Redlands Community Primary School

Working Together and Aiming for Excellence

Sileby Redlands Community Primary School

Special Educational Needs and Disabilities Policy

2025-2026

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Prepared by:	School SENDCo	Reviewed Issues:	
Approved by:	Advisory Board	Next review date:	

Policy on Special Educational Needs and Disabilities (SEND)

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jan 2015)
- School SEND 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 Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The process of developing the draft of this policy was initially carried out by the Affinity TSA SENDCo Leadership Development Group. It was then finalised by the SENDCo in consultation with SEND Advisory board link, parents, pupils and staff at the school.

The SENDCo at Redlands Community Primary School is a qualified Teacher and holds the National Award for Special Educational Needs Co-ordination.

Aims

At Redlands Community Primary School, we are committed to using our best endeavours to provide an appropriate and high-quality education for ***all*** children which enables them to

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transition to their next phase of education.

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all pupils, including those with special educational needs.

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND**.**

We aim to provide all children, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

Objectives

To achieve this aim, we will:

1. Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe.

2. We will respond to learners in ways which take account of their varied needs and life experiences, doing everything we can to meet a child's SEND.

3. We are committed to identifying a pupil's special educational needs at the earliest point and then making effective provision in order to improve long term outcomes.

4. Work in close partnership with parents to achieve these aims. We are committed to parents participating as fully as possible in decisions and being provided with information and support necessary to enable this.

5. Support pupils themselves to participate in discussions, where possible, and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates.

6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.

7. Provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.

8. Appoint a qualified Special Needs Coordinator who will have responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The headteacher, SENDCo, all staff and the Advisory board will work within the guidance outlined in the SEND Code of Practice 0 -25 (Jan 2015)

Identification of Special Educational Needs and Disabilities

A pupil has SEND when their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age**.** For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop**.**

The identification of SEND is built into the overall approach to monitoring the progress and development of ***all*** pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make

regular assessments of progress for all pupils identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised by progress which:

• is significantly slower than that of their peers starting from the same baseline

• fails to match or better the child's previous rate of progress

• fails to close the attainment gap between the child and their peers

• widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

SEND Admissions Arrangements

Children with SEND entering EYFS from Nursery/Pre-School will have been part of a personalised transition plan depending on the individual needs of the child.

This may involve the following:

• SENDCo and other relevant staff carrying out observations in the Nursery/Pre-School setting

• Discussions with Nursery/Pre-School staff

• Passing on relevant documents from the previous setting

• Discussions with any external agencies involved with the child

• Discussions between staff from Redlands Community Primary School and the family

• Opportunities for parents and the child to visit Redlands and meet staff as many times

as is necessary to build confidence about the move

• Assessing a pupil's current skills and levels of attainment on entry.

This may also be appropriate for those children with SEND transferring from other schools during KS1 or KS2 to Redlands Community Primary School and vice versa, moving from Redlands Community Primary School to another setting.

Broad areas of need as outlined in the SEND Code of Practice (2015)

These four broad areas give an overview of the range of needs that the school plans for. In practice, individual children or young people have needs that fit into one or more of these areas and their needs may change over time.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

The purpose of identification is to work out what action the school needs to take. At Redlands Community Primary School, the needs of the whole child will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEND:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman or service woman

Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents to identify.

The graduated approach to SEND support

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. Class teachers will put in place if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupils needs and to gain parental perspective on any emerging concerns and areas of strength.

Where a pupil's needs are persistent, the class teacher will discuss initial concerns with the SENDCo. At this point the requirement for additional fine-tuned assessments will be ascertained. Parents will be invited to attend a meeting and share their perspective. Where appropriate, the child's views will be sought. If, as a result of this initial concerns process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the school SEND register at 'SEND Support' with parental permission. The parents will be informed of the provision school is putting in place for a child. The class teacher remains responsible and accountable at all times for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching assistant. High quality teaching, differentiated for individual pupils is always seen as the first step in responding to pupils' who may have SEND.

Working together the SENDCo, class teacher, parents and child (where appropriate) will select appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. This will be delivered by staff with sufficient skills and knowledge. This SEND support will take the form of a four-part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on varied approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of a child.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the SENDCo where needed, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The school can involve specialists at any point for advice regarding early identification and effective support. However, where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies**.** Parents will always be involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child them self**.** Specialist agencies will only be contacted where parents are in agreement. It is the SENDCo's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child.

Examples of specialist agencies used by and that are available to be used by the school

- Educational psychologists
- Paediatricians
- Early Years Inclusion Team
- Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing and vision impairment, including multi-Sensory impairment, and for those with a physical disability
- Autism Outreach Team
- Speech and language therapists
- Occupational therapists and physiotherapists
- Oakfield Short Stay School (behaviour specialists)
- Counsellors
- Social care

In some cases, there is a charge for accessing specialist agency support; funding for which will come from the school's notional SEND budget and will be monitored by the SENDCo and headteacher. Where pupils have an EHC plan, the school will work in close partnership with any specialist agencies named on the Plan to provide support and specialist advice.

The LA SEND Intervention Funding and Education Health and Care Plan process

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider requesting SEND Intervention Funding or an Education, Health and Care assessment from the Local Authority. To inform this decision, the SENDCo will have close regard to the local authority's criteria for funding or for an EHC Plan assessment. This can be found on the Leicestershire's Local Offer web site along with information on the EHC plan coordinated assessment process and will be shared in full with parents, to ensure they are confident and clear about the process and how they are involved in it.

Leicestershire's Local Offer can be found at:
https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer

Removing pupils from the SEND register

In consultation with parents, the child will be considered for removal from the SEND register where he / she has made sustained good progress that:

- betters the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,
- or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- and SEND Support is no longer required to ensure this progress is sustained.

Supporting parents/carers of children with SEND

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this by**:**

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing all information in an accessible way
- The SENDCo will be available for meeting by appointment through the school office or by email
- Publishing about how the school implements the SEND Policy on the school web site following the information set out in the SEND information regulations (2014) and as part of the school's contribution to the Local Offer
- Class teachers meeting with parents, in addition to parent evening appointments when needed, to discuss concerns regarding pupils' progress at the earliest opportunity, raised either by the class teacher or the parents themselves
- Class teachers will invite parents of pupils with SEND in their class at least three times a year to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. This is in the format of a Pupil Passport. It will provide an opportunity for the parents to share their

views. This meeting may be part of, or in addition to parents' evening meetings and may be supported by the SENDCo

- The school will ensure that teaching staff are supported to manage these conversations as part of their professional development
- Support and guide parents in ways that they can help with their child's learning and development at home
- A record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff and a record will be given to the pupil's parents
- Signposting parents to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Offer and other local authority support
- A paper copy of the school's SEND Information Report and the SEND Policy will be made available to parents on request and will be available on the school website: http://www.redlands.leics.sch.uk
- Planning in additional support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to the next phase of education
- Making use of media such as email to contact parents and for parents to contact school in line with the school's Communication Policy
- Seeking parents' views through periodic questionnaires and considering adjustments to practice in the light of analysis

Supporting pupil voice

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confidently and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

How the school will do this:

- Self-knowledge is the first step towards effective self -advocacy so, with their parents, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations
- Wherever possible and in an age appropriate manner, pupils with SEND are involved in monitoring and reviewing their progress and are as fully involved as possible in making decisions about future support and provision
- All staff will actively listen to and address any concerns raised by children themselves
- Pupils with SEND are encouraged to stand for election to the School Council or other roles
- Planning in additional support for pupils at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them

in the meeting or by preparing a recorded presentation or powerpoint to share at the meeting

- Seeking pupils' views through regular questionnaires / group interview activities undertaken by the SENDCo and SLT, considering adjustments to keep in the light of analysis

Supporting pupils at school with medical conditions

At Redlands Community Primary School, we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Arrangements in place in school to support pupils at school with medical conditions are detailed with the school's policy for supporting pupils with Medical Conditions.

Some children may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2015) is followed. Where necessary an Individual Health care Plan can be written.

Monitoring and evaluation of SEND

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEND. This is done through scrutiny of data related to the achievement and progress of pupils with SEND, work scrutiny, observation and sampling of parent and pupil questionnaires. The school's SEND link on the advisory board also has a role in scrutinising the findings of the school's self-evaluation and relevant ASP data as part of the Advisory board's process of monitoring the effectiveness of the school's SEND Policy.

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCo will regularly review CPD needs for staff on an ongoing basis.

The school's SENDCo regularly attends SENDCo Network meetings both within the trust and the local authority in order to keep up to date with local and national updates in SEND.

Funding for SEND and allocation of resources

The school's core budget is used to make general provision for all pupils in the school including pupils with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the 'notional SEND budget'.
The amount in this budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of special educational provision to meet a child's SEND. Most children with SEND, need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEND needs more than £6,000 worth of special educational provision, it can ask the local authority to provide SEND Intervention funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual pupil. SEND Intervention Funding is allocated per academic year or termly depending on panel decision.

The school may also use Pupil Premium Funding where a pupil is registered as SEND and is also in receipt of the Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

All targeted support and bespoke intervention can be found on the school's provision maps for each year group outlining this provision.

Roles and responsibilities

SENDCo

The key responsibilities of the SENDCo are taken from the SEND 0- 25 Code of Practice (2015) and include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and Advisory Board to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

Advisory Board and Headteacher

The Advisory Board will, in line with SEND Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. A member of the Advisory Board is appointed to have specific oversight of the school's arrangements for SEND and to ensure that the full Advisory Board is kept informed of how the school is meeting the statutory requirements. The headteacher, SENDCo and Advisory Board will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

The Headteacher will ensure that the SENDCo has sufficient time and resources to carry out her functions. This will include providing the SENDCo with sufficient administrative support and time to fulfil their responsibilities.

Storing and managing information

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use.

Accessibility

The DDA, as amended by the SEND and Disability Act 2001, placed a duty on schools and LAs to plan to increase over time the accessibility of schools for disabled pupils. At Redlands Community Primary School, our accessibility plan is reviewed every three years and has been reviewed recently in 2021.

Dealing with Complaints

Any complaints concerning SEND should be made in accordance with the school's Complaints Policy and a summary of that is as follows:

Stage 1: Informal Concern raised with a member of staff
We hope that most concerns can be resolved at an early stage with a conversation with the class Teacher or SENDCo.

Stage 2: Formal Complaint to the Headteacher/Trust
If your concerns have not been resolved at stage one, you can raise your complaint with the Headteacher (unless they are about the Headteacher in which case you should raise this with our Chair of the Advisory Board) by completing a complaints form (located in Appendix A of the School's Complaints Policy). The complaint will be acknowledged within **5 school days** of receipt of the written formal complaint.

The Headteacher will investigate the complaint and make every effort to resolve the issue. The Headteacher may arrange a meeting to clarify details of the complaint. In exceptional circumstances, the Headteacher may delegate responsibility for investigating the complaint to a member of the senior management team. In those circumstances the Headteacher will be responsible for ensuring that the complaint is investigated appropriately and will respond to the complainant. Please see Appendix 4 for further information about conducting an investigation.

Following the investigation of the complaint, the Headteacher will write to the complainant with a formal response within **10 school days** of receipt of the written formal complaint. The response will include information as to the next stage of the procedure in the event the complainant is not satisfied with the response.

Stage 3: Formal complain to the Advisory Board

If the complainant is not satisfied with the response to the complaint at Stage 2, the complaint should be made to the Advisory Board within 10 school days of the date of the Stage 2 response. The complaint should be made in writing and addressed to the Chair of the Advisory Board, via the school, marked "private and confidential". The complaint should include the original complaint form, the letter concluding Stage 2 and details as to why the complainant is not satisfied with the outcome. The complainant should also set out the actions they feel would be necessary to resolve the complaint. The complaint will be acknowledged within 5 school days of receipt of the written formal complaint. A member of the Advisory Board, usually the Chair, will investigate the complaint and make every effort to resolve the issue. The Chair may arrange a meeting to clarify details of the complaint. In exceptional circumstances, the Chair may delegate responsibility for investigating the complaint to an investigating officer. In those circumstances, the Chair will be responsible for ensuring that the complaint is investigated appropriately and will respond to the complainant. Please see Appendix 4 for further information about conducting an investigation

Stage 4: Formal Complaint to the Chair of the Advisory Board
If your complaint is still not resolved, you can refer your complaint to the Advisory Board within 10 school days of getting the Stage 2 response. Please write to the Chair of the Advisory Board, care of the school, providing a copy of the written complaint, the school's response and details of why you are not satisfied with the outcome.

For further information please refer to the School's Complaint Policy which can be found on our school website following the link https://redlands.org.uk/parent-information/school-policies or you can request a copy from the school office

To make a complaint regarding a concern you have with relation to the Local Authority please follow one of the two options below:

If your child has an EHCP please contact your named Case Work Officer – Contact details can be found on correspondence regarding your child's a EHCP.

Leicestershire County Council: http://www.leics.gov.uk/service.htm?pid=353
Customer Relations
Leicestershire County Council
County Hall
Leicester Road
Glenfield
LEICESTER LE3 8RL
0116 305 7422

Bullying

At Redlands Community Primary School, we do everything we can to mitigate the risk of bullying of vulnerable learners in our school. The School Council reviews our procedures and have provided STOP boxes around the school where children who feel they are being bullied can leave a note saying who they wish to talk to about it. We also have trained staff available for children to discuss issues they are having.

Reviewing this policy

This policy will be formally reviewed annually and published on the school's website.

Appendices

Redlands Community Primary School SEND Information Report
Leicestershire's Local Offer