



Roberttown CE (c) J&I School
Special Educational Needs and Disability Policy (SEND)
September 2026

‘Good Samaritans who Aspire to Excellence in God's World.’

Approved by:

Date: S e p t e m b e r 2 0 2 6

**Last reviewed
on:**

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**Next review
due by:**

Governing Body September 2027

At Roberttown School, we believe in helping every child to achieve their maximum potential. Through our Church School ethos, we are committed to developing and celebrating the individual strengths of each child, actively encouraging them to achieve their full potential in a safe, secure and caring environment. We recognise the role of the child, parent and school in this, and acknowledge that it is important to respect and value each other's input and communicate effectively.

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This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.
- The Equality Act (2010).

This policy should be read in conjunction with the following guidance, information and policies:

- The Equality Policy.
- The Accessibility Plan.
- The school's SEND information on the school website (SEND Report.)
- The LA Guidance – 'Children & Young People with SEND; Guidance – School Based Support.'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (January 2015.)
- The Safeguarding Policy.
- Inclusion Policy.
- Admissions Policy (LA.)
- Behaviour Policy.

In accordance with the overarching principle of the latest Code of Practice, this policy has been co-produced with– staff (SENCO, Senior Leadership Team), Governing Body (SEND Governor, Parent Governor).

Long Term Aim of this Policy

- To work within the guidance laid down in the SEND Code of Practice 2015.
- To identify and put in place appropriate provision for pupils who have SEND and additional needs.
- To operate a whole school approach to the management and provision of support for SEND that considers all of a pupil's needs (Assess, Plan, Do, Review model)
- To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this.
- To provide an appropriately qualified and experienced SENDCO in post who can ensure that the SEND Policy is put into practice.
- To provide support and advice for all staff working with SEND pupils.

Roles and Responsibilities

- The Head teacher (HT) has overall responsibility for SEND, and the SEND team or HT liaises directly with appropriate outside agencies.
- The Governing Body and the HT have overall responsibility for the development, monitoring and implementation of this policy.
- HT reports to the Governing Body regarding developments in SEND.
- All teaching and support staff and SEND Governor are responsible for the continued development of this policy.
- The SEND team ensures that all teaching and support staff are made aware of the school's SEND procedures and their roles and responsibilities in the implementation of this policy.
- The SEND team works closely with the HT and supports teaching and support staff on a regular basis and evaluates the effectiveness of the provision made for pupils with SEND
- The SEND team and SEND Governor liaise on a regular basis.
- The SEND team is responsible for coordinating the provision of education for pupils with SEND.
- The SEND team is responsible for the provision of SEND resources throughout the school.
- The SEND team may be involved in a diagnostic assessment of individual pupils' needs, as may the HT.
- The class teacher is responsible for communicating with the SEND TEAM/SLT regarding concerns about a child.
- All teachers are SEND teachers, and as such, share the responsibility of delivering an appropriate curriculum to all children in their care.
- The class teacher is responsible for writing, evaluating and updating Individual Education Plans (IEPs) and Individual Assess, Plan, Do, Reviews (IAPDRs) for children in their class with SEND.
- The class teacher is responsible for liaising with parents, using correct terminology, about issues relating to their child's SEND provision.
- The SEND team will ensure, where appropriate, that all teachers and support staff are aware of any children identified as having SEND and of the strategies agreed to meet their needs.
- Educational Teaching Assistant's (ETA's) work with children is determined by our procedures for recognising children with SEND and is under the direction of the class teacher (CT) or HT.

- Lunchtime Supervisors (LTS) are aware of this policy and the philosophy that underpins it, and may need to be briefed on individual children where appropriate. This is the responsibility of the SEND team, who may also refer the LTS to the class teacher.

Identification of SEND

Children and young people are identified as having SEND if they do not make adequate progress through quality first teaching. Quality, inclusive teaching is an expectation within all classrooms, with work and resources matched to meet the needs of all children. However, some children need additional support therefore appropriate provision and interventions are used and monitored by class teachers with the support of the SENDCO.

A child will be identified as having SEND if they:

- Are significantly slower at making progress 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.
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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.

The school SEND information report can help to answer any parent's questions with regards to the identification of SEND.

The new Code of Practice (2015) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction (including Autism Spectrum Condition.)
- Cognition and Learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

***The CODE no longer allows for identification of behaviour to describe SEND; however behavioural difficulties identified may be an indicator of an underlying wider need (above).**

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEND).

The kinds of SEND that are catered for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

A Graduated, Whole School Approach to SEND Support

Under the graduated approach to SEND there is a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress. It draws on more detailed approaches and more specialist expertise in successive cycles.



Class teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However, any intervention and support does not replace high quality teaching.

At Roberttown, assessment is on-going and takes place within lessons. More formal assessments take place every term. Class teachers meet regularly with the Senior Leadership Team to discuss the progress of all pupils. During these meetings, any child who is highlighted as being at risk of under achievement is discussed in detail and targeted support is put in place. Children may be identified as having special educational needs because they are not making adequate progress despite quality first teaching and learning experiences. For some children identified as having SEND, further assessments may take place in order to understand and support their needs further. Such assessments may be undertaken by outside agencies such as speech and language therapists, dependent upon the child's need.

The school may decide, in collaboration with the parent/carer, to place a pupil on the SEND register at **SEND Support**.

Initial Stage of Concern *(A school-based stage)*

The Class Teacher identifies a child's special educational need and consults the SEND team and child's parents. This should only take place after previous dialogue with parents about their child's progress. Action will then commence based upon agreed objectives.

The Class Teacher, in liaison with the SEND team, gathers information to inform the provision for the child's individual needs. Notes from individual education programs (based on IEP or IAPDR targets) are carried out with a specific child should be recorded weekly in the child's class SEND Intervention Folder. These notes should inform progress and details of areas of need and further support future targets during an IEP or IAPDR review.

SEN Support

In addition to the process at the **Initial Stage of Concern**, specialists from outside school support the class teacher and the SEND team. At this stage the Educational Psychologist must be informed, and appropriate paperwork put in place.

Referral for an Education, Health Care Plan (EHCP)

The class teacher and SEND team collect evidence for submission to the LA to consider the need for an Education, Health Care Plan.

Education, Health Care Plan

Some children and young people on the SEND Register may have more significant SEND, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so, a request can be made for an Education, Health and Care (EHC) assessment of need.

In addition to support through the Special Needs Register, children and their families can receive support via an Early Help Assessment.

Every child/young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child/young person's needs are more complex, we will use a Support Plan to record outcomes, provision, resource and strategies in place.

Provision and Resources

The allocation of resources to meet the needs of pupils with SEND is the responsibility of the Head Teacher. Appropriate commercial materials, and any others suggested by outside agencies are used with children who we feel would benefit from them. The delegated fund received from the LA is used to provide resources (human, material or physical) for pupils with SEND. The delegated funds to meet the needs of pupils with Educational Health Care Plans (EHCP) are allocated to meet provision specified in the pupil's plan.

ETA time is allocated to individual classes. ETA's are used for individual/group support, monitoring and observation of lower ability, more able children and children with dual exceptionalities.

Children, on the whole, are taught inclusively within the classrooms. However, at times small group teaching in quiet areas is appropriate.

Access to the Curriculum

All children, including those with SEND, are provided with a broad and balanced curriculum in line with national requirements. If a child with SEND is withdrawn from the classroom for additional support/extension activities, they should be, wherever possible, withdrawn from a balance of subjects.

General curriculum development caters for children with SEND by; ensuring they have access to relevant materials appropriate to their level of development, differentiated where necessary, and through a range of different teaching styles and approaches.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating/Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, visuals for new vocabulary, word mats, larger font, etc.

Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We ensure that pupils with SEND are offered opportunities for quality social integration at lunch times and play times. Staff on duty encourage children to play together. Wherever possible and appropriate, rooms and buildings are utilised so as to avoid physically segregating pupils with SEND. For children who may feel overwhelmed at unstructured times such as lunch and break time, we offer quiet areas to enable regulation. In respect of their work, pupils with SEND are actively integrated in all areas of the curriculum, including school visits and other social activities.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN need or disability.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the School Council and other pupil voice groups such as becoming a Befriender or part of the Collective Worship Group.
- Pupils with SEND are also encouraged to be part of clubs within school to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

Criteria for exiting the SEND Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carer at the end of each monitoring cycle (IEP/IAPDR). The SEND Register is a fluid document where children regularly move up and down the graduated approach of the SEND register and can come off, when in agreement with teachers and parents.

Supporting Pupils/Students and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our SEND report is on our website and is updated regularly, and we guide parents towards the LA offer for information about wider services.

In addition to information about the personalised support that we offer their child, we also provide information about our:

- Admission arrangements.
- Links with other agencies.
- Arrangements for access during assessments.
- Transition arrangements.
- School policy on managing medical conditions of pupils.

All of the information above is also available on our school website.

Supporting Pupils at School with Medical Conditions

At Roberttown C of E Primary School, we recognise that children and young people 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 and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have an EHCP. If so, the SEND code of Practice (2015) is followed. See the 'Managing Medical Conditions' Policy for further reference.

Supporting Pupils/Students and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our SEND Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about: Our admissions arrangements Children with SEND are admitted into school in accordance with Local Education Authority (LA) guidelines and our links with other agencies. We foster a positive relationship with all outside agencies.

These sources of support may include:

- Educational Psychologist
- Pupil Referral Unit (PRU)
- Paediatrician
- School Nurse
- Occupational Therapists
- Physiotherapists
- Technological support
- Speech & Language Therapy (Away with Words)
- Complex Communication & Interaction (CCI) team
- Hearing Impairment service
- Portex & Portage
- PCAN
- IPSEA
- SEMH Outreach
- Inclusion Support Officer
- Alternative Provision

SEND Support Services play an important part in helping to identify, assess, and make special educational provision for pupils with SEND. These services can include equipment, materials, staff support or technical or professional expertise which are used exclusively for the identification and assessment of pupils with SEND. Access to this support is through the SEND team and/or the HT.

In addition to the above services, we also work in partnership with the health and social services, educational welfare services and any voluntary organisations. The school's first point of contact with the health service is generally the school nurse or the child's GP.

The school's first point of contact with the SEND Support Services is usually with an officer designated to work with our school on behalf of children with SEND. When necessary, it may be appropriate to work in full collaboration with the LA, social and health services and meet at regular intervals, involving a key-worker. The HT and/or SEND team will liaise with these services.

Supporting Pupils Moving between phases and preparing for adulthood

All pupils are supported when transitioning between phases whether it is a phase within school or on to the next phase. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. All pupils will have a transition session within their new phase or school and in some cases, the SENCO will organise additional transition days to support transition. Class Teachers will liaise with the appropriate others within the new setting as described above.

Monitoring and Evaluation of SEND

The SENCO and Senior Leadership team are responsible for monitoring the success of this policy through consultation with colleagues, SEND children and their parents. The progress made by SEND children will be monitored with regards to 'value added'. This will provide the evidence to measure the success of our practice at Roberttown.

This policy will be evaluated against the broad principles and objectives set out at the beginning of this policy. The policy will be reviewed as part of our review programme during a staff meeting to ensure consultation with the whole staff.

Resources

a) Funding for SEND

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters for the

special educational needs of the children and young people within their school.

The Education Funding Agency describes the funding available within schools for SEND pupils as being made of three elements:

Element 1: Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2: School Block Funding	Contribution of up to £6k for additional support
Element 3: High Needs Top Up (EHCP)	Top up funding from the LA to meet the needs of an individual pupil.

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6000 of a pupils SEN support.

Additional resources for individual statements and EHC plans – Element 3 are allocated by top up funding from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels; A B C or D depending in the type and level of need of each pupil. High Needs pupils with EHC plans are therefore supported by a combination of school block funding (Element 2) and High Needs top up funding (Element 3).

b) Workforce Development

An induction process is in place for all staff to explain the systems and structures in place to support the needs of the individual child. The training needs of staff are identified, a programme of development is in place, and all staff is encouraged to access this. The school's SENCo regularly attends the LA's SENDCo network meetings in order to keep up to date with the local and national issues and changes to practice in SEND. SENDCOs from the Learning Acord Multi Academy Trust regularly meet for CPD and to share best practice.

Complaints

In the first instance, the parents should discuss their concerns with the Class Teacher. The SEND team and/or HT are the next point of contact. Should a concern fail to be resolved, the parent should seek the help of the Governing Body. ETA's should alert the HT of any concerns/complaints made to them.

Storing and Managing Information

All documents relating to children and young people on the SEND register are stored on the school network and can only be accessed by using a staff log in. Every child on the SEND register has a file that is kept in the DHT office, in a locked cupboard where copies of documents can be found including outside agency reports and advice. When a child leaves Roberttown, their file is passed on to the next school alongside a careful transition meeting.

Accessibility – Statutory Responsibilities we have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.

Reviewing the policy

This policy is reviewed as part of our rolling programme of review or as legislation changes.