ROSLEY CE SCHOOL

SEND Policy

We are kind and compassionate to one another and learn to forgive each other as God forgives us. We trust those around us to work together, aiming high in all we do.

2026-2027

APPROVED BY:

Name: Mrs Rebecca Bird

Position: Chair of Governors

Signed: 

Date: 21.05.26 **Review Date: May 2027**

Special Educational Needs and Disabilities (SEND) Policy

Rosley is an inclusive school where our focus is to create the right opportunities, with support and encouragement, to help all our pupils to develop a life-long desire to learn and achieve as much as possible. We have very high expectations for all pupils, especially those with identified SEND and we strive to ensure our pupils with SEND make progress which compares well with the progress of other children.

Objectives

- To identify and assess children with SEND and additional needs as early as possible.
- To work in close partnership with parents, support services and other professional agencies to ensure the best possible outcomes for children with SEND.
- To ensure all staff have access to training and advice to support pupils with SEND and quality first teaching.
- To provide access to a broad and balanced curriculum that is differentiated in a way that supports children with SEND.
- To maximise the progress and achievement for pupils with SEND through an enriching and rigorous education.
- To support SEND pupils to become confident learners in life and achieve the greatest independence possible in their learning.
- To provide an inclusive education that values equality of opportunity for pupils with SEND and enables their full participation in the life of our school.

Definition of SEN from: SEND Code of Practice 2015

A person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has:

- a significantly greater difficulty in learning than the majority of others of the same age; or
- a disability which prevents or hinders him or her from making use of the facilities of the kind generally provided for others of the same age in mainstream schools.

A child is not seen as having a learning difficulty solely because the language more commonly spoken is different from the language in which the child will be taught.

A special educational provision means anything different or extra to the educational provision made generally for children of the same age in maintained schools, other than special schools, in the LA.

There are four broad categories of SEN and they give an overview of the range of needs that should be planned for:

1) communication and interaction
2) cognition and learning
3) social, emotional, and mental health
4) physical and/or sensory needs

The purpose of this policy is to assist the school to identify, assess, monitor, and meet the needs of any child who has a learning difficulty.

Legislation and guidance

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations)
- Health and Social Care Act 2012
- Equality Act 2010
- Mental Capacity Act 2005
- Children's Act 1989

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice: 0-25 2015
- Supporting Children with Medical Conditions 2017
- Keeping Children Safe in Education September 2019
- Working Together to Safeguard Children 2018

Roles and Responsibilities

The co-ordinator for SEND is Mrs Abi Drago who has the National SENDCo qualification, and works closely with the Headteacher

The Governor responsible for SEND is Mr Liam Cooper.

The Headteacher/Co-ordinator's role: -

- Take responsibility for the day-to-day operation of provision made by the school for pupils with SEND.
- To play a key role in developing the strategic direction and development of SEND provision within the school, contributing to staff meetings and the school development plan.

- Advise the governing body on the level of resources required to maximise the achievement of pupils with SEND.
- Provide professional guidance to colleagues in the area of SEND in order to secure high quality planning, 'Quality First Teaching' and effective use of resources in order to bring about improved standards of achievements for pupils. To lead regular staff INSET.
- Ensure that the school's SEND register and provision map are updated regularly.
- Arrange referrals for pupils needing specialist help from outside agencies such as Speech and Language Therapist, Occupational Therapist, Educational Psychologists, Specialist Teaching Service or CAHMS, liaise with them and ensure that report recommendations are implemented.
- Devise, implement, monitor and review intervention programmes for pupils with SEND and measure their impact.
- Develop and maintain effective working relationships with parents to promote pupils' learning.
- Support teachers to: implement the SEND policy, identify pupils who may require special provision, communicate effectively with parents, write Individual Education Plan (IEP) targets, and agree specialist provision.
- Organise the deployment of resources and monitor their effectiveness.
- Train and support teaching assistants to carry out planned intervention programmes.
- Monitor the implementation of IEPs and the teaching and learning for pupils with SEND, using the analysis to guide further improvement.
- Monitor the needs and achievement of pupils with SEND together with colleagues and discuss this at Pupil Progress meetings.
- Analyse and interpret relevant national, local, and school data to monitor achievement of pupils with SEND, inform the SEND policy, practices, expectations, targets, and teaching methods.
- Apply for Education Health Care plans (EHC Plans).
- Convene and chair annual reviews of those children with a Statement of SEND/EHC plan.
- Keep own skills updated by reading, researching, and attending relevant courses on SEND.
- Attend SENDCo Cluster group meetings each term.
- Know how to recognise and deal with stereotyping in relation to disability or race.
- Develop effective liaison between schools to ensure that there is good continuity during transition for pupils with SEND.
- Work with the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The Class Teachers' role: -

- Ensure 'Quality First Teaching' which includes assessing, planning, and teaching all children at a level which allows them to make progress with their learning.
- Ensure the progress and development of SEND pupils in their class, including where pupils access support from teaching assistants (TAs) or specialist staff.
- Provide a differentiated curriculum which provides learning experiences that are relevant to the needs of pupils with SEND.
- Remain responsible for their pupils' learning when they are involved in intervention programmes.

- Identify pupils who may require special provision and to be placed on the school's SEND register (with support from the SENDCo).
- Maintain the SEND file for pupils in their class.
- Write IEPs, with support from the SENDCo as necessary, for pupils with SEND in their class and ask for the contribution of pupils and the contribution of their parents at IEP review meetings.
- Ensure IEPs are reviewed with the parents and child three times a year.
- Direct TAs to provide support for SEND pupils where appropriate and ensure they are fully aware of the pupils' IEP targets.
- Attend INSET and relevant courses when appropriate.

The Teaching Assistants' role: -

- Support the class teacher to implement targets in pupils' IEPs and provide learning experiences relevant to the needs of pupils with SEND.
- Carry out intervention programmes planned by the SENDCo and keep records updated.
- Communicate with other professional agencies involved with pupils with SEND, with the SENDCo's support.
- Attend INSET and courses when appropriate.

Admission Arrangements for Pupils with SEND

Admission arrangements are the same for pupils with and without SEND. If it is known that a child due to start Rosley CE Primary School has SEND, the SENDCo and class teacher will make every effort to contact the current school setting to obtain as much information as possible in order to facilitate a successful transfer to this school.

Specialist Provision, Training and Facilities

Teaching time is allocated from a qualified teacher or the SENDCo to carry out specialist teaching interventions for group and individual children. TAs (whose time is not allocated to a child with an EHC plan) are deployed in classrooms to support pupils' learning or to carry out interventions that are planned by the SENDCo.

Class teachers and TAs in the school receive training in SEND interventions as and when appropriate. Guidance in the writing of individual targets, provision of an inclusive environment, teaching and learning and resourcing is on-going by the SENDCo. Advice on particular areas of SEND (e.g., dyslexia) is also given. The SENDCo ensures that TAs are trained in delivering appropriate interventions. Interventions are of course dependent on there being funds in the school budget to accommodate them.

At Rosley CE School we have a number of specialist resources and interventions designed to help us address specific needs. These include:

- ✓ Reading VIPs
- ✓ Black Sheep speech and language programme
- ✓ Speech therapy support
- ✓ Toe-by-toe
- ✓ Word wasp
- ✓ Clicker 7

INSET at staff meetings is arranged by the SENDCo on specific topics, new developments, or training in strategies etc., either given by the SENDCo or a visiting specialist. (This may be part of the SEND development plan for that year.)

Support from specialists is sought as appropriate. This may include:

- ✓ Speech and Language Therapists
- ✓ Educational Psychologists
- ✓ Occupational Therapists
- ✓ the school nursing team
- ✓ CAMHS
- ✓ Family Action

Through all subjects an inclusive broad and balanced curriculum is provided for all children. No child will be denied access to areas of the curriculum in terms of limitations of physical ability. We try to ensure that activities offered in school are carefully planned to include all children, regardless of SEND.

The school is continuing to develop facilities and access for pupils with SEND as outlined in the Accessibility Plan. The implementation of the Accessibility Plan ensures that all staff are more aware of the individual needs of pupils with SEND. Every member of staff has a responsibility to use best practice to ensure the progress and well-being of all SEND children.

Resource Allocation

The headteacher informs the governing body of how the funding allocated to support SEN has been employed. Pupils with EHCPs, have their needs, as described in their EHCP, met through the appropriate deployment of resources and staff.

Identification and Assessment of SEND – a graduated approach to SEN support

At Rosley we follow a graduated approach to SEN support, following the cycle of assess, plan, do, review.

Assess:
It is important to identify those children with SEND at the earliest opportunity, preferably in the Early Years Foundation Stage. Assessment includes observation for the Foundation Profiles and a Government approved Baseline assessment on school entry in the Foundation Stage. From Year 1

onwards children will be assessed on a regular basis in reading, writing, GP&S, and maths. In Year 2 and Year 6 there are SATs and Teacher Assessments. This is in addition to high quality formative assessment that is carried out daily in the classroom. Rosley CE School may also draw on more specialised assessments, for example from the Educational Psychologist and the Occupational Therapy service. Parents will always be consulted when decisions are made to involve specialists.

Pupil progress meetings are held three times a year and involve the discussion of individual pupils by the English & Maths subject co-ordinators. The SENDCo also runs termly planning meetings for children on the SEND Register. Children's progress through the school is tracked and analysed regularly.

At the assessment stage, when concerns are raised, parents are informed so they have a good understanding of their child's areas of difficulty and can be involved in providing extra information to aid the assessment process. Early interventions may be put in place with agreed outcomes.

Where, despite quality first teaching that is targeted at the pupils' area of weakness, pupils are identified as needing provision which means these pupils require provision that is additional to or different from they are identified as having SEND and their name is placed on the school's SEND register following discussion with parents. The views of parents and the child (wherever possible) are consulted.

Plan

When a child is placed on the register under 'SEND Support', the class teacher, with the parents and the support of the SENDCo will draw up an Individual Education Plan (IEP) for the child and work out the best strategies for achieving the targets, including any interventions proposed. Any necessary available resources will be allocated to help the child achieve the targets. The child may be involved in this process.

Do

The class teacher remains responsible for the child's learning and they work closely with any TA's, specialist staff involved, and the SENDCo, to plan and assess the impact of support and interventions and how they will be linked to classroom teaching.

Review

IEPs are reviewed at least three times per year and the effectiveness of support/ interventions and their impact on the pupils' progress is reviewed and evaluated in line with the agreed dates. Parents and pupils are consulted and the evaluation is used to set new targets and revise the support being provided.

If a child has an EHC plan, an annual review is held each year. Annual Reviews of the child's progress are conducted in school where all relevant parties are invited to attend according to the requirements of the Code of Practice. IEPs are produced, in conjunction with other professionals involved, to work towards achieving the goals identified in the child's EHCP or subsequent annual review.

Progress of all children with SEND can be evaluated and/or measured as follows:

- by monitoring their individual targets
- by monitoring attainment levels recorded in class/whole school assessments detailed above and looking for sustained progress appropriate to the children
- by baseline and post intervention assessment where specific time limited interventions are put in place for the child
- by considering feedback from the child
- by considering feedback from the parent

If, as a result of the additional or different support received, the child is no longer considered to have SEND, then, in close consultation with the child's parents that child's SEND records are closed.

Education Health Care Plan (EHCP)

In a small number of cases however, when a child makes little or no progress despite measures put in place under the SEND support and continues to demonstrate a significant cause for concern, where his/her needs cannot be reasonably met through the school's SEND support provision, the SENDCo, class teacher and parents may feel it is necessary to request that the local authority, in which the pupil resides, conducts an assessment of a pupil's needs. This may lead to an EHC Plan. The school or parents may also request an assessment from the local authority as soon as they are placed onto the SEND register if their needs are severe or complex.

How the Governing Body Evaluate the Success of the Education which is provided at the School to Pupils with Special Educational Needs and Disabilities

The governors receive regular reports on SEND at Governor Body Meetings. They can also evaluate the success of the education by examining the SEND data and monitoring attainment levels. The Governor with responsibility for SEND will liaise with the SENDCo to monitor SEND provision, and to review the policy.

Complaints Procedures

Complaints about the special educational provision made for a child should be made in the first instance by the parents to the SENDCo.

Please refer to the Complaints Procedure document.

The Role Played by Parents of Pupils with SEND

We are committed to working in the fullest possible partnership with parents of children with SEND. Parents of pupils with SEND are fully involved from initial identification through to supporting any interventions that are put in place for their child. We recognise that parents have knowledge about their child which is valuable in assisting us to build up the fullest understanding of their needs. Parents meet with the class teacher to discuss the IEPs and are given a copy.

The SEND Information Report published on our school's website is a guide for parents outlining how Rosley CE School supports their children's learning needs.

Links with Other Schools

Links are formed with secondary schools to which all children are transferring after year 6. In the case of children with SEND extra transition procedures may be appropriate. For children with an EHCP, a member of staff from the secondary school is invited to the Annual Review of that child to ensure a smooth transition.

Rosley CE School recognises the value of developing strong links with the secondary schools to which our SEND pupils transfer and for transition programmes for the more vulnerable children.

We have close links with our on-site 'Busy Bees' nursery, and have a comprehensive transition process in place for those children joining Rosley CE School Reception class.

We also link with local nursery schools to ensure smooth transition for Early Years for those children joining Rosley CE School at Reception from other settings.

Links with Child Health Services, Social Services and Education Welfare Services etc.

The school's objective is to provide integrated high quality, holistic support focused on the needs of the child. Such support is based on mutual understanding and agreement between all agencies working with the child and the family.

Monitoring

This policy will be reviewed annually or more frequently as appropriate.