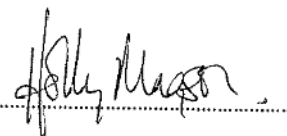
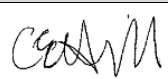


SEND policy and information report

Signed (Chair):	Name:	Date:
	Holly Magson	07.12.23
Signed (Head):	Name:	Date:
	Claire Hill	07.12.23
Ratified:		Next Review:
by Full Governing Body – 07.12.23		December 2023

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	SEND Policy	Date	December 2023
EIA CARRIED OUT BY:	Claire Hill	EIA APPROVED BY:	FGB

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (Please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		✓
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		✓
Gender Reassignment (transsexual)		✓
Marriage and civil partnership		✓
Pregnancy and maternity		✓
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		✓
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		✓
Gender (male, female)		✓
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		✓

Any adverse impacts are explored in a Full Impact assessment

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Set out the Raysfield Primary School vision and explain the school's efforts to achieve the best outcomes for pupils with SEND, and what they look like in practice.

2. Legislation and guidance

This policy and information report is based on the statutory *Special Educational Needs and Disability (SEND) Code of Practice* (2014) and the following legislation:

- Part 3 of the *Children and Families Act* (2014), which sets out schools' responsibilities for pupils with SEND.
- *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.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- 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

- 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 a mainstream school.

4. Roles and responsibilities

4.1 – The Inclusion Lead (SENDco)

The Inclusion Lead (SENDco) is: Karen Tyson

Karen.Tyson1@raysfield.org.uk

They will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.



4.2 - The SEND Governor

The SEND Governor is: Holly Magson Holly.Magson@raysfield.org.uk

They will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The Headteacher

The Headteacher is: Claire Hill claire.hill@raysfield.org.uk

They will:

- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND.



4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Co-producing support plans with parents and pupils for all children on the SEN register in their class. They will review these plans three times a year in consultation with parents and pupils.
- Using the agreed language of the Behavior Policy for the Class Charter and make this accessible for all children
- Using the school's agreed visuals and agreed practices for visual timetables
- Ensuring each child has access to the 'in-class' calm space and sensory provision

4.5 Pastoral Lead

The Pastoral Lead is Rachel Mullins

They will:

- Provide professional guidance and support to our teaching staff with the management of the emotional needs of our children.
- Have a day-to-day responsibility for maintaining up-to-date practices within our classrooms related to nurture and trauma-informed practices.



- Work alongside the Headteacher and Inclusion Lead to ensure professional development of the Lodge team is up to date and relevant.
- Work with the Inclusion Lead to determine the strategic development of those identified as vulnerable or disadvantaged to ensure they make progress particularly those children eligible for Pupil Premium fund.

4.6 Specialist HTLAs

The school has two HTLAs with specific responsibility for SEND.

Lorraine Carter is a HTLA with responsibility for SEMH (social, emotional and mental health) provision in the school and is based in the Lodge. She and her team run a nurture provision for children who need additional support during the school day due to their SEMH need. Children access this provision using a Lodge card in agreement with their class teachers or to join in specific interventions which are timetabled into their day. The children who access the lodge and individual and group interventions are reviewed on a termly basis at the Inclusion Briefing by The Inclusion Team.



Tara Sanders is a HTLA and Autism Champion at Raysfield. Her role is to support children with an autism diagnosis, recognised autism traits or on the pathway to a diagnosis, to access learning in the school. She coordinates the school's Autism register and identifies children in conjunction with the Inclusion lead who show traits of this neurodiversity, and who need additional support in school. The Autism Champion is based in the Den, the school's sensory area. Pupils access the Den either using their Den pass or for specific sensory activities which have been timetabled into their school day. Tara is trained in Sensory profiling and produces individual sensory profiles for pupils using the Den to ensure they receive the appropriate sensory breaks.



The SEMH Lead and Autism Champion work closely with the Inclusion Lead to identify appropriate support for the children identified by their support plans (ADPR) and outside agencies as needing additional provision in school to meet their SEND needs. They will work in conjunction with parents, class teachers and outside agencies to ensure that provision is suitable and will evaluate its effectiveness termly using a range of assessment tools such as Boxall profiling, Ready for Reintegration scales.

4.7 ELSA (Emotional Literacy Support Assistant)



Elizabeth Coleman is the school ELSA or Emotional Literacy Support assistant. She is trained to run targeted interventions for children who are experiencing emotional difficulties. Elizabeth is overseen by the school's Educational Psychology team to provide specialist support for pupils who have experienced bereavement, illness, anxiety or trauma. Access to the school ELSA is overseen by the school Inclusion lead and children are referred to her through the termly Safeguarding Well-being Attendance Group and Inclusion briefings.

5. SEND information report

5.1 - The kinds of SEN that are provided for:

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

- **Communication and interaction**, for example, autistic spectrum disorder, 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.
- **Moderate / severe / profound and multiple learning difficulties**.

5.2 - Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 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.

Raysfield has a clear system for assessing and recognising all children with SEND who join us in year to allow early identification of need.

5.3 - Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will formally notify parents when it is decided that a pupil will receive SEND support and a Support Plan will be put in place by the class teacher.

5.4 - Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 - Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils about which information will be shared as part of this. We will liaise with these settings, arranging opportunities for pupils to visit, and to be visited by members of staff from these settings, wherever possible.

The school holds additional transition meetings for teachers to enable smooth transitions between classes and key stages and enhanced transition plans are put in place for the children with identified additional needs around transition. This includes videos using the school's Class Dojo communications and additional visits when the school is empty to support those who feel particularly anxious.

We understand that transition times are very important for children with SEND. We work closely with our feeder preschools to identify need early and to plan for enhanced transition into EYFS. In Year 6 students with SEND are identified early with their new schools and enhanced transition is planned when needed for those students.

5.6 - Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Inclusive strategies and support will be consistent throughout the school.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Reasonable adjustments will be made to the curriculum to allow all children the opportunity to access the lessons in their class and access to interventions will only happen when a pupil's need cannot be met fully in the classroom context. This additional support will be regularly reviewed to ensure it is allowing the pupils to access the mainstream classroom more effectively and is having a positive impact on their academic progress.

All children on the SEND register will have a Support Plan written by their class teacher which documents their needs and the reasonable adjustments which will support them to make progress in the classroom.

5.7 - Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, pre-teaching, teaching style, content of the lesson, etc.
- Adapting our learning environment, resources and staffing.
- Consistent rules, routines and expectations throughout the school.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, scaffolding of tasks etc.

- Following guidance or recommendations of external professionals (e.g. Occupational Therapist), school will utilise notional / EHCP funding to provide specific pieces of equipment to support pupils with special educational needs.

5.8 - Evaluating the effectiveness of SEND provision

At Raysfield Primary School, we evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions regularly.
- Gathering Pupil Voice using questionnaires.
- Monitoring by the SENDCO.
- Holding annual reviews for pupils with EHC plans.
- Evaluating Support Plans three times a year in conjunction with pupils and parents.

5.9 - Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

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) to PGL Liddington in Year 6.
- All pupils are encouraged to take part in sports day / school plays / enrichment activities.
- No pupil is ever excluded from taking part in these activities because of their SEND.
- The school will provide reasonable adjustments to help pupils access these activities for example holding a quiet sports day, and a quiet room at the school disco.

5.10 - Support for improving emotional and social development

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
- The Lodge team at Raysfield can provide additional support for pupils with social, emotional and mental health needs.
- Raysfield Primary School subscribes to the Jigsaw PSHE programme; one of many ways we support pupils' SEMH.
- We have a zero tolerance approach to bullying.
- We have a school ELSA (Emotional Literacy Support Assistant).

5.11 - Working with other agencies

At Raysfield Primary School, we work closely with a range of agencies in meeting pupils' SEND and supporting their families - including health and social care bodies, local authority support services and voluntary sector organisations for example South Glos Parent and Carer forum.

5.12 - Complaints about SEN provision

Complaints about SEN provision in our school should be made to Claire Hill (Headteacher) in the first instance. If the Headteacher is unable to resolve the complaint, parents will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

5.13 - The local authority local offer

Our contribution to the local offer is through a commitment to attending and contributing to the cluster groups and working in collaboration with local schools to ensure best practice is achieved.

Our local authority's local offer is published here: <http://www.southglos.gov.uk/localoffer>

6. Monitoring arrangements

This policy and information report will be reviewed by Karen Tyson, Inclusion Lead, every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board annually.

7. Links with other policies and documents

This policy links to our policies on:

- Behaviour
- Equality information and objectives
- Anti-bullying policy