



**Runwell Community  
Primary School**

**SPECIAL EDUCATIONAL NEEDS &  
DISABILITIES (SEND) POLICY**

**This Policy was formally adopted by the Governing Body on  
21<sup>st</sup> September 2021**

**Policy to be reviewed annually**

**Next review date September 2022**

## Summary of Recent Updates and Changes

Date	Description

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**Inclusion Manager – Miss N Jupe**

**SEND Governor – Mrs M Cookson**

## Introduction

At Runwell Community Primary School, we are committed to the academic and personal development of all pupils regardless of ability. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND). Here at Runwell Community Primary School we aim to meet the definition of Special Educational Needs and disabilities (SEN), as stated in the Code of Practice. Special educational provision means: educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school.

At any point in their school life a child may have Special Educational Needs. The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs. Runwell Community Primary adopts a whole school approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all pupils. We are committed to ensuring that students with SEND achieve their full potential. We believe in positive intervention: removing barriers to learning; raising expectations and accelerating levels of achievement. We also work in partnership with other agencies to ensure that all of our SEND pupils have a positive educational experience at Runwell.

Aims:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all aspects of the school curriculum;
- to ensure that parents are able to fully contribute to the assessment, planning and review of their child's needs;
- to ensure that our children have a voice in this process and contribute to the review process;
- to make reasonable adjustments.

## Educational Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all of our children to feel that they are a valued

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part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural 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.

Teachers and other support staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- facilitating individuals to manage their emotions, particularly trauma or stress;
- teachers directing support staff.

A Person Centred, Graduated Approach to SEND Support:

Every child receives a broad and balanced curriculum at Runwell Community Primary and all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of all children.

Through a 'Person Centred', 'Graduated Approach' (as shown in Fig 1), we identify those children who need additional support to achieve. This support may need to focus on their learning, progress and attainment, their behavioural skills, their social, emotional, communication, physical or sensory needs or on a combination of these. If identified with having a SEND then the school offers support within two distinct levels.

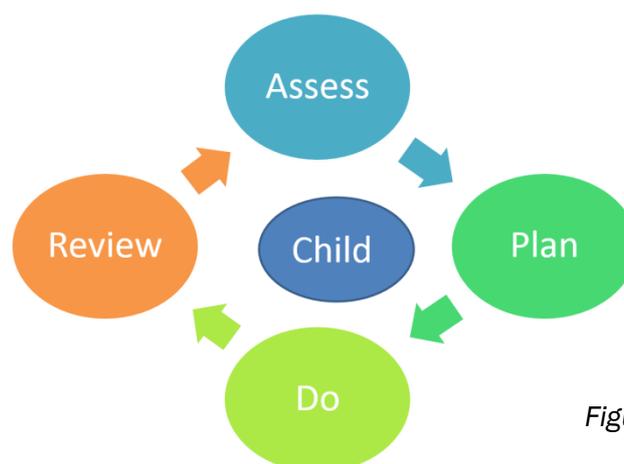


Figure 1

### 1) SEND Support (K)

This will be triggered when a child is making little progress from their individual baseline assessment or when a child is working well below national expectations for a child of their age. It may also be triggered when a child is showing particular signs of difficulty in developing skills in Literacy or Maths. They may have persistent behavioural or emotional difficulties which

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exceed the limitations of the school's behaviour system. A child may have a physical or sensory difficulty, requiring some specialist equipment or provision. They may have communication and / or interaction difficulties which are not improving despite curriculum provision. We aim to provide high quality teaching to all children which is planned and delivered to meet each child's individual learning style, rate of learning and pitched at their level, whilst maintaining high expectations. When children need more support than is given ordinarily to a child of their age, a SEND assessment will begin. Where children have difficulties which are considered to be persistent, and / or will require the input from additional staff or outside agencies, a SEND assessment will commence. Some children may join the school having previously been identified in another educational establishment as having SEND. If this is the case, we will liaise with the child's previous school to obtain their records and information concerning the child's needs and the interventions needed to support the child. When a child is identified as needing an SEND assessment, the Inclusion Manager gathers a range of information about the child.

It useful to state at this point that children that need additional support at the level do not automatically need to be assessed for an EHCP. Learners will be closely monitored and assessed in the following ways:

This information may include:

- information gathered from talking to teaching and support staff about what the child does well and what they find difficult. What has already been tried and what works or doesn't work to help the child to learn;
- information gathered from talking to the child about their strengths and difficulties and preferred approaches to learning;
- information gathered from parents about what their child is good at and what they struggle with as well as what they are hoping for their child to achieve and how they think this can best happen;
- information on the child's progress over time and their current academic achievement;
- testing may be completed with the child to assess their current level of functioning. The tests used will depend on the child's particular areas of difficulty but may for example include reading and spelling tests;
- observations carried out in class and on the playground if appropriate;
- information gathered from any other agencies or professionals currently supporting the child.

### 2) Education Health and Care Plan (EHCP)

If a child fails to progress even with considerable support at SEND Support, it may be considered necessary to approach the Local Education Authority to request a formal assessment of the child's special educational needs. It is a lengthy process in which substantial evidence is collected based on child's needs. If successful, a child is awarded an EHC Plan by the Local Authority. The school are then assisted financially to provide additional support for the child. The additional funding can be spent in a variety of ways for example, it could be spent on additional resources / equipment or on staffing to allow for additional support in class etc. For children with an EHC Plan, an annual review will be held each year around the date that the statement or EHC Plan was first issued, although this can be moved if necessary. This meeting will involve the learner, Inclusion Manager, parents, carers, teacher, LSA's, and / or any outside specialists or agencies working with the child. This review looks at how the child is progressing towards the outcomes set out in their plan and notes any changes to their needs, which may require additional local authority support or an amendment to the plan.

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## Learning Passports

Every child with Special Educational Needs will have a Learning Passport. This document shares the views of the learner and includes information about them, such as their likes and dislikes, strengths and areas for development. It also states the outcomes for the learner and how they will reach them considering input of the learner, school and support from home.

Learning Passports are reviewed each term. The process of review involves the child, staff and the parent / carer. This assists in maximising the input for the child's progress and informs the next step planning for the learner.

## One Planning

One Planning is a way to support children and young people to make progress towards the things that matter to them. As each learner is unique, each meeting will be bespoke and address the needs of the 'whole' child.

A One Planning Meeting can be held for any child at any age that is having difficulties in one or more areas of school life. Not all children with SEND necessarily need a One Planning Meeting. Sometimes one, One Planning Meeting is all that is needed, whilst other learners may require more regular meetings depending on the on-going needs of that learner.

A One Planning Meeting can be between a learner, a parent / carer and teacher, or sometimes it is beneficial for the Inclusion Manager to attend, as well as other members of staff, and in some cases outside agencies. In the event that an individual cannot attend, then their views can be sought before and therefore shared during the meeting. In some cases, it might not be suitable for the learner to attend the whole meeting, however, we believe that it is important for the learner to hear the positives taken from the meeting and the agreed areas for development.

A One Plan can look different and vary in content depending on need and purpose of the meeting.

## Intervention Programmes

The additional support given to a child will be dependent on their specific needs. It may include support from an LSA or mentor within the class, in a small group or 1:1. They may require specialist equipment or individualised strategies to meet their needs. The support each child receives will be noted in their Learning Passport. Children with Special Educational Needs have time allocated to them to work on their specific outcomes.

Selected children spend some time each week working either 1:1 or in a small group with an LSA. During this time, they complete short activities designed around their outcomes to enable them to practise the key skills and knowledge they need to progress. These activities include elements of visual, auditory and kinaesthetic learning to help learners who need additional practical stimulation in order to gain new skills. Children also take part in a number of other interventions, depending on their needs. These may include Toe by Toe, Precision Teaching NLP4Kids, Zones of Regulation, or Smart Thinking or any other intervention as necessary to their needs.

It is important to highlight at this point that at Runwell, whilst we completely appreciate the impact that interventions can have, we also place huge importance on children accessing Quality First

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Teaching within the classroom setting. Therefore we endeavour to ensure that our learners gain as much of the knowledge and skills that they need to in class. If it has been agreed that a child requires more specific support, which cannot be delivered in class, then the adults working with that child will prioritise the need. This ensures that the child is not consistently working away from their teacher or peers.

### Assessment

Children's progress is under constant monitoring by their class teacher. It is also reviewed more formally each term at Pupil Progress meetings. Where a child is making good progress over a sustained period of time and have met all of their outcomes, they could potentially move off of SEND support. Where a child is struggling, new strategies will be put in place, extra support given where needed or referral to outside agencies to provide more specialist advice.

The progress of individual and groups of children is monitored termly. Information is generated on the progress and attainment of these children in comparison to the rest of the cohort to see where particular children or groups of children are making less than or more than expected progress.

Children are assessed using the 'Depth of Learning' tracker or DOL. There are times when children need more support to move through 'Milestones' and this is when 'Pebbles' are used. This tracking process allows our learners to make smaller steps of progress. This has many benefits, as the learners see themselves as being successful and it enables staff to track their progress more finely.

Occasionally, it will be necessary to use different assessment tools depending on the purpose of the information. For example, it may be useful for staff to gather more qualitative data.

There are opportunities at Runwell Primary for a learner to be assessed and screened by school based staff in a range of areas, if this is deemed essential. Such monitoring could be for speech and language, emotional wellbeing or phonological knowledge, to name but a few. If it is agreed that more detailed assessments are required by professionals outside of the school community, then verbal or written permission from the parent/carer may be necessary.

The role of the Inclusion Manager is to:

- manage the day-to-day operation of the policy;
- to monitor the movement of children within the SEND system in school ;
- to provide the Headteacher and Governing Body with regular summaries of the impact of the policy on the practice of the school;
- co-ordinate the provision for and manage the responses to children's special needs and disabilities;
- support and advise colleagues;
- oversee the records of all children with special educational needs including managing the transfer of files to and from other school's when children join or leave;
- liaise with parents;
- act as the link with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision and report to the governing body;
- manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- monitor the quality of Learning Passports;
- support staff in providing High Quality First Teaching and accessing Provision Guidance Toolkit and other supportive documentation ;

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- research innovations into SEND ;
- improve the quality of teaching and learning for pupils with SEND ;
- ensure that SEND is high priority and well planned for within the school and is always developing;
- monitor provision and differentiation for pupils with SEND ;
- contributes to the professional development of all staff.

The role of the Governing Body:

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. Staff Development Through staff development we strive to improve the quality of our teaching. Where funding is available the Inclusion Manager will attend any appropriate courses and arrangements will be made for staff to receive in-service training.

### Parents / Carers

Throughout the school, close liaison with the parents / carers is encouraged. We have an 'open door policy' so parents / carers can speak to staff about any queries. Staff are available to see parents / carers by appointment if preferred. If a child has been identified as having special educational needs or having behavioural difficulties, parents / carers will be invited into school to work together to develop a plan. The school believes that maximum progress can only be achieved with the full support and encouragement of the adults at home.

There might be times when the school call upon the support of the parent to employ the strategies that are being used in school or to carry out intervention work at home. The school might require support from a parent / carer during a school trip or school club depending on the level of need of the child.

### Outside Agencies

The Inclusion Manager can make the initial contact with outside agencies e.g. Educational Psychologist, Specialist Teachers and Speech Therapists, when it is appropriate to seek their advice. If an outside agency is required then the school will seek the permission of the parent / carer. Please note that some health professionals will not release information directly to the school and therefore the parents / carer will be responsible for this.

### Transfers from Other Schools

When a child moves to another school then all records including special needs forms will be transferred. On transferring to another school or to secondary school the class teacher and Inclusion Manager will liaise with the special educational needs co-coordinator of that school and pass on all records as well as other relevant information.

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### Allocation of Resources

The Inclusion Manager is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and EHC Plans. The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been used.

### Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated by teachers to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement;
- teachers use a range of strategies to meet children's special educational needs;
- lessons have clear Learning Intentions.

We differentiate work appropriately, and we use assessment to inform the next stage of learning. We employ a small-steps approach, setting aspirational yet challenging outcomes. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

In conclusion, it is our passion to ensure that children at Runwell Community Primary are provided with the correct provision to enable them to flourish. We want our learners to **Aspire** to be the best that they can be. We want them to **Believe** in themselves, irrespective of perceived barriers. We want our learners to **Connect** with the world around them and find their place, enjoying the adventure on the way!



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