheelchair access to the main part of the school is via reception and to the Communication and Interaction Centre via ramps at the front and rear of the building. There is a purpose-built parking bay near the main school gates to allow disabled drivers, or drivers with disabled children to park and access the school site.

The Communication and Interaction Centre has high frequency lighting, which helps to meet the sensory needs of children with ASD. There is a disabled toilet, shower and changing facilities in the Centre, which are available to both Centre and mainstream pupils (if practical).

Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision.

Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the National Curriculum. Potential areas of difficulty should be identified and addressed at the outset of work.

Teachers should take specific action to enable the effective participation of pupils with disabilities by:

- planning appropriate amounts of time to allow for the satisfactory completion of tasks
- planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
- identifying aspects of the curriculum that may present specific difficulties for the individual
- considering any measures which might need to be taken during transition times, e.g. when going into the dining hall

14.0 Supporting Pupils at School with Medical Conditions

Ruardean C of E Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Please refer to the school's policy for Supporting Pupils at School with Medical Conditions, for further information.

15.0 Partnership with Parents

In accordance with the SEND Code of Practice, the school believes that the parents of children with SEND should be treated as equal partners. The school promotes an ethos of regular communication with all parents, in the belief that problems between parents and school are most likely to arise if the channels of communication are poor. Informal contact between parents and school is welcomed and encouraged.

The school will inform parents about the following:

- For information about support available to pupils and their families from local agencies, parents will be informed about 'The Local Offer':

https://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2_1

- For confidential, impartial information, advice and support parents will be informed about the Family Information Service:

<http://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=1>

16.0 Examination Access Arrangements for Pupils with SEND

The Headteacher and SENDCo will refer to and give consideration to the Access Arrangements in the Assessment and Reporting Arrangements documents for any pupils due to sit Standardised Assessments and Tests , who have SEND.

17.0 Monitoring and Evaluation of SEND

Pupil progress is monitored on a termly basis, by the Headteacher, SENDCo and Class Teachers, in line with the SEND Code of Practice. SEND provision and interventions are recorded on a provision map, which is updated termly. These interventions are monitored and evaluated termly by the SENDCo and Headteacher to identify whether provision is effective.

The SENDCo reviews SEND provision on at least an annual basis and uses the actions from this to support the writing of the School Development Plan.

18.0 Training and Resources

The SEND training needs of staff are identified through School Development priorities and Performance Management reviews. To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

The school's SENDCo regularly attends the Local Authority SENDCo cluster meetings and SENDCo conferences, in order to keep up to date with local and national updates in SEND.

19.0 Arrangements for dealing with complaints from parents

Any concerns or complaints that you wish to raise regarding your child's SEND support, should be raised, in the first instance, with the class teacher. This includes any complaints that you have that the school is not providing the support required by your child's My Plan, My Plan Plus or EHCP. If you are not satisfied with the outcome of this discussion, you should approach the school's SENDCo. It is important that you follow the school's complaints procedure (please refer to the school's Complaints Policy). If, having followed the school's complaints procedure, your complaint is still not resolved, your next step is to complain to the Local Authority. Refer to: www.gov.uk/complain-about-school/sen-complaints

Consistency of Policies

This Policy should be read in conjunction with the School's Safeguarding Policy.