



**Runwell Community
Primary School**

**SPECIAL EDUCATIONAL NEED AND
DISABILITIES (SEND) POLICY**

**This Policy was formally adopted by the Governing Body in
21st September 2021**

Policy to be reviewed annually

Next review date September 2026

Summary of Recent Updates and Changes

Date	Description
Sept 2022	SEND Governor update
Sept 2023	Inclusion manager update
Sept 2024	Inclusion Manager update
Sept 2025	Reformatted entire policy in line with school formats Roles and responsibilities: <ul style="list-style-type: none">➤ Inclusion of SENDCO as sperate role throughout section➤ Inclusion of link governor for SEND➤ Family and support worker – updated to learning mentor Added information about Consistent Management Plan Added information about Five Step Adult Response Plan Refined the information on the One Planning process

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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 (SEND), 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.

Legislation and Guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- [The Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for academy trusts which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Policy Development and Implementation

This policy was written by the Inclusion Manager, shared with staff and the governing body as part of a ratification process.

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 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 and the Inclusion Manager 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' (see *below*), 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.



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 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 input that is not ordinarily available 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 a SEND assessment, the SENCo or Inclusion Manager gathers a range of information about the child.

It is 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.

➤ Attendance data

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. It can be moved to an earlier point in the year if a child is struggling to meet their outcomes or an emergency annual review may be held if a change of placement is required or a new diagnosis has been identified. This meeting will involve the learner, SENCo/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.

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. One plans take place each term.

A One Planning Meeting can be between a learner, a parent / carer and teacher, or sometimes it is beneficial for the SENCo/Inclusion Manager to attend, as well as other members of staff, and in some cases outside agencies. If the individual does not attend, then their views are sought beforehand and 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 the need and purpose of the meeting.

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. These documents will be shared during parent/carers and teacher consultations. These can be discussed with the class teacher throughout the year if the parent/carers wishes. This assists in maximising the input for the child's progress and informs the next step planning for the learner.

Five Step Adult Response Plan

We recognise that all children need a personal approach to their learning plan. In order to support our learners they may require a personalised adult response plan. This plan ensures that all adults respond to the child with a consistent approach.

Consistent Management Plan

A consistent management plan highlights a child's strengths, triggers and strategies for support. It is written using the child's voice and is shared with all staff at school so that any adult interacting with the child has an awareness of how the child likes to be communicated with and taught.

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. 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, a small group with an LSA or with a specialist teacher. 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, 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 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 a range of assessment methods including Target Tracker, The Six Core Strengths, Boxall Profile and AET attainment targets. Teaching staff input data termly. It may be necessary to track some learners more closely and regularly. All teaching staff monitor the progress of learners through teacher assessment through the lessons they teach daily.

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.

Roles and Responsibilities

The Inclusion Manager

The Inclusion Manager at our school is Mrs Castle.

They will:

- Lead on all areas of inclusion across the school, promoting a culture and practices that enables all pupils to access the curriculum
- Ensure the school has ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate

Make sure the school fulfils statutory duties regarding the SEND Code of Practice.

The SENDCO

The SENDCO at our school is Ruth O'Hanlon.

They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher, Inclusion manager and SEND governor 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 EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate

- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the inclusion manager and headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the inclusion manager, headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The headteacher

The headteacher will:

- Work with the Inclusion Manager, the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the Inclusion Manager and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the Inclusion Manager and SENDCO have enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the Inclusion Manager and SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the Inclusion Manager and SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the Inclusion Manager and SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCo/Inclusion Manager to review each pupil's progress and development, and decide on any changes to provision

- Ensuring they follow this SEND policy and the SEND information report
- Prepare relevant documentation to support with the One planning process
- Communicating with parents regularly to:
- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adaptive, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCo/Inclusion Manager to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

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.

The SEND link governor

The SEND link governor is Dawn Hutson

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 SENCO to determine the strategic development of the SEND policy and provision in the school

Learning mentor

Here at Runwell Community Primary School we value the emotional and physical well-being of our pupils and their families. We are fortunate to be able to support our community with the skills and knowledge of our Learning mentor. Mrs Hardy's role is to support learners, families and staff ensuring that their well-being needs are being met. Mrs Hardy is able to meet with stakeholders, provide information on services in Essex, run specific interventions with learners and advise staff on support strategies to meet the varied needs of learners.

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 SENCo/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.

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.

Staff Training

Training will regularly be provided to teaching and support staff. This might be through external agencies or through the expertise of other trained staff within the school. Training can take place during the school day, after school hours during professional development meetings or during INSET days. The headteacher and the Inclusion Manager will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

SEND Information Report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

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 adapt 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.

Although all staff work hard to ensure that all children have the same access to curriculum we recognise that some learners may need lessons to be personalised/bespoke to their need. At Runwell Primary School learners with EHCP's or high/complex need may be planned for in this way. Staff plan activities which will address the outcomes outlined in their ECHP in a motivating and focussed way. This enables the learner to concentrate on the areas of need that are most useful to them as individuals. Examples of this work can be found in the 'Bloom Books' of these learners.

Accessibility arrangements

See accessibility plan

Complaints about SEND Provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher/SENCo/Inclusion Manager/Headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent/carer is not satisfied with the school's response, they can escalate the complaint to the Chair of Governors. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

Monitoring and Evaluation Arrangements

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our Aims.

- We will evaluate how effective our SEND provision is with regards to:
- All staff's awareness of pupils with SEND
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils, their parents/carers and staff

Monitoring the policy

This policy will be reviewed by Miss O'Hanlon yearly. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

Links with other policies and documents

This policy links to the following documents

- SEND information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

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!



**Runwell Community
Primary School**