

Risby CEVC Primary School

Special Educational Needs and Disabilities (SEND) Policy

Prepared by:	Adele Jones SENDCO
Approved by:	 Chair of Governors
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Introduction

Definitions

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (The Special Educational Needs and Disability Code of Practice 2015)

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- ❖ has a significantly greater difficulty in learning than the majority of others of the same age, or
- ❖ has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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.

School Aims

At Risby Primary School our guiding principle is one of inclusion where all children can thrive. We seek to equip each child with the knowledge, skills and understanding necessary to reach their full potential and to become responsible, caring citizens in the future.

In accordance with the Special Educational Needs and Disability Code of Practice 2015

We aim to:

- address the requirements of those children with Special Educational Needs using the graduated approach of the 4 part cycle, assess, plan, do, review
- provide a safe, happy and caring learning environment that meets the needs of all children
- ensure all staff have high expectations of all children and teach in a way that makes learning enjoyable and challenging and allows all children to experience success
- help children to respect and value themselves and others
- ensure all children have access to a broad and balanced National Curriculum, which is adapted to meet individual needs and abilities
- involve parents/carers, staff and children in the decision and learning process, acknowledging and drawing upon parent knowledge and expertise in relation to their child
- ensure all staff are aware of their roles and responsibilities in identifying and meeting the needs of SEND pupils and have access suitable training

The majority of children will progress within the normal planned arrangements for a balanced curriculum, but when a child is identified as having a Special Educational Need, we as a school will ensure special educational provision is put into place to support their learning.

Roles and Responsibilities

The responsibility for SEND is a matter for the school as a whole. All staff are involved in the development of policies and practice for children with SEND and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

Governing Body

SEND Governor: Victoria Rutterford

The SEND governor:

- has an oversight of SEND provision across the school

- has attended training relevant to their role
- meets with the SENCO on a termly basis to ensure they are updated regarding SEND developments and policy

Governors will be involved in monitoring the school's SEND policy and through the SEND Governor they will be up-to-date and knowledgeable about the school's SEND provision, including the deployment of funding, equipment and personnel.

The school governors have specific responsibility to:

- do their best to ensure necessary provision is made for any child identified as SEND
- ensure children's needs are made known to all who are likely to teach them
- ensure that all teachers in the school are aware of the importance of identifying and providing for, those children who have SEND
- ensure that children with SEND join in the activities of the school together with children who do not have SEND, so far as is reasonably practical
- regularly review how resources are used to support SEND provision and how they are used to build the quality of whole school improvement
- ensure parents are notified of a decision by the school that Special Educational Needs provision is being made for their child
- have due regard to the SEND Code of Practice 2015 when carrying out its duties toward all pupils with special educational needs and disabilities

The Headteacher

The headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. In addition, the headteacher will:

- work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- have overall responsibility for the provision and progress of learners with SEND
- ensure our school is inclusive. Alongside the senior leadership team and SENDCO, lead the school community in adopting inclusive values and practice
- keep the governing body fully informed via the SENDCO and work closely with the SENDCO to monitor SEND.

The Special Educational Needs Co-ordinator (SENDCO)

SENDCO: Mrs Adele Jones (sendco@risbyprimary.com)

The Special Education Needs & Disability (SEND) Code of Practice 2015 requires that we have a qualified teacher designated as Special Educational Needs and Disability Co-ordinator (SENDCO). The SENDCO has an important role to play, with the Headteacher and Governing body, in determining the strategic development of the SEND policy and provision in the school.

The key responsibilities of the SENDCO may include:

- ensuring the school is inclusive. Alongside from the senior leadership team, lead the school community in adopting inclusive values and practice.
- working with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- overseeing the day-to-day operation of the schools SEND policy

- co-ordinating specific provision for children with SEND
- providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with Special Educational Needs receive appropriate support and high-quality teaching
- supporting and advising teachers on the graduated approach to providing SEND support
- supporting staff with the identification of children with special educational needs and disabilities
- ensuring that the school keeps the records of all children with SEND up to date
- managing a range of resources, human and material, to enable appropriate provision for children with special educational needs and disability;
- liaising with parents/carers of children with SEND
- liaising with external and support agencies e.g Early Years providers, other schools, Educational Psychologists, health and social care professionals, local authority and independent or voluntary bodies
- liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- monitoring and evaluating the special educational needs provision and reporting to the Governing body
- contributing to the professional development of all staff by attending courses and conferences, disseminating information through staff meetings and arranging specific in-service training sessions when necessary.

Teachers

All teachers are teachers of children with SEND. Class teachers are responsible and accountable for the progress and development of all children in their class, including those with Special Educational Needs and Disabilities (SEND). Through high-quality, inclusive teaching and effective collaboration with the SENDCo, parents/carers, and other professionals, class teachers play a central role in identifying, supporting, and monitoring the needs of pupils with SEND.

Each class teacher is responsible and accountable for:

- contributing to the creation of a positive, inclusive, and supportive classroom environment that values and celebrates diversity.
- planning and delivering high-quality, differentiated teaching that meets the individual needs of all children and enables children with SEND to access a broad and balanced curriculum.
- the progress and attainment of children with SEND, even where support is provided by Teaching Assistants or specialist staff.
- understanding the potential barriers to learning, and how best to overcome these
- identifying children who may have SEND
- using the graduated approach and assess/plan/do/review cycle for providing support for children with any possible special educational need
- planning and implementing appropriate adaptations, reasonable adjustments, and targeted support strategies to meet children's identified needs
- working closely with Support Staff to ensure support is purposeful, effective, and promotes independence
- monitoring and assessing the progress of children with SEND, gathering evidence and contributing to reviews of Individual Support Plans (ISPs), provision maps, and Education, Health and Care Plans (EHCPs).
- maintaining regular communication with parents/carers, sharing information about progress, achievement, and any concerns regarding their child's learning or development.
- collaborating with the SENDCo and external agencies to implement recommendations and support strategies that enhance pupil outcomes

- engaging in relevant professional development and training to strengthen their knowledge, understanding, and practice in meeting the needs of pupils with SEND

Support Staff

Support staff play a vital role in supporting the school's commitment to inclusive education and ensuring that all children, including those with SEND, can access learning, participate fully in school life, and achieve their individual potential. Working under the direction of the class teacher and in collaboration with the SENDCo, support staff contribute to the implementation of high-quality provision and support for pupils with SEND.

The role may include:

- supporting children with SEND to access a broad, balanced, and inclusive curriculum, promoting independence and participation in all aspects of school life
- delivering targeted interventions and support programmes as directed by the class teacher and SENDCo, monitoring pupil engagement and progress
- working collaboratively with teachers to implement strategies, adaptations, and reasonable adjustments identified in children ISPs and EHCPs
- observing, recording, and providing feedback on pupils' learning, progress, behaviour, and wellbeing, contributing to ongoing assessment and review processes
- promoting pupils' social, emotional, and communication development through positive relationships, encouragement, and effective support within the classroom and wider school environment
- contributing to the creation of an inclusive learning environment by preparing resources, adapting materials where appropriate, and supporting the use of assistive technology or specialist equipment
- attending relevant training and professional development opportunities to enhance knowledge and skills in supporting pupils with SEND.
- maintaining confidentiality and working in partnership with teachers, the SENDCo, parents/carers, and external professionals to ensure children receive appropriate support.

Identification and Assessment of Needs

“The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.” (DfES SEND Code of Practice 2015)

At Risby Primary School, we use a graduated approach to identify, assess and support pupils with Special Educational Needs and Disabilities (SEND). This is a cycle of **Assess, Plan, Do, Review** (APDR), which enables staff to carefully monitor a pupil's progress and provide support that is tailored to their individual needs.

We are committed to identifying and responding to additional needs as early as possible to ensure that appropriate support is put in place. Class teachers, who are responsible for the progress and development of all children in their class, use a range of information to gather evidence in order to identify potential SEND. However, it should not automatically be considered when gathering evidence, that a child who is making less than expected progress or who has a low attainment has a special educational need. These children's needs will also be monitored closely, and targeted additional support will be put in place where necessary. At Risby Primary School we have a clear approach to gathering evidence and identifying and responding to SEND. In identifying and assessing children with SEND the school has regard for the Code of Practice and employs strategies, which include:

- liaison with any feeder schools/nurseries/preschools
- listening to and discussing concerns from parents/carers
- listening to the concerns/views from the child themselves

- ongoing formative assessments, pupil progress data, observations
- advice received from external agencies

Children's progress is discussed termly at Pupil Progress Meetings. These take place with the class teacher and the Headteacher. When a child is identified as making less than expected progress and/or their needs cannot be met through universal provision, the class teacher works with the Headteacher to discuss any barriers the child may be experiencing and discuss strategies and adjustments that may be put into place to support the child. At this stage the first cycle of **Assess, Plan, Do, Review** will begin.

Following a cycle of APDR, if a child continues to make limited progress and/or concerns remain, the class teacher will meet with the child's parents to discuss concerns. The triggers could include:

- despite high-quality teaching with adaptations to learning and/or reasonable adjustments through our universal offer, the child shows little or no progress
- a child showing signs of difficulty in developing literacy/numeracy skills which results in attainment significantly below their age-related expectation
- a child working at a level substantially below that expected of children of a similar age
- an issue with social, emotional and mental health (SEMH) which regularly interferes with the child's own learning or that of their peers despite being on a behaviour plan
- a sensory or physical needs requiring specialist equipment or regular advice/visits by specialist services
- on-going speech, language and communication needs or intervention difficulties that impedes development of social relationships and cause substantial barriers to learning

If additional targeted support/provision is required that is that is *additional to, or different*, in consultation with parents/carers, the child may be added to the SEND register and an Individual Support Plan (ISP) will be created and shared with the parents. This starts the second cycle of **Assess, Plan, Do, Review**.

After each APDR cycle, class teachers will review children's progress towards their desired outcomes. If the planned support has been effective and the child no longer needs targeted support/provision that is *additional to, or different*, and their needs can be met through our universal provision then the child may be taken off the SEND register but still monitored through pupil progress meetings.

Following guidance from other professionals, if a child continues to demonstrate significant cause for concern, despite targeted intervention and/or external specialist involvement, and support is need from outside the school's resources, a request for an Educational Health Care Plan (EHCP) assessment may be made to the Local Authority (LA). The Local Authority decides whether it is necessary for a pupil to have an EHC plan. The EHC plan will detail the pupil's educational needs and the provision that the school will need to make in order to meet those needs. The EHCP is reviewed annually by the SENDCO, the parents, the class teacher and any external specialists involved with the child.

Partnership with parents

At Risby Primary School, we are committed to working closely with parents/carers to enable children with special educational needs and disabilities to achieve their potential. The class teacher will work with parents/carers at all stages of our graduated approach and should always be the first port of call for parents.

If parents/carers have concerns about their child or feel they have identified a special educational need then they should initially discuss their concerns with the class teacher. The class teacher will then assess whether their needs can be met through universal provision and/or reasonable adjustments or whether to

refer to the SENDCO for the first cycle of **Assess, Plan, Do, Review**.

Parents/carers will always be informed if the school identifies their child as having a special educational need and be involved in creating the Individual Support Plan (ISP) with the class teacher. At this initial meeting we will:

- identify the primary area of need
- discuss the child's strengths and barriers to learning
- set clear and measurable outcomes;
- discuss the activities and support that will help achieve them
- identify the responsibilities of the parent, the child and the school

Parents/Carers will then be invited to attend a termly meeting to review progress towards the desired outcomes and whether the intervention/support has been effective and should stop, or, if it should continue.

Pupil Voice

Children with SEN often have their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in some of the decision-making processes, including setting learning targets and contributing to ISPs. If appropriate, some children may participate in pupil perception activities.

Occasionally, we may ask children with SEN to complete a one-page profile which enables staff to understand how each child feels about their additional needs, things they are good at and how best they like to be supported.

Pupil voice is important to all staff at Risby, and we use this information to ensure that we support and nurture the needs and feelings of each child in order that they achieve their best.

Transition

At the end of the summer term, class teachers will liaise with new class teachers to provide information, knowledge and paperwork relevant to each child. For some children, transition books will be created which include pictures and basic information about their new classroom and teaching team.

For children in Year 6, the SENDCo will liaise with the SENDCos of the schools to which the children are transferring, to ensure that effective arrangements are in place to support pupils at time of transfer. For a child in Year 6 with an EHCP, advanced planning is essential to allow appropriate options to be considered, and an annual review will be called in the first half of the autumn term.

If children coming into Reception are identified as having SEND, the Reception teacher and the SENDCO will meet with the nursery/preschool. The Reception teacher may also visit the nursery/preschool and do home visits.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupils ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Local Offer

The support offered at Risby Primary School feed into the local authority local offer. In line with the Children and Families Act 2014, the local authority has brought together all of the information on services that support children and young people with SEND in one place.

Suffolk County Councils Local Offer can be found at:

[Home - Suffolk SEND Local Offer](#)

Allocation of resources

For children with complex needs the SEND team can apply for Higher Needs Funding (HNF) on a termly basis from the Local Authority. Evidence has to be forwarded to the LA which profiles how the children are performing in language and literacy, mathematics, personal and social development and sensory, physical and medical needs. This funding mechanism also applies to the Early Years Foundation Stage.

The Headteacher informs the Governing Body of how the funding allocated to support children with special educational needs and disabilities has been employed.

Complaints Procedure

Wherever possible staff will work with parents/carers to make sure that any disagreements or complaints about SEN provision are resolved without recourse to the formal complaint's procedure. When an issue of complaint or disagreement does arise, parents should make their complaint to the SENDCO/headteacher in the first instance and if needed seek further information detailed in the Complaints Procedure.

Under the SEN and Disability Act 2001 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

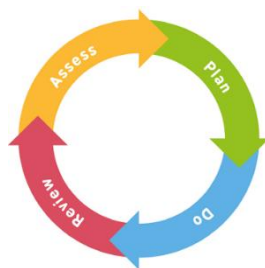
Monitoring Arrangements

The school's Governing Body will review and approve this policy document annually and in line with the School Improvement Plan. Any review will take account new developments and practice, Government policies and initiatives and the needs of the school. It will also be updated if any changes to the information are made during the year.

Risby Graduated Approach: SEND

Universal Provision Core universal offer in every class	All children receive high-quality teaching which includes: • Whole school approach to teaching & learning • Broad, balanced curriculum • High expectations of all children • Inclusive, adaptive teaching that meets the needs of all pupils (universal offer) • Strong routines, clear explanations, modelling, practice and feedback
Targeted Support Needs can be met through classroom adjustments & interventions	If concerns/needs cannot be met through universal provision. Children will be raised at pupil progress meetings and teachers will complete the first APDR cycle: Assess: needs/concerns identified through assessments and observation Plan: support/interventions/reasonable adjustments (e.g small group support, intervention programmes, reasonable adjustments, behaviour and/or emotional regulation strategies) Do: implement support/intervention for approximately 10-12 weeks Review: monitor & review progress and how effective support has been
Targeted Plus Personalised support that is 'additional to or different'	Following the first APDR cycle, if limited progress has been made and/or concerns remain teachers will discuss with SENCo and begin second APDR cycle. Assess: identify next steps Plan: • Discuss concerns with parents • Book an ISM Specialist Education Services: Inclusion Support Meetings • Child may be added to SEND register with agreement from parents. • Create ISP with parents • Further support or assessments may be considered e.g referral, internal assessments Do: implement support/intervention for approximately 10-12 weeks Review: monitor & review progress and how effective support has been
Specialist Support Complex needs	If a child continues to demonstrate significant cause for concern and their needs are more complex, and support is needed from outside the school's resources, then external professional specialist input may be required. In practice, this could mean: • Regular involvement from external professionals (EP, SALT, OT etc) • More intensive and bespoke interventions and curriculum • Increased adult support • Referral • EHCNA may be considered

APDR (Assess, Plan, Do, Review) Cycle Information



Assess

Assessment is used to inform planning, provide effective teaching, determine appropriate provision and inform adjustments. Teachers gather and analyse assessment information based on a range of formal and informal assessment methods including:

- daily assessments (feedback, marking, observations)
- termly formal and informal assessment methods
- discussions at pupil progress meetings
- support and advice from external professionals

Plan

Based on assessments, teachers will create an 'outcome focused' and time-limited plan. The plan should outline appropriate support/ interventions/ reasonable adjustments, high-quality inclusive teaching and adaptations to support progress. These could include small/focus group support, pre/post teaching, intervention programmes, behaviour/regulation strategies.

If a child is at the 'Targeted Plus' stage of the graduated approach an ISP will be created in partnership with the parents/carers.

Do

Teachers will work with the teaching team to implement the planned support for approximately 10 -12 weeks. Over this period, teachers will continue to monitor progress and make adaptations if required.

Review

- After 10-12 weeks, teachers will discuss with others involved the quality, effectiveness and impact of the support/provision and next steps will be carefully planned.
- If a child is on an ISP, a meeting will be set up with parents/carers to review the outcomes of the previous ISP and discuss the next steps.
- If the planned support has been effective and the child no longer needs targeted support/provision that is additional to, or different, and their needs can be met through our universal provision then the child may be taken off the SEND register but still monitored through pupil progress meetings.