

# Raynham Primary School Policies



SEND Policy

## Contents

1. Introduction
2. Compliance
3. Mission Statement for Raynham Primary School
4. Inclusion Statement
5. Definition of Special Educational Needs and Disability (SEND)
6. Aims
7. Objectives
8. Admission arrangements
9. Management of SEND within school
10. Identification within the four broad areas of Special Educational Needs
11. The Graduated Response to SEND
12. Assess, Plan, Do and Review
13. Statutory Assessment of Needs – Education Health and Care Plan EHCP
14. Monitoring and Evaluation of SEND
15. Supporting Pupils and Families
16. Pupil Voice
17. Partnership with External Agencies
18. Transition
19. Training and Resources
20. Meeting Medical Needs
21. Monitoring and Accountability
22. Roles and Responsibilities
23. Accessibility
24. Complaints Procedure

## **1. Introduction**

The whole team at Raynham is committed to providing a welcoming, safe and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated respectfully. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. All areas and aspects of school life are fully inclusive and teaching is tailored towards individual needs providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are motivating and enjoyable.

## **2. Compliance**

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 years (2015) 3.65 and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding and Inclusion Policies
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the SEND Coordinator, in liaison with the Headteacher, Governor responsible for SEND, teaching staff, parents/carers and pupils.

### **3. Mission Statement for Raynham Primary School**

We enable each child to contribute fully to the school community and develop to his or her full potential through supporting and valuing the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. We are creating a secure and stimulating learning environment, which will raise achievement, enhance self-esteem and promote mutual respect. We encourage pupils and adults to show respect for themselves, for peers and for adults. Pupils have high academic expectations of themselves, move quietly, purposefully and confidently around the school and conduct themselves responsibly when representing the school within the wider community. Our School adopts a 'whole school approach' to special educational needs and disability. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs and/or disabilities can fulfil their potential and achieve optimal educational outcomes.

### **4. Inclusion Statement**

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting their individual needs. This policy builds on our School Inclusion Policy which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for Quality First Teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

### **5. Definition of Special Educational Needs and Disability (SEND)**

The term Special Educational Needs (SEN) has a legal definition which is set out in the Education Act 1996 and the Children and Families Act 2014. It applies to children who have learning

difficulties or disabilities that make it significantly harder for them to learn or access education than most other children of their age. Provision for supporting these children would be additional to or different from that normally available in a differentiated curriculum. Pupils must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they are taught. Similarly, children of serving personnel, those who are looked after, those in receipt of a Pupil Premium Grant and those with attendance issues may also not have SEND although their situation may impact on progress and attainment.

## **Disability**

Many children and young people who have Special Educational Needs may have a disability under the Equality Act 2010, that is '*...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*'. This definition provides a relatively low threshold and includes more children than many realise:

'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have Special Educational Needs, but where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

## **6. Aims**

To provide the structure for a pupil-centred process that engages the pupil, the family, the school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the school. This is to ensure that all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

## 7. Objectives

Our SEND policy reflects the principles of the 0-25 SEND Code of Practice (2014). The objectives of this SEND policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met;
- Enable pupils with SEND to have their needs met;
- Take into account the views of pupils with SEND;
- Encourage good communication and genuine partnerships with parents/carers of children with SEND;
- Facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with SEND;
- In conjunction with the Medical Policy, make arrangements to support pupils with medical conditions through confidential care plans shared with relevant staff and to have regard to statutory guidance supporting pupils at school with medical conditions;
- Implement a graduated response to meeting the needs of pupils using the Assess, Plan, Do, Review process;
- Develop a culture of inclusion valuing Quality First Teaching for all learners, with teachers using a range of effective differentiation methods;
- Employ a collaborative approach with learners with a special educational need and/or disability, their families, staff within school, other external agencies including those from Health and Social Care;
- Set appropriate individual learning outcomes based on prior attainment, high aspirations and the views of the child and family;
- Share expertise and good practice across the school and locality;
- Make efficient and effective use of school resources;
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of SEND;
- Have regard to guidance detailed by Enfield Local Authority.

## **8. Admission arrangements**

No pupil will be refused admission to school on the basis of his/her special educational needs. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admission for a reason related to their disability. We will use our best endeavours to provide effective educational provision and make adaptations and/or reasonable adjustments where required. (Please see school's Admissions Policy).

## **9. Management of SEND within school**

The governing body has delegated the responsibility for the day to day implementation of this policy to the SEND Coordinator, who has Qualified Teacher Status. All school staff have a responsibility for pupils with SEND in their class, achieved through 'Quality First Teaching' with differentiation and personalisation to meet individual needs. All staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants (TAs) play a major role in the support of pupils with SEND throughout the school day. The rationale for the deployment of TAs is pupil-centred.

## **10. Identification within the four broad areas of Special Educational Needs**

There are four broad areas of need under the SEND Code of Practice 2014 and pupils are identified as having a special educational need and/or disability within one or more of these areas. The categories of need in no specific order are as follows:

### **Cognition and Learning (C&L)**

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in

addition to or as a result of other special educational needs and/or disability. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (mathematics), dyspraxia (coordination) and dysgraphia (writing). Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

### **Social, Emotional and Mental Health Difficulties (SEMH)**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorders. At Raynham, children are referred to the Pastoral Officer, Learning Mentor, Nurture Class teacher/TA and designated Child Protection Officers. Children can be referred by teaching and non-teaching staff, parents, self-disclosure and concern forms.

### **Communication and Interaction Needs (CI)**

Children with speech, language and communication needs (SLCN) may have difficulty with communicating and understanding language. They may also have difficulty with processing information. They do not always understand what has been said to them because they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication

and imagination, which can impact on how they relate to others. Raynham is part of the Edmonton Schools Partnership and this has enabled every teacher to be able to screen pupils for speech, language and communication difficulties and to discuss strategies to support individual and group needs within the class through Quality First Teaching (a requirement of the SEND Code of Practice 2014).

### **Sensory and/or Physical Needs (PD)**

Some children require special educational provision because they have a physical disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers. At Raynham, the SEND Coordinator works closely with health professionals and other relevant agencies when children are being referred for diagnosis or are joining the school with specific sensory or physical needs. Meetings are held with all staff working with the child, where necessary the school nurse and the parents to create care plans where needed. Teachers from specialist settings such as Joseph Clarke School (VI) and the LA Hearing Impairment Team support pupils at Raynham through working with the SEND Coordinator and class teachers to ensure appropriate support and provision is given to the pupil. These teachers also come into school to observe the child and suggest strategies and equipment to be used to enable the child to access the curriculum and classroom environment.

The following areas are not deemed to be related to special educational needs:

- Persistent, disruptive or withdrawn behaviours;
- Slow progress and low attainment;
- English as an Additional Language (EAL)
- A physical disability that arises from an accident that may be short term but however affects the daily performance of the child.

## **11. The Graduated Response to SEND**

### **Early concerns**

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of the strategies used. These are then used in later discussions should concerns persist.

### **How we identify and support pupils with SEND**

All pupils' attainment and achievements are monitored by their class and subject teachers, who are required to provide Quality First Teaching and learning opportunities differentiated for individual pupils.

Where a pupil is making inadequate progress or falls behind their peers, additional support is provided under the guidance of the class teacher.

Adequate progress could be:

- Similar to that of their peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and Quality First Teaching, the class teacher will work with the SEND Coordinator to assess if a pupil has a significant difficulty or delay and agree appropriate support.

In some cases it may be necessary to seek assessment by or advice from an external professional such as an Educational Psychologist and/or specialist teacher. This will always involve discussion and agreement with the pupil's parents/carers, and be conducted in line with GDPR regulations (2018).

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing English and/or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class/group, despite having an individualised behaviour programme;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

## **12. Assess, Plan, Do and Review (The Graduated Response)**

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and putting effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and action 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. This is known as the graduated response – Assess, Plan, Do, Review. For pupils with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For pupils with more complex

needs, or for whom a more frequent cycle needs to be employed, additional meeting dates will be set.

<p><b>ASSESS</b></p> <ul style="list-style-type: none"> <li>● SEND Coordinator and class teacher analyse pupil's needs based on previous progress, attainment, personal support plan targets, pupil's development comparative to peers and national data.</li> <li>● Pupil's and parents views should be considered.</li> <li>● Advice from other professionals working with child and family.</li> <li>● This assessment will be reviewed regularly to ensure support and intervention are appropriately matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put into place and their impact is developed.</li> </ul>	<p><b>PLAN</b></p> <ul style="list-style-type: none"> <li>● Parents/carers with their child will meet with the class teacher and SEND Coordinator to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on the IEP with a date to review the plan. The date for review will depend on the level of need present.</li> <li>● The IEP will clearly identify the areas of need, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the IEP will be reviewed.</li> <li>● The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.</li> <li>● The IEP will usually involve a contribution from parents/carers to reinforce learning at home.</li> <li>● Where appropriate the IEP will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.</li> <li>● Parents/carers will then be contacted to review the IEP and discuss new targets if appropriate.</li> </ul>
<p><b>DO</b></p> <ul style="list-style-type: none"> <li>● The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants involved to plan and assess the impact of support and interventions and how they</li> </ul>	<p><b>REVIEW</b></p> <ul style="list-style-type: none"> <li>● There will be a review of the IEP on the date previously agreed. This review will evaluate the impact and quality of support and interventions, and will include the views of the pupil (where appropriate) and parents/ carers.</li> </ul>

<p>can be linked with classroom teaching.</p> <ul style="list-style-type: none"> <li>• The SEND Coordinator will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.</li> <li>• Where a child has complex needs involving more than one agency, it will depend on the pupil's needs and frequency of the review as to whether external agencies attend each educational review.</li> <li>• This review will feedback into the analysis of the pupil's needs then the class teacher, working with the SEND Coordinator will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents and the pupil where appropriate.</li> <li>• Where there is a sustained period of insufficient or no progress the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before a specialist or external agency is involved and this will not progress to the next phase without parental/carer permission.</li> </ul>
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### **13. Statutory assessment of Special Educational Needs – Education Health and Care Plan (EHCP)**

Where, despite the school having taken relevant and purposeful action disabilities of the pupil, the child has not made expected progress, the and Care (EHC) needs assessment. Evidence gathered at regular rev Psychological, will determine whether this statutory assessment of need (EHCP), the school must review the plan every twelve months as a m issued, this must take place within six months). Parents/carers have a should issues of difficulties arise throughout the year.

### **14. Monitoring and Evaluation of SEND**

Regular monitoring of the quality of provision for all pupils including the programme. In addition, the cycle of Assess, Plan, Do and Review ens regularly. Additional training, advice and support will be provided to tea meet pupil needs.

## **15. Supporting Pupils and Families**

We value and appreciate the positive role and contribution of parents/ carers, recognising and respecting their roles and responsibilities. Pare professionals to ensure that their child's needs are identified properly a their child's development, the school provides parents with relevant inf that parents are well equipped to support their child's learning at home feel fully supported and are taken seriously should they raise a concer responsibilities, playing an active and valued role in their child's educa documentation related to SEND. We encourage parents to offer ideas information, advice and support during assessment and any related de provide Pastoral care and support for our more vulnerable families. W assessments via the Local Authority Early Help Form.

Parents/carers of a child with SEN support will have the opportunity to The SEND Coordinator will also meet with parents/carers at other time and advice from:

Enfield Parents and Children  
Community House  
311 Fore Street  
London  
N9 0PZ  
Tel: 020 8373 6243  
Email: [enquiries@enfieldparents.org.uk](mailto:enquiries@enfieldparents.org.uk)

## **16. Pupil Voice**

We hold the views of pupils highly and recognise the importance of gai are able to share their views in a number of different ways which are a are specifically sought as part of an annual review, Pupil Progress Mee ask pupils to contribute to the setting of their own personal targets. Pu

## **17. Partnership with External Agencies**

The school is supported by a wide range of agencies such as the Educ Service, Primary Behaviour Support Service, Occupational Therapy and Development Team, Social Communication Clinic and School Nurse.

## **18. Transition**

A change of school, staff and class can be an exciting yet anxious time for pupils with SEND. We endeavour to make sure these periods of change are of high quality provision and reassurance to pupils and families.

## **19. Training and Resources**

### **Allocation of resources**

- Resources are allocated to support children with identified needs in each class; this is reviewed regularly and can change over time.
- This may take the form of differentiated work in class, support for individuals.
- Specialist equipment, books or other resources that may help the

### **Continuing Professional Development (CPD) for Special Educational Needs**

- The SEND Coordinator attends LA and national training to update
- External trainers are brought in periodically to address more specialist interventions.
- Peer support and guidance is available daily for all staff in school through professional dialogue with colleagues looking at meeting the spe

## **20. Meeting Medical Needs**

Provision for children with medical needs is carefully planned and delivered in school with medical conditions should be properly supported so that they can access education. Some children with medical conditions may be disabled under the Equality Act 2010. Please see the school Medical Policy for further details.

## **Funding**

Funding for SEND in mainstream schools is mainly delegated to the schools to spend on the needs of pupils with SEND from their SEND budget. Where a pupil requires an additional resource, a school can make a request for additional resources to the local authority.

## **Personal Budgets**

Personal budgets are only available to pupils with EHCPs. Part of the budget can be spent by parents/carers as a personal budget for them to commission their own services, but this must be agreed by the Local Authority.

## **21. Monitoring and Accountability**

The Children and Families Act 2014 places a duty on schools to make sure that the healthcare plans will normally specify the type and level of support required.

## **22. Roles and Responsibilities**

### **Headteacher**

The Headteacher has responsibility for the day-to-day management of special educational needs and/or a disability. The Headteacher will keep a record of all disability issues. The Headteacher will work closely with the SEND Coordinator.

### **SEND Coordinator**

In collaboration with the Headteacher and Governing Body, the SEND Coordinator is responsible for the operation and provision with the ultimate aim of raising the achievement of pupils with SEND. The SEND Coordinator provides relevant professional support to class teachers for the operation of the SEND policy and coordinates the provision for external agencies. The SEND Coordinator provides relevant professional support to class teachers for the operation of the SEND policy and coordinates the provision for external agencies. The SEND Coordinator provides relevant professional support to class teachers for the operation of the SEND policy and coordinates the provision for external agencies. Through analysis and assessment of standards of pupils' achievements and setting targets, the SEND Coordinator sustains effective teaching.

The SEND Coordinator liaises and collaborates with class teachers so that they can meet their responsibilities for the SEND Coordinator include:

- Overseeing the day-to-day operation of the SEND policy;
- Coordinating provision for SEND pupils and reporting on progress;
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the school's delegated budget and

- Monitoring relevant SEND CPD for all staff;
- Overseeing the records of all children with SEND and ensuring th
- Liaising with parents/carers of children with SEND;
- Being a point of contact with external agencies;
- Overseeing the transition of pupils with SEND to the next setting
- Monitoring the impact of interventions provided for pupils with SE
- Leading on the development of high quality SEND provision as a
- Working with the Headteacher and Governing Body to ensure th; with regard to reasonable adjustments and access arrangements

### **All Teaching and Non-Teaching Staff**

- All staff are aware of the school's SEND policy and the procedur SEND;
- Class teachers are fully involved in providing Quality First Teachin and, where necessary, improving their understanding of strategie
- Class teachers are responsible for setting suitable learning chall diverse needs in order to remove potential barriers to learning. T clear analysis of the pupil's needs, drawing on the teacher's asse attainment;
- Class teaching assistants and 1:1 teaching assistants liaise with response and on progress in order to contribute effectively to the

### **23. Accessibility**

The school is compliant with the Equality Act 2010 and Accessibility le floor level and has disabled toilet facilities in all buildings.

### **24. Storing and Managing Information**

Pupil SEND records will be kept in accordance with the DfE guidance ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_c](https://www.gov.uk/government/uploads/system/uploads/attachment_c)

### **25. Responding to Complaints**

In the first instance parent complaints about the provision or organisati school's complaint policy.

Contact details for SENCO and HT

Mrs Anna Trott  
Headteacher  
Raynham Primary School

Miss Gemma Fox, BEd (Hons),  
Special Educational Needs and Disability Coordinator (SENDCo)  
Raynham Primary School

**Reviewed September 2019**