



Special Educational Needs and Disability Policy

Responsible Persons for SEND: Mrs C Cahill, Special Educational Needs and Disabilities Co-ordinator (SENDCo). At Waltham Pre-school, the SENDCo is Mrs S Morris who collaborates with Mrs Cahill and the Early Years Support Team as appropriate.

Contact Details

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Overview

This policy has been written by the school Special Educational Needs Coordinator (SENDCo), in liaison with the school Senior Leadership Team, Preschool Manager, the Cluster Governing Committee (CGC), and in consultation with staff and parents of pupils with Special Educational Needs and Disabilities (SEND). This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (2014) and has been written with reference to the following policies, legislation and guidance:

- School SEN Information Report regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- Teachers Standards (2012)
- Early years foundation stage (EYFS) statutory framework (2021)
- The role of the Early Years Special Educational Needs Coordinator 2022
- Part 3 of the Children and Families Act (2014)
- The Special Educational Needs and Disability Regulations (2014)
- Equality Act 2010: advice for schools (2013)
- The Governance Handbook (2020)
- The School's Admission Code (2021)
- School's Accessibility Plan
- School Policy & Procedures on Safeguarding & Child Protection

Aims and Objectives of this Policy

We are committed to using our best endeavours to provide an appropriate and high-quality education for **all** children at our school, we aim:

- to be an inclusive school;
- to provide curriculum and extracurricular access for all;
- to meet individual needs through a wide range of provision and resources;
- to attain high levels of satisfaction and participation from pupils, parent and carers;
- to work towards inclusion in partnership with other agencies and schools;
- to achieve a level of staff expertise to meet pupil need.

We hope this enables **all** children at our school to:

- achieve their best (SEND Code of Practice 2014);
- become confident individuals living fulfilling lives (SEND Code of Practice 2014);
- make successful transition to their next phase of education (SEND Code of Practice 2014).

We promote a Christian ethos. We teach our children to behave in God's image and to seek inspiration from Him so that school is a highly positive experience for everyone. We respect that not all children will believe in God, however, we teach all children that

Christian and British Values are the foundations of an inclusive school so that they may flourish and succeed in a diverse society.

Special Educational Needs

Definition

A child is defined as having special educational needs or disabilities if they have learning needs which call for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage to the chronological/developmental stage to that of their peers.

Management of SEND within School

The CGC have delegated the responsibility for the day-to-day implementation of the policy to the SENDCo and Heads of School. The SENDCo for the Vale Cluster is Mrs C Cahill. Mrs Cahill has completed the National Award in Special Educational Needs Co-ordination (NASENCo). At Waltham on the Wolds Preschool the SENDCo is Mrs S Morris.

The SENDCo has an important role to play with the headteacher and CGC, in determining the strategic development of the SEND policy and provision in the school.

In line with the recommendations in the SEND Code of Practice (2014), the SENDCo is responsible for:

- co-ordinating provision for children with special educational needs;
- advising on the graduated approach to providing SEND support;
- providing professional guidance to colleagues;
- working closely with staff, parents and other agencies;
- signposting families to support networks;

- being aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching;
- overseeing the records on all children with SEND;
- liaising with parents of children with SEND (*in conjunction with appropriate staff*);
- contributing to the in-service training of staff;
- liaising with external agencies including the Local Authorities (LA)/Rise Multi-Academy Trust and educational psychology services, early years providers, health and social services, and voluntary bodies;
- liaising with the relevant designated teacher where a looked after pupil has SEND;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- allocating resources according to delegated budget to the benefit of pupils with additional needs (including staffing provision);
- 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 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 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 SENDCo is responsible for reporting to the governor advocate with responsibility for SEND on the day-day management of SEND policy. Regular meetings take place as and when it is deemed necessary, but no less than once a term.

The SEND governor advocate will:

- help to raise awareness of SEND issues at CGC meetings;
- challenges the impact of provision on outcomes for pupils with SEND;
- work with the Head of Schools, Executive Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school;
- understanding the school's links with parents, carers and the wider community;
- know about the school offer for SEND;
- understand the local offer for SEND;
- ensure that the published information in respect of SEND complies with legal requirements;
- be involved in the consultation of developing the school policy and ensure the CGC approves the agreed version.

The Heads of Schools and Executive Headteacher will:

- work with the SENDCo and SEND governor advocate to determine the strategic development of the SEND policy and provision within the school;
- have overall responsibility for the provision and progress of learners with SEN and/or a disability;
- have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils;
- 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 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 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 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.
- working 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;
- Attend reviews and parent meetings as required;
- Implement actions from Trust Inclusion Review;
- Ensure safe transfer of documents to next school (Y6 in the summer term);
- HoS to oversee day to day operation of the SEND policy;
- HoS provide a SEND report to CGC termly.

Each class teacher is responsible for:

- planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach;
- the progress and development of every pupil in their class;
- working with the SENDCo 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;
- 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.
- ensuring the classroom environment and outdoor learning environment is inclusive to all children, including resources and scaffolds readily available and in use;

- working closely with support staff and/or specialists plan and assess the impact of support given to those with SEND;
- working with the SENDCo to review each child's progress and development and decide on any changes to provision;
- implementing recommendations from external agencies and SENDCo;
- producing a timetable of interventions and support;
- formulating MOTs and work with support staff to ensure the MOT is being implemented and assessed;
- ensuring EHCP's are followed and shared with staff and outcomes are regularly reviewed;
- having oversight over child profiles;
- providing information for funding/reports/referrals;
- collating transfer records;
- ensuring homework is appropriate to the child's SEND.

Teaching Assistants/ Learning Support Assistants/Nursery Nurses/pre-school room assistants play a major role in the support of pupils with SEND. The rationale for the deployment of support staff is both pupil centred, and class based depending on the nature of those with specific learning needs. Where appropriate, they will:

- deliver interventions;
- keep accurate records of support and interventions they deliver;
- ensure scaffolds are in place for children that need them through discussion with the class teacher;
- each day, ensure children with SEND are ready for learning;
- provide support for children with SEND at unstructured times;
- attend training and research children's needs, including strategies that might help the child;
- maintain class and office files for those with SEND;
- maintain child profiles termly;
- follow children's timetables;
- provide information for funding/reports/referrals.

All staff in school have responsibility for pupils with SEND. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Educational Health Care Plan (EHCP). A positive and sensitive attitude is shown towards these pupils. Staff responsibilities are identified in individual job descriptions and in the Professional Standards for Teachers.

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND record will always be given the opportunity to provide information and express their views about the pupil's SEND and the support

provided. They will be invited to participate in discussions and decisions about this support. They will be:

- invited to termly meetings to review the provision that is in place for their child;
- asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs;
- given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil;
- given an annual report on the pupil's progress.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

Pupils

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- explaining what their strengths and difficulties are;
- contributing to setting targets or outcomes;
- attending review meetings;
- giving feedback on the effectiveness of interventions.

The pupil's views will be taken into account in making decisions that affect them, whenever possible, in a way which is appropriate to them.

Monitoring and Evaluation

We set targets for monitoring and evaluating the effectiveness of the SEND policy that involves school and Rise senior leaders. The actions to meet these targets are identified in the school's own Strategic Plans.

The CGC appoints a governor advocate responsible SEND who is responsible for understanding and challenging the provision and outcomes for those identified as requiring additional support on a termly basis. A record of this is logged in the minutes of the CGC meetings. A sample of monitoring and evaluation can be found in our Information Report.

Breaches and UK GDPR

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Executive Headteacher and Trust. Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Complaints

Please refer to the [Rise Multi-Academy Trust Complaints Procedure](#).

Written by Mrs C Cahill (SENDCo)

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