



# Special educational needs and disabilities (SEND) policy

September 2024

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## 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

## 2. Vision and values

At Red Lane, meeting the needs of all our children is a priority. We are ambitious for our children to achieve their very best. Our high expectations for work and behaviour are shared across our school community.

At our school we will provide all pupils with access to a broad and balanced curriculum. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied. We are proud to be an Inclusion Quality Mark Centre of Excellence.

## 3. Legislation and guidance

Our policy and procedures are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 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 local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND

- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

## 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## 5. Definitions

### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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 mainstream schools.

### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

### 6.1 The SENCO

The lead SENCO at our school is Mrs S Gregory. Due to the level of need in our school, she is supported by two additional SENCOs Mrs N Beswick and Mrs L Healey. Mrs S Gregory coordinates the work of all SENCOs and will:

- › Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- › Work with the head of school and SEN 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 SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- › Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- › When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- › Work with the head of school and local governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Make sure the school keeps its records of all pupils with SEND up to date and accurate
- › With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the head of school, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- › With the head of school, other SENCO's and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### 6.2 The governing board/board of trustees

The board of trustees are responsible for making sure the following duties are carried out:

- › Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- › Do all it can to make sure that every pupil with SEND gets the support they need
- › Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- › Inform parents when the school is making special educational provision for their child
- › Make sure that the school has arrangements in place to support any pupils with medical conditions
- › Provide access to a broad and balanced curriculum

- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

### 6.3 The SEND link governor

The SEND link governor is Mrs M Tuckley

The SEND governor will:

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

### 6.4 The head of school

The head of school will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and local governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

## 6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a termly report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## 6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.



## 7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 8. Our approach to SEND support

### 8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

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

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adaptive, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

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

Potential short-term causes of impact on behaviour or performance will be considered. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

In assessing pupil need a range of information will be considered, this includes but is not limited to:

- Evidence obtained by teacher observation/ assessment.
- Pupil progress in relation to objectives in the English and Mathematics policies.
- Standardised screening or assessment tools.
- Evidence/observations from parents.
- Pupils' performance in Early Years against the ages and stages guidelines and the Early Years Profile.
- Meetings with health professionals

Screening /diagnostic tests include:

- Reading and spelling tests
- NFER non verbal reasoning tests
- Information from outside agencies e.g. Woodbridge SEND Service, Behaviour Support Service, Speech and Language Service and Educational Psychologist, Paediatricians.
- Reports or observations
- Records from previous schools, etc.
- Information from parents
- Irlen screening
- Dyslexia screening
- Well Comm assessments
- Reception Baseline information

## 8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account any concerns the parents have
- › 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 if it is decided that a pupil will receive special educational provision.

## 8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### 1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### 2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

### 3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

They 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.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### 4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## 8.4 Levels of support

### School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The SENCO in collaboration with the class teacher will decide the action required to help the pupil progress.

Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

**SEND SUPPORT** is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the SENCO after full consultation with parents at a SEND meeting. External support services if appropriate will advise on targets and provide specialist inputs to the support process.

SEND intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills

- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

The provision for these pupils is funded through the school's notional SEND budget.

Support will be recorded on the school census as K.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. This can be done using the Early Help Process. The resulting Learning Plan will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

#### *Learning Plans*

Strategies for pupils' progress will be recorded in a passport containing information on short term targets, type of intervention, wave 1 2 and 3 provision and any other information. A copy of this plan is attached to this policy. Learning plans are stored in the inclusion file and shared with parents/ carers.

Pupils on the SEN register also have a 1 page profile detailing provision in the class, likes/ dislikes and any recommendations from outside agencies.

Learning plans will be reviewed *termly*, *three* of them coinciding with a Parents' Evening. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

#### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to SEND
- The pupil's learning plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Attainment
- English and Mathematics attainments
- Other relevant assessments from specialists such as support teachers and Educational Psychologists
- The views of parents
- Where possible, the views of the child

- Children’s services reports
- Any other involvement by professionals

An Education Health Care plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an Education Health Care Plan.

#### *REVIEWS OF Education Health Care Plans*

Education Health Care Plans must be reviewed annually. The LA will inform the Executive Headteacher at the beginning of each school year of the pupils requiring reviews. The SENCO will organise these reviews and invites the parent, child (if appropriate), SENCO, class teacher, outside agencies and a representation of the Local Authority and any other person deemed appropriate.

The aim of the review will be to:

- Assess the pupil’s progress in relation to the Learning targets
- Review the provision made for the pupil in the context of the curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Education Health Care Plan in relation to the pupil’s performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the SENCO of the Secondary school will be invited to attend. The Educational Psychologist recommends that transfer arrangements be discussed at the end of Y5, the beginning of Y6. This would enable the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues.

This information is then submitted to the Local Authority.

The provision for these pupils will be funded from the school’s notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## **8.5 Evaluating the effectiveness of SEN provision**

At Red Lane, we are committed to providing high quality provision for SEND pupils. We regularly monitor and review provision and effectiveness in order that any improvements or adaptations can be made in the best interests of pupils.

We evaluate the effectiveness of provision for pupils with SEN by:

- › Tracking pupils’ progress
- › Carrying out the review stage of the graduated approach in every cycle of SEN support
- › Learning walks
- › Monitoring by the SENCO
- › Holding annual reviews for pupils with EHC plans
- › Getting feedback from the pupil and their parents

## 9. Expertise and training of staff

At Red Lane we are constantly striving to develop our inclusive practice and search for ways to further support our pupils, families and staff. In June 2021, we originally applied to the awarding body to achieve the Quality Mark award. Following a two day evaluation by an accredited assessor, we were delighted to not only achieve the Inclusion Quality Mark, but also be named as a Centre of Excellence.

As a Centre of Excellence, we have been recognised for our outstanding inclusive practice. We meet and work collaboratively with other accredited educational facilities to develop the quality of our offering further and share good practice.

Training is provided regularly to teaching and support staff. This includes specialist training as necessary e.g oxygen competencies. The head of school and the SENCO continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## 10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

## 11. Admission and accessibility arrangements

### 11.1 Admission arrangements

The school admissions policy follow the local authority model and undergoes a period of consultation before any changes. In order to best support pupils with additional needs and disabilities, the SENCO will liaise with other settings and professionals in order to ensure that all provision is in place to meet pupil needs before admission to the setting.

- Pupils whose EHC plan names the school will be admitted before any other places are allocated

### 11.2 Accessibility arrangements

At Red Lane, we endeavour to provide all children with an equal opportunity to maximise their individual potential; this is regardless of ability, gender, cultural background, race, religion, or disability. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. The school works closely with parents and professionals to support pupils with disabilities to access all aspects of school life fully e.g. the use of auxiliary aids where necessary.

The school accessibility plan details the schools approach about how to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

## 12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the unit leader. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the lead SENCo in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint to the Head of School.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, Bolton Information Advisory Service, 01204 848 722.

## 13. Monitoring and evaluation arrangements

### 13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- › All staff's awareness of pupils with SEND at the start of the autumn term
- › How early pupils are identified as having SEND
- › Pupils' progress and attainment once they have been identified as having SEND
- › Whether pupils with SEND feel safe, valued and included in the school community
- › Comments and feedback from pupils and their parents

### 13.2 Monitoring the policy

This policy will be reviewed by the head of school and lead SENCO **each year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the local governing board and trust board.

## 14. Links with other policies and documents

This policy links to the following documents

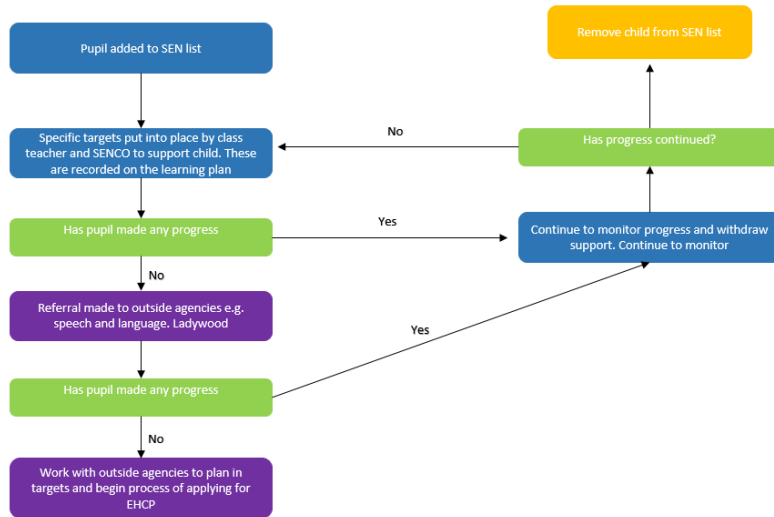
- › SEN information report
- › The local offer
- › Accessibility plan
- › Behaviour policy
- › Equality information and objectives

- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

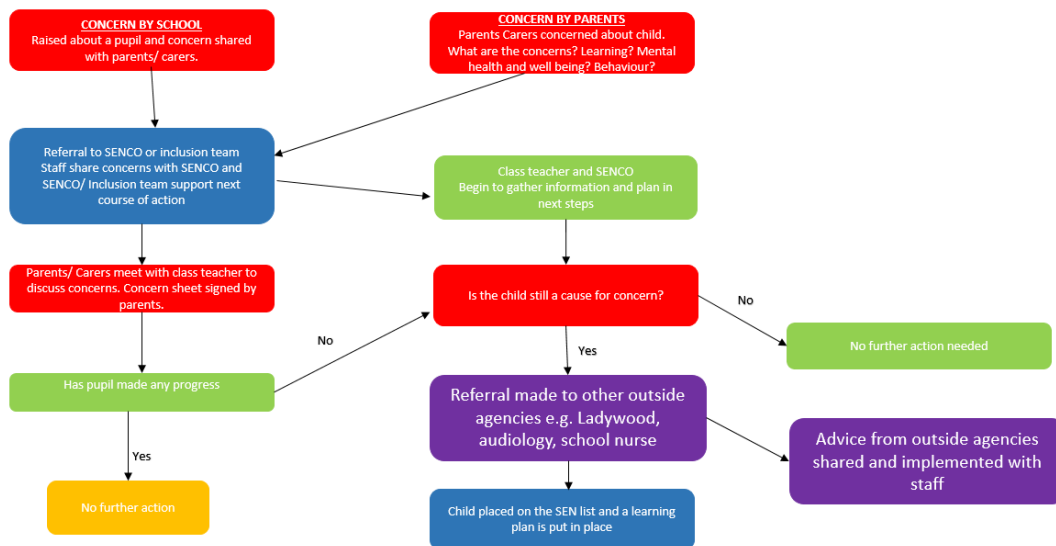


## Pathway for referral

### Procedure for supporting a child with SEN at Red Lane Primary School



### Procedure for identifying a child with SEN at Red Lane Primary School



Example of a 1page profile



Inclusion Passport	
Red Lane Primary School	
	Name:
	Class:
	Passport Updated (Date):
	My Key Goals:
<b>What I am good at...</b>	<b>Things I like...</b>
•	•
<b>Things I find difficult...</b>	<b>Things that help me...</b>
•	•
<b>Inclusion involvement...</b>	<b>Provision in place...</b>
•	•
<b>Inclusion pathway possible next steps...</b>	
•	

## Example of a learning plan

Provision Map Year: 2024-25

Name of Child:

SEN Need: Communication and Interaction / Cognition and Learning / Social Emotional Mental Health / Sensory and Physical Needs

SEN Status: SEN Support / EHCP

Year Group/ Class Teacher: / \_\_\_\_\_



Assessment					
Current Level:					
Autumn:	Reading:	Writing:	Maths:	Phonics:	NFER:
Spring:	Reading:	Writing:	Maths:	Phonics:	NFER:
Summer:	Reading:	Writing:	Maths:	Phonics:	NFER:

### Wave 3 Provision

Autumn Term (Sept-Dec)			
My Targets (Plan) are: <small>SMART</small>	Additional Support (Do): <small>Include details of provision (e.g activity/programme)</small>	Outcomes (Review):	Pupil View:
To read 50/100 HFW	Blended intervention – checks during phonics lessons.		
Parent/ Carer Signature:			
Date:			

Spring Term (Jan-Apr)			
My Targets (Plan) are: <small>SMART</small>	Additional Support (Do): <small>Include details of provision (e.g activity/programme)</small>	Outcomes (Review):	Pupil View:

Provision Map Year: 2024-25

Name of Child:

SEN Need: Communication and Interaction / Cognition and Learning / Social Emotional Mental Health / Sensory and Physical Needs

SEN Status: SEN Support / EHCP

Year Group/ Class Teacher: /

<b>Parent/ Carer Signature:</b>			
<b>Date:</b>			

Summer Term (Apr-July)			
My Targets (Plan) are: <small>SMART</small>	Additional Support (Do): <small>Include details of provision (e.g activity/programme)</small>	Outcomes (Review):	Pupil View:
<b>Parent/ Carer Signature:</b>			
<b>Date:</b>			

<b>Test Provision –</b> Highlighted if your child has the additional provision.	Scribe	Reader	Additional Time (25%)	Rest breaks	Other:
<b>Specialist Provision -</b> Highlighted if your child has the additional provision.	Overlay Colour =	Pencil Grip	Weighted Cushion	Wobble Cushion	
<b>External Agencies.</b> List agencies currently involved with the child.					

Provision Map Year: 2024-25

Name of Child:

SEN Need: Communication and Interaction / Cognition and Learning / Social Emotional Mental Health / Sensory and Physical Needs

SEN Status: SEN Support / EHCP

Year Group/ Class Teacher: /

### Wave 2 Provision

<p><b>Your child is also receiving the following Wave 2 intervention(s).</b></p> <p><input type="checkbox"/> Additional adult support in lessons, when required</p> <p><input type="checkbox"/> Targeted Reader</p> <p><input type="checkbox"/> Adapted Spellings</p> <p><input type="checkbox"/> Handwriting Intervention</p> <p><input type="checkbox"/> Pastoral support</p> <p><input type="checkbox"/> Now and Next used to support transition</p> <p>Other:</p>
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Provision Map Year: 2024-25

Name of Child:

SEN Need: Communication and Interaction / Cognition and Learning / Social Emotional Mental Health / Sensory and Physical Needs

SEN Status: SEN Support / EHCP

Year Group/ Class Teacher: / \_\_\_\_\_

## **Wave 1 Provision**

The first wave is quality first teaching. The reasoning behind this is that good planning of well-sequenced and manageable lessons and class work coupled with effective pedagogical choices, and robust assessment for learning – which is used to change instruction so all learners can achieve – is the first step in reducing underachievement.

These are examples of how teachers at Red Lane support and encourage learning for all children:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Knowledge led curriculum</li><li>• Chunk learning</li><li>• Visual timetable</li><li>• Repetition of key facts in a lesson. 'I Do, We Do, You Do'</li><li>• Learning walls</li><li>• Carefully planned and targeted questioning.</li><li>• Technology used in learning – video clips, I-pads, computers.</li><li>• Peer support</li><li>• Self and peer marking / assessment.</li><li>• Flexibility with space and groupings depending on the lesson or task.</li><li>• Interactive board/ PowerPoint for every lesson –background colours changed on smartboards to assist those who have difficulty or find it uncomfortable to read from a white screen.</li></ul> | <ul style="list-style-type: none"><li>• Talk for writing/ discussions.</li><li>• Modelled / scaffolded writing.</li><li>• Pre/ post learning activities.</li><li>• Laminated resources/ visuals especially in writing.</li><li>• Guided teaching groups</li><li>• Feedback at the point of learning</li><li>• Clear learning intentions and success criteria.</li><li>• Praise and rewards – team points and dojos</li><li>• Whiteboard work and opportunities for whole class participation.</li><li>• Metacognitive strategies, see Self-regulated learning.</li><li>• Classrooms with resources clearly labelled.</li><li>• Working in partnership with parents and carers.</li><li>• Strategies to include all pupils in learning – eg LBC, Cold Calling</li></ul> |
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