

Our vision is ***to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential***

Our values:

We're imaginative - we're creative thinkers and doers

We're curious - we encourage inquisitiveness and risk taking

We're proud - we take pride in our school and want everyone to succeed

We're courageous - we understand that we learn from our mistakes

We're original - we celebrate difference



Special Educational Needs and Disabilities (SEND) Policy

Updated on:	
12th July 2019	Reviewed and renewed
16th July 2020	Reviewed and renewed
1st September 2020	Assistant Headteacher for Inclusion replaced with Inclusion Leader
27th January 2022	Reviewed and renewed, 'Statements' replaced by 'Educational Health Care Plans' (EHCP)
10th May 2024	Reviewed and amended

Date agreed by Governing Board	Signature of Chair of the Governing Board
Date agreed for review Spring 2025	Frequency of Review Annual/-Bi-annual / Three-year cycle
Responsibility for Review: /Head teacher/ Inclusion Leader/Achievement & Standards Committee	

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1. INTRODUCTION

Reay Primary School is an inclusive school: we strive to support *all* children, including those with special educational needs and disabilities (SEND), to make the best possible progress. The school provides a high standard of teaching and learning and we aim to ensure that all children access a rich and diverse curriculum and have the same opportunities for learning and social development. We aim for all children to become independent learners who acquire the skills that they will need for life both within school and in the local and wider environment.

We believe that:

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class including where pupils access support from learning support assistants, teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved: school, parents/carers, pupils, external agencies and professionals.

This policy provides the framework for a pupil-centred process that engages pupils, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the school.

This policy 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](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), SEND co-ordinators (Inclusion Leads) and the SEND information report

2. DEFINITION OF SEND

A pupil has special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them, namely provision ***which is additional to*** or ***different from*** that normally available in a differentiated curriculum. Pupils have a learning difficulty or disability if they have:

- a) a significantly greater difficulty in learning than most pupils of the same age, or;
- b) 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.

A child under compulsory age has SEND if they are likely to be identified as having a special educational need or disability when of compulsory school age, or if this would be likely were no special educational provision made. (Section 20 Children and Families Act 2014). Pupils are *not* 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.

There may be times in a pupil's school career when they are identified as having a special educational need or disability. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

3. MANAGEMENT OF SEND PROVISION

3.1 How we identify pupils with SEND

The school strongly adheres to the principle that pupils' needs should be identified and met as early as possible and strives to respond quickly to concerns raised from a range of sources: parents, children, staff, professionals or previous school or Nursery settings.

Regular pupil progress meetings enable the Headteacher, Inclusion Lead and Class Teacher work together to make careful assessments of progress and attainment for *all* pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the pupil's previous rate of progress;
- Fails to close the attainment gap between the pupil and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. However, slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

If a child is making inadequate progress, we begin the four-part cycle known as the **Graduated Approach** (see Figure 1), which addresses the specific issues which are preventing the child from making good progress. We **assess**, we **plan**, we **do** and we **review** in collaboration with parents and pupils. The first cycle is always a *monitoring* cycle and more evidence and information will need to be gathered before a child is identified as having a special educational need.

Initial assessments begin with a shared discussion and decision on desired outcomes, expected progress and attainment. Part of this stage is discussing aspects such as attendance, health and welfare (including hearing and sight) or changes in family situations to see if there is a reason, other than SEND, which is preventing a child from making good progress. If there are extenuating circumstances as to why the child has not made adequate progress, these will be appropriately addressed.

The class teacher, supported by the Inclusion Lead, 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 and behaviour;
- 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;
- Advice from external support services, if relevant.

The teacher, under the guidance of the Inclusion Lead, will then put a monitoring plan in place to provide high quality teaching, adapted learning opportunities and additional support targeted at that pupil's area of need. The plan will be put in place, usually over a term, and reviewed with the support of the Inclusion Lead. If a pupil has not made adequate progress despite high quality teaching targeted at the pupil's area of need, further and more detailed assessments will be carried out and a decision will be made as to whether the child does have a special educational need (*see definition above*).

In many cases, it will be necessary to seek further assessment by or advice from an external professional such as a specialist teacher, community paediatrician, educational psychologist or speech and language therapist. This will always involve discussion and an agreement with the pupil's parents/carers.

If a child is identified as having a special educational need, the need will fall into one or more of the broad categories listed in the SEND Code of Practice 2015:

- **Communication and Interaction** (e.g. speech articulation, stammering, speech and language delay, autism);
- **Cognition and Learning** (e.g. dyslexia, dyscalculia, global learning difficulties);
- **Social, Emotional and Mental Health Difficulties** (e.g. anxiety, depression, eating disorders, obsessive compulsive disorder (OCD));
- **Sensory and/or Physical needs** (e.g. visual impairment, hearing impairment, sensory needs, toileting issues, physical disability).

Where a pupil is identified as having SEND, they will be placed on the SEND Register.

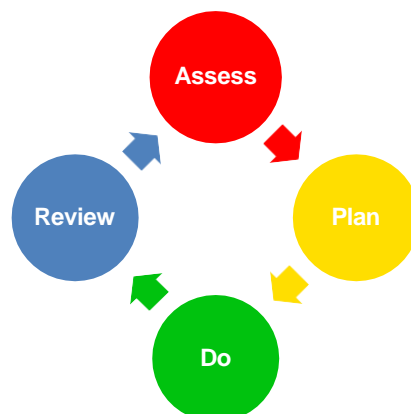


Figure 1: The four-part cycle that underpins The Graduated Approach

3.2 How we support children with SEND

Once a pupil has been identified as having a special educational need or disability, the four-part cycle will begin again, with more detailed assessments of the pupil's strengths and difficulties and further discussions involving staff, parents, the pupil and external professionals, as needed. Following these assessments, a clear plan of action will be put in place, with targets if appropriate. The plan (targeted teaching, interventions, use of equipment) will vary for each child depending on the need. Each time we move through this cycle, earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

All pupils on the SEND Register receive SEND Support and this may look different for each pupil, depending on their needs.

All pupils on the SEND Register have a Pupil Passport completed in collaboration with the pupil, parents and teachers. This document collates information about the child's difficulties, likes, dislikes and the specific strategies and equipment which enable them to learn. The Passport includes any provision made that is **additional to** and **different from** the usual classroom provision, as well as recommendations from any professionals involved with the pupil. The Passport is updated as and when new information is obtained.

Pupils who need further support will be assessed and placed in a targeted intervention, focused on one of the four areas of SEND. Pupils who continue to need support will be referred to a specialist (Speech and Language Therapist, Educational Psychologist, Counsellor, Lambeth Autism Advisory Service).

Children with higher needs within the category of SEND Support will have a SEND Support Plan with targets to be reviewed at least termly. A few children with complex or higher levels of need will have an Education Health and Care Plan (EHCP), which has additional funding allocated from the Local Authority to support these needs (*see section 5.2*).

All teachers and support staff who work with pupils with SEND will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

3.3 How we adapt the curriculum and learning environment

Where a pupil is identified as having SEND, we support pupil progress by removing barriers to learning and ensuring effective special educational provision is in place. The first step in supporting children with SEND is quality first teaching, differentiated for individual pupils. We have a high-quality universal provision which supports all learners to achieve their potential.

We make adaptations to the curriculum and the learning environment to ensure that all pupils' needs are met, such as:

- Adapting our curriculum to ensure access for all pupils, including some adaptation of activities, materials & questioning;
- Flexible grouping arrangements;
- Adapting our resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts or task planners;
- Providing visual support and visual aids for those learners who need it;
- Consideration to pupil's learning style
- Adapting our teaching styles, for example, giving longer processing times, pre-teaching of key vocabulary or reading instructions aloud.

3.4 The SEND Register and Exit Criteria

The Inclusion Lead maintains the SEND Register of children identified as needing **different** or **additional support** because of SEND.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is **different from** or **additional to** that which is normally available as part of high-quality teaching and differentiation, they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers, the pupil will be removed from the school's SEND register.

3.5 How we Monitor and Evaluate SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, at least termly, to assess the effectiveness of the support and interventions and their impact on the pupil's progress. Additional training, advice and support will be provided to teaching staff where necessary to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked according to a calendar determined for each school year and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

3.6 How we Support Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to pupils and families. Further information is included in the school's SEND Information Report that is easily available on our website.

4. KEY PRINCIPLES UNDERPINNING OUR SEND PROVISION

4.1 Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Reay we work to support parents/carers so that they can:

- Feel fully supported and taken seriously should they raise a concern about their child;
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education;
- Understand procedures and documentation;
- Make their views known about how their child is educated;
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Reay will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child. Parents/carers of a child with SEN support will have the opportunity to meet with the Inclusion Lead to discuss the support their child will receive and their progress. Parents of children with higher level needs or with an Education Health and Care Plans will work with the Inclusion Lead to set and review targets for their child's Personal Support Plan on a termly basis. Other children on the SEN Register will be supported through the implementation of Pupil Passports, detailing the specific needs and strategies put in place for each individual.

Resources to support parents/carers are identified in Lambeth's Local Offer, which can be accessed via the Reay website.

4.2 Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEND, provision is planned and delivered in a co-ordinated way. For those pupils with an EHC Plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils 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. Further details are included in our Supporting Pupils with Medical Conditions Policy.

4.3 Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The designated lead for Looked After Children is our Inclusion Lead.

4.4 Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils can share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their review meetings and at the beginning and end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

4.5 Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. Reay works hard to develop accessibility and the school's Accessibility Plan details how this is being developed. The SEND Information Report, sets out the facilities provided to assist access to the school by disabled pupils. Both documents are available on the school's website.

4.6 Arrangements for admission and equally favourable treatment of disabled pupils

In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision with the resources available to us.

The SEND Information Report, available on our website, sets out steps taken to prevent disabled pupils from being treated less favourably than other pupils. For example, children with SEND are recognised as being more likely to experience bullying or discrimination; the school's policies for Equality, Anti-Bullying, Behaviour and PSHE further address these matters.

5. RESOURCES

5.1 Funding

Funding for SEND in mainstream schools is mainly delegated to the school's budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resource.

The school needs to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authority's high needs block into the school's budget.

Resources are allocated to support children with one or more special educational needs that fall within the four categories of need identified by the SEND Code of Practice 2015, or children who have a disability.

Resources are also allocated to staff training and continuing professional development; more information can be found in the school's SEND Information Report, available on our website.

5.2 Statutory Assessment of Needs / EHC Plan

In instances where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular reviews outlined in this policy will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care (EHC) Plan, the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate; Reay holds annual review meetings on the behalf of the LA and completes the appropriate paperwork for this process.

Personal Budgets are only available to some pupils with an Education, Health and Care Plan (EHCP); more information is available from the Inclusion Lead.

Further information is included in the school's SEND Report that is available on our website.

5.3 Partnership with External Agencies

The school is supported by a wide range of different agencies and teams. The school's SEND Report details which agencies the school have worked with in the last 12 months.

6. MONITORING AND ACCOUNTABILITY

6.1 SEND Information Report

The SEND Information Report is updated three times a year and can be found on the school website. The website also provides the name and contact details of the Inclusion Lead, SEND

Governor on the Achievement and Standard Committee along with a link to Lambeth's Local Offer.

6.2 Storing and Managing Information

We respect the confidential and personal nature of reports and referrals relating to the special educational needs or disabilities of our children. Such pupil records are stored securely, either on our safeguarding IT system **Safeguard my school** or in password-protected documents.

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

6.3 Responding to Complaints

Classroom teachers, the Inclusion Lead and other members of the Leadership and Management Team are available to discuss any worries or concerns parents may have about their child's wellbeing and progress. We aim to resolve issues in a face to face conversation, agreeing an appropriate course of action together. Should issues not be resolved then, in the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in our Complaints Policy.

If there continues to be disagreement about SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

7. ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the whole school community. In addition to the Governing Body, Headteacher and Inclusion Lead, all members of staff have important responsibilities.

7.1 Governing Body and SEN Governor

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs;
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND;
- designate a teacher to be responsible for co-ordinating SEND provision - Inclusion Lead;
- inform parents/carers when they are making special educational provision for a child;
- prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this;
- Work with the Headteacher and Inclusion Lead to determine the strategic development of the SEN policy and provision in the school.

7.2 Headteacher

The Headteacher will:

- Work with the Inclusion Lead and a SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

7.3 Leadership and Management Team

Our Leadership and Management Team currently constitutes:

- Head Teacher
- Inclusion Lead
- EYFS Lead
- Maths Lead
- Literacy Lead

The Headteacher and the EYFS Lead will work closely with the Inclusion Lead and the Governor with responsibility for SEND to ensure that there is:

- Strategic and operational support for the Inclusion Lead in the completion of their duties;
- Data and assessment driven identification of additional needs; the resourcing and delivery of a coherent inclusion intervention programme, incorporating those targeting SEND; assessment and reporting of the impact of that programme.
- A school's Accessibility Plan that will ensure that key priorities are implemented as part of the annual School Development Plan.

7.4 Inclusion Lead

In collaboration with the Headteacher and governing body, the Inclusion Lead determines the strategic development of the SEND policy and provision with the aim of raising the achievement of pupils with SEND.

They will:

- Work with the Headteacher and the SEND governor and Achievement and Standards Committee to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs;
- Provide professional guidance and relevant CPD to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching;
- Liaise with parents/carers of children with special educational needs;
- Advise on the graduated approach to providing SEND support – Assess, Plan, Do, Review;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaise with the Designated Teacher where a looked after pupil has SEND;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with Early Years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies;
- 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 Headteacher and 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 SEND up to date.

7.5 All Teaching and Non-Teaching Staff

All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND;

Each class teacher is responsible for:

- The progress and development of every pupil in their class;

- Providing high quality teaching, adapted for individual pupils, setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs to remove potential barriers to learning.
- 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 Inclusion Lead to carry out a clear analysis of the pupil's needs, to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow this SEND policy.