



Special Educational Needs Policy

January 2025
(awaiting ratification)

Policy Leader	Kerryanne Hollis (SENDCO)
Policy Date	January 2025
Policy Agreed	
Policy Review Date	January 2026

Hands, feet and hearts that make a difference

Introduction

This policy was written by the SENCo of Randwick Primary School in liaison with the SLT, all staff, and parents of pupils with SEND.

SENCo: Mrs Kerryanne Hollis

Contact details: email: sen@randwick.gloucsch.uk

Telephone: 01453 762773

Aim

Randwick Primary School values the contribution that every child and young person can make. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEN are valued, respected and equal members of the school.

All staff and governors are committed to ensuring that **all** our children receive a curriculum relevant to their needs and ability. This curriculum should still fulfil the requirements of the National Curriculum whilst having regard to the Code of Practice.

We recognise that a minority of children, at both ends of the learning spectrum, require more specialised provision. It is important that special education needs are identified and addressed as early as possible.

This policy is in response to those children identified in the 2020 Special Educational Needs Code of Practice as part of the Children and Families Bill.

- a) A significantly greater difficulty in learning than the majority of children of his/her age
- b) A disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided (see Disability Discrimination Duties)

As such, provision for children with SEN is a matter for the school as a whole. All staff have important responsibilities.

Objectives:

- To identify and provide for pupils who have special educational/additional needs.
- To work within the guidance provided in the SEND Code of Practice 2020
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN policy
- To provide support and advice for all staff working with special educational needs pupils

Identifying Special Educational Needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

At Randwick, we recognise the importance of early identification of SEN. Early intervention and response improve the long term outcomes for pupils. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider the evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made.

Class teachers, supported by the senior leadership team (SLT), make regular assessments of progress for all pupils. These identify pupils not making the expected progress given their age and individual circumstances. This can 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.

This can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress should be high quality teaching targeted at their areas of need. Where progress continues to be less than expected the class teacher, working with the SENCo, will assess whether the child has SEN.

Broad Areas of Need

The Code of Practice describes four areas of special educational needs and provision:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with Autistic Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Social, emotional and mental health difficulties

Children and young people 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. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These are factors which may impact on progress and attainment but would not alone be considered

as Special Educational Needs.

These may include:

- Disability (the Code of practice outlines “reasonable adjustment” duty for all settings and schools under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance
- Health & Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A Graduated Approach to SEN Support

At Randwick we support a graduated approach to both recording and monitoring progress of children and young people with SEN or disabilities, so that knowledge and understanding of what is working and not working to help a child is gathered and built upon. This information also helps to inform other agencies when additional input is required from them.

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The code of practice is clear in stressing that special educational provision is underpinned by high quality teaching. Personalised and differentiated approaches are available to all children at Randwick.

In Gloucestershire these are referred to as Universal approaches. For some children these approaches will not be sufficient to meet their special education needs and they will require more focussed and targeted support and intervention. These are referred to as Targeted approaches. Relatively few children will need a much higher level of support and intervention. These are referred to as Specialist approaches.

Provision at a Targeted or Specialist level for children who have been identified as having special educational needs should not be seen as a substitute for high quality teaching. We follow the Assess, Plan, Do, Review cycle

Supporting Pupils and Families

The Gloucestershire Local offer gives information in a single place, which can help you find and understand what services you and your family can expect from a range of local agencies including statutory entitlement.

The SEN Information Report can be found on the school’s website.

When special arrangements are needed for SEN children to access statutory assessments, the relevant teacher (year 2 & 6) in conjunction with the SENCo, Deputy Head or Headteacher will follow current guidelines.

Admissions and Transfers

The majority of our pupils are admitted to school in the September after the children’s fourth birthday in accordance with LA procedures. We operate a system of part-time placements for the

first few weeks. An appropriate pattern of admission can be arranged by mutual agreement for children known to have SEN.

Arrangements for transfer to secondary school of pupils with EHC plans, begin in Y5 with discussions with the parents and outside agencies. Early visits to the school are encouraged in order that decisions can begin to take place. A transfer review meeting is held spring term of year 5. The SENCo from the chosen secondary school is invited to attend. Discussions about the needs of all SEN children transferring to secondary placements are held with SENCos of all receiving schools to enable a smooth transfer.

Children transferring to Randwick from another school, who are already identified as having special educational needs, are automatically included on our SEN register and class teachers will follow, as closely as possible, any existing My Plans.

Within school every effort is made to ensure a smooth transfer of information about our SEN children between each class. At the end of the school year, the teacher will update My Plans for children at meeting with parents, as well as discussing the needs of the child with their next teacher.

Monitoring and Evaluation of SEND

Teachers are regularly monitoring the performance of all children within their class. At three key points during the academic year pupil progress meetings are held following assessments. Class teachers meet with SLT to discuss the progress of all children.

Teachers approach the SENCo about children who are causing concern at any point through the year, and their needs are identified and where necessary the children are added to the SEN register.

Those children already identified as being SEN have their targets monitored every half term using the Assess, Plan, Do, Review format. My Plan reviews are timetabled throughout the year to review targets and progress with parents.

Training and Resources

SEN funding is delegated to the school in the annual budget. Training needs of staff are established through an auditing process and performance management. Their needs are met through training delivered by the SENCo and staff with experience in specific area. Where appropriate Advisory teachers or Educational Psychologists may deliver training. The SENCo attends training courses where appropriate.

Roles and Responsibilities

Governing body

The SEN Governor will inform the Governing body on all aspects of SEN in the school to ensure that SEN work is valued and well supported in the school. SEN Governors will need to carry out these responsibilities in a number of ways:

- Informing themselves about SEN systems and practices in school through meetings and school visits
- Ensuring that the progress of our SEN pupils is closely monitored through reviewing and

- understanding internal and external data
- Understanding how the notional (delegated) Sen budget is used and ensuring that wide financial decisions do not adversely impact on the support of pupils with SEN
- Understanding the national and local context of Sen support
- Using their school visits to inform themselves about the work the SENCo is leading
- Ensuring that the views of pupils and parent/carers, in relation to the SEN provision that is being made, are sought.
- Building a trusting and supportive relationship with their SENCo

SENCo

- The SENCo works closely with the Headteacher and all other staff and is involved in the strategic development of SEN policy and provision. The SENCo has responsibility for the day-to-day operation of the school's SEN policy and for co-ordinating provision for pupils on the SEN register, in order to raise the achievement of children with SEN.

Key responsibilities are:

- Contributing to the strategic development of SEND provision
- Overseeing the day-to-day operation (and periodic review) of the schools' SEND policy
- Coordinating, tracking progress and evaluating the impact of the provision being made for pupils with SEND
- Ensuring the full inclusion of SEND pupils within the school community and access to the school's curriculum, facilities and extra-curricular activities
- Liaising with and advising teachers on the effective deployment and performance management of learning support staff.
- Maintaining detailed records of the provision made for children and young people with SEND
- Liaising with parents and carers
- Contributing to the professional development of staff
- Liaising with external agencies
- Deploying the SEN budget and reporting how it is spent
- Reporting on the progress of children and young people with SEND

Teaching Assistants

All TA's work with the Headteacher/SENCo/Class Teachers in providing support for **all** children within their class or year group under the direction of the class teacher.

TA's who are working 1:1 with those children with EHC plan are responsible for the care and delivery of special programmes for that child as advised by agencies, SENCo and class teacher.

Along with the teacher, all TA's are responsible for maintaining records of the children they work with and attending reviews and meetings as requested.

Safeguarding

The school has a Designated Safeguarding Lead (DSL) as well as deputy DSL's. Any concerns about safeguarding should be made to these members of staff.

Policy Monitoring and Review

This policy is monitored by the school governing body and will be reviewed as part of this established cycle of school review or following changes to statutory legislation.

Policy Leader: Mrs Kerryanne Hollis (SENCo)

Dated: January 2025

Approved & signed by governors:

Review Date: January 2026