

Ryhope Junior School



SEND Policy

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Position: Chair of Governors

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Contents

Introduction	3
Aims	3
Roles and Responsibilities	4
The Governing Body.....	4
The Head Teacher.....	4
The SENDCO.....	4
Quality First Teaching	5
Broad areas of need (As outlined in the SEND Code of Practice April 2014)	6
SEND Support In School	6
• Assess	6
• Plan	7
• Do.....	7
• Review	7
School Support	7
Involving specialists.....	8
Reviewing an EHC plan.....	9
Parents and Carer Participation	9
Pupil Participation	10
Confidentiality and Information Sharing	10
Admissions.....	10
Transition	11
Local Authority Network Meetings.....	11
Staff Training	11
Monitoring, Evaluation and Review of SEND Policy and Guidelines.....	11

This policy is informed by the following legislation and aims to reflect the inclusive philosophy of the school.

- Special Educational Needs and Disability code of Practice: 0 to 25 years (January 2015)
- The Equality Act (2010)
- The Children's Act (1989)
- The Disability Discrimination Act (1995)
- Removing Barriers to Achievement (2004)
- Special Educational Needs and Disability Act 2001 (including 2005 amendments to the Disability Discrimination Act).
- LA Policy and Guidelines.
- Sunderland LA SEND Professional Handbook.
- School Admission Policy
- The Lamb Inquiry
- Ryhope Junior School SEND Information Report to Parents.

Introduction

In Ryhope Junior School, we believe that all children have an equal right to a broad and balanced curriculum which will enable all pupils to achieve their full potential. We endeavour to secure special educational needs provision for those pupils whom this is required, that is '*additional to and different from*' that provided within the differentiated curriculum that Ryhope Junior School provides for all pupils. Teachers take account of the individual needs of all pupils and make provision, where necessary, to support individuals or groups of children, thus enabling them to participate effectively in curriculum and assessment activities.

Aims

- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs (SEND).
- View our SEND provision as an ongoing, developing process.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Ensure that teaching staff are aware of and are sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Incorporate Special Educational Needs procedures including Personal Support Plans (PSPs) into curriculum planning and make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Continue to develop effective partnerships between school, parents and carers and outside agencies to ensure a multi-disciplinary approach to the resolution of issues.
- To work in partnership with parents, pupils and relevant external agencies in order to provide for children's special educational needs
- Encourage children and parents and carers to participate in decision-making.
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement and give sufficient information for carefully planned progression.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have and give every child the entitlement to a sense of achievement.

- To regularly review the policy and practice in order to achieve best practice.
- To create an environment that meets the special educational needs of each child, ensuring that they achieve their full potential and engage in activities alongside their peers.
- To identify and support the roles and responsibilities of staff in providing for pupil's special educational needs.
- To enable all pupils to have full access to all elements of the school curriculum and reasonable adjustments to be made if necessary, including those pupils with medical conditions.
- To ensure that where appropriate the wishes of the pupils and views of individual parents are taken into account.
- We aim to measure the effectiveness of SEND provision through clear success criteria including pupil progress data, feedback from parents/carers, and monitoring by governors.

Roles and Responsibilities

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's general policy and approach to provision for pupils with SEND, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- ensures appropriate provision is made for any child with SEND.
- reports annually to parents on the school's policy for children with SEND.
- ensures all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum.
- appoints a representative of the governing body to oversee SEND provision.
- ensures discussions with parents regarding SEND matters at relevant meetings.

Our school's SEND Link Governor is Mrs. Victoria Thompson and she can be contacted via the school office.

The Head Teacher

The Head Teacher, Mrs Lynn, is responsible for the day-to-day management of all aspects of the school's work, including provision for Special Educational Needs. The Head Teacher, in liaison with the SENDCO, keeps the Governing Body informed of all developments with regard to SEND.

The SENDCO

Mr Storey is our SENDCO (Special Educational Needs Coordinator). He is also the Deputy Headteacher so works closely with the Headteacher, and staff, to oversee the provision for pupils with special educational needs.

The key responsibilities of the SENDCO 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 school governors 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

Teachers:

All staff are aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with special educational needs. They carry out these procedures with pupils in their class, under the direction of the SENDCO.

As outlined in the Code of Practice (2015) we aim to use our best endeavours to ensure that such provision is made for those who need it. 'Special educational provision is underpinned by high quality teaching and is compromised by anything less'.

All staff have a duty to liaise with the SENDCO to ensure that they are up to date with recent reports and correspondence from outside agencies regarding children in their care. All teachers also have a responsibility that any records, reports or information requested by external agencies must be monitored by the SENDCO and discussed with parents prior to sending.

Quality First Teaching

All children should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers must set high expectations for every child, whatever their prior attainment. **All teachers are teachers of children with SEND.** They have a responsibility to:

- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and remove barriers to a child's achievement. In many cases, such planning will mean that children with SEND and disabilities will be able to study the full national curriculum.
- Maintain records and assessments for pupils with SEND.

- Plan for provision and differentiation.
- Provide PSP's in liaison with support staff, children, parents and carers and SENDCO (when necessary).

Teaching Assistants:

- Liaise and plan with teachers and SENDCO for the provision of pupils with SEND.
- Record/report on provision and progression of pupils.

Broad areas of need (As outlined in the SEND Code of Practice April 2014)

Children's needs and requirements may fall into more than one of the broad areas of need. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed. Children experiencing difficulties in any one or a combination of these areas may be entered on either the school's Medical Register or SEND Register or both. Children whose difficulties are solely due to home language differing from the language in which s/he is taught are not identified as having SEND. Children may have special educational needs either throughout, or at any time during, their school career at Ryhope Junior School. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the four areas of need as identified in the Code of Practice 2014:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

SEND Support In School

Where a pupil is identified as having SEND, school may take action to remove barriers to learning and put effective special educational provision in place. It is particularly important that there is no delay in making any necessary special educational provision. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life. This SEND support may 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 pupil's 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 more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children.

The Graduated Approach: The Four Part Cycle

- **Assess**

In identifying a child as needing SEND support the class teacher, working with the SENDCO, may carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It the individual's development in comparison to their peers and national data, the views and

experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools will take seriously any concerns raised by a parent. These will be recorded and compared to assessment and information on how the pupil is developing. This assessment should be reviewed termly.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with school to help inform our assessments.

- **Plan**

Where it is decided to provide a pupil with SEND support, the parents **will** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. All teachers and support staff who work with the pupil will be made aware of their needs. The support and intervention provided should be selected to meet the outcomes identified for the pupil.

Parents, via review meetings, should be fully aware of the planned support and interventions.

- **Do**

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. The class teacher will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

- **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed termly. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents.

School Support

Children of all abilities are supported through high **quality first teaching**. Where a child is seen to have additional needs, school may provide additional support such as:

- Some additional small group support with a teacher or a Teaching Assistant
- Additional resources e.g. word banks, number squares and the use of commercial schemes
- Teaching activities to be adapted to the preferred learning style of the child, eg a multi-sensory, practical approach or use of visual cues
- Use of ICT to support learning
- Individual behaviour systems/charts
- Adaptation of the Curriculum or classroom
- Alternative methods of recording e.g. pictures/use of ICT etc.

SEND Support:

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 should consider involving specialists.

SEND Ranges:

The ranges are a very useful guide for SENDCOs and schools/services to assess and identify the needs of pupils and to put into place the appropriate support. The ranges are from range 1

through to at least ranges 5 and 6, whilst some go beyond to 7. They describe the pupil's needs and provide suggestions for the types of interventions that will be required. Schools/settings will need to evidence all their interventions and the impact of these.

In some cases, pupils will fall into more than one range, or will have needs in more than one area. The school/setting will need to study the ranges and to highlight where the greatest need is. This may change in time and as the pupil matures. There will be specific times such as transition where the needs may change because of the differing environments and expectations. The ranges are a guide and provide a framework for the evidence that will be required.

How do we identify a child's SEND Range in school?

1. The descriptors in each document detail and identify those that best describe the child.
2. We use the SEND guidance descriptor information (*Presenting Behaviours*) in the first column of each range to think about how the pupil's individual profile affects their access to the curriculum and school/setting life. These statements support a decision about whether the pupil is mildly, moderately, severely or profoundly affected and give guidance about how contexts and support needed affect placement at a range.
3. Steps 1 and 2 above enable us to make a judgement about which range the pupil is at currently. It is important to recognise that these ranges can alter either because the pupil's profile changes or because of context changes such as times of transition/ school/setting placement.

How do we support parents to understand their child's SEND Range?

- Teachers will hold SEND review meetings throughout the year.
- Coffee Mornings and Open Events take place throughout the year for parents of all children and are specifically targeted to pupils who are on the SEND register.
- Parent Open Evenings
- Pupil Support Planning
- Details of the SEND Ranges are available via the school website
- Parents have been signposted to Sunderland's parent carer forum – sessions are held in school also

Where a child is identified as having a Range beyond 3 in any particular area it may be appropriate to involve specialists and gain further professional advice.

Involving specialists

School may involve specialists at any point to advice on early identification of SEND and effective support and interventions. School should always involve a specialist where a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support delivered by appropriately trained staff. Children and parents will be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with parents and teaching staff supporting the child in the same way as other SEND support.

Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. The school has access to a range of external agencies and uses them effectively to support children with SEND. These include:

- Educational Psychology Service
- Speech and Language Therapy
- Advisory Teachers for support/advice on areas such as specific learning difficulties such as dyslexia, dyspraxia, dyscalculia
- Occupational Therapy
- Educational Welfare Officers
- CAMHS (Children and Adolescent Mental Health Services)
- Sensory Support Service including Visual and Hearing Impairment Team
- School Nurse
- Other medical professionals

Education Health and Care Plan (EHC Plan):

For pupils who have a significant and/or complex level of need, as assessed by school staff and outside agencies, we would speak to parents to ask them whether they would give consent for the initiation of a Statutory Assessment (this only applies to a very small number of pupils, approximately 2%)

The majority of children with SEND or disabilities will have their needs met within local mainstream early years settings or schools. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which our school can meet the child needs without an EHC plan.

Following a request for an EHC needs assessment, or the child having otherwise been brought to its attention, the local authority **must** determine whether an EHC needs assessment is necessary. The local authority **must** make a decision and communicate the decision to the child's parents or to the young person within 6 weeks of receiving the request.

Reviewing an EHC plan

EHC plans will be used to actively monitor children's progress towards their outcomes and longer term aspirations. They **must** be reviewed by the local authority as a minimum every 12 months.

Parents and Carer Participation

The school actively encourages and recognises the rights of parents and carers in terms of their involvement in the provision of their child's special educational needs. With reference to the graduated response we work in partnership with the parent and carer in decision making regarding the methods by which their child's needs will be met.

Pupil Participation

The school actively encourages the involvement of children in their education. We aim to further develop the child's self-confidence and self-esteem and encourage the child to comment on SEND provision using an appropriate medium.

Pupils will be actively involved in reviewing their learning plans, contributing to target setting, and participating in termly SEND review meetings where appropriate. Feedback will also be gathered through pupil questionnaires and informal discussions to shape provision.

This approach is often referred to as a **person-centred approach**. By using this approach within a family context, professionals and local authorities can ensure that children and parents are involved in all aspects of planning and decision-making.

Confidentiality and Information Sharing

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

Every Year Group has an SEND file which must be kept up to date by Class Teachers. These are kept in an accessible but secure place.

Confidential information is kept by the Headteacher or SENDCO in a secure place.

Admissions

Where a child or young person has SEND but does not have an EHC plan they **must** be educated in a mainstream setting except in specific circumstances (see below). The School Admissions Code of Practice requires children and young people with SEND to be treated fairly.

Admissions authorities:

must consider applications from parents of children who have SEND who do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures

must not refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs

must not refuse to admit a child on the grounds that they do not have an EHC plan

Transition

We liaise with feeder schools to ensure smooth transition of children with SEND. We also value the importance of developing effective relationships with secondary schools, to which the majority of our pupils transfer. When a child moves to another primary school all relevant information including personal files is forwarded as soon as possible.

For pupils with SEND, enhanced transition arrangements may include additional visits to their new setting, creation of personalised transition booklets, and meetings between parents, receiving staff and external agencies to ensure a smooth transfer of support.

Local Authority Network Meetings

Mr Storey attends termly Network meetings led by LA SEND Advisory Officer. These sessions provide up to date information with regards to 'The SEND Information Report' and statutory requirements of SEND provision in school. He then feeds back information to other school staff.

Staff Training

All teaching and support staff are given opportunities to improve their practice and develop their understanding of SEND issues through a comprehensive system of staff training.

Some training is carried out within school during School Development meetings and Professional Development Days and other training is external.

Monitoring, Evaluation and Review of SEND Policy and Guidelines

The impact of this policy will be reviewed annually using measurable indicators such as progress towards SEND outcomes, effectiveness of interventions, parental and pupil feedback, and outcomes from external audits or Ofsted inspections.

Complaints Procedure

If parents or carers have concerns about SEND provision, they should initially discuss these with the class teacher or SENDCO. If concerns remain unresolved, they may follow the school's complaints policy, which is available on the school website or via the school office.