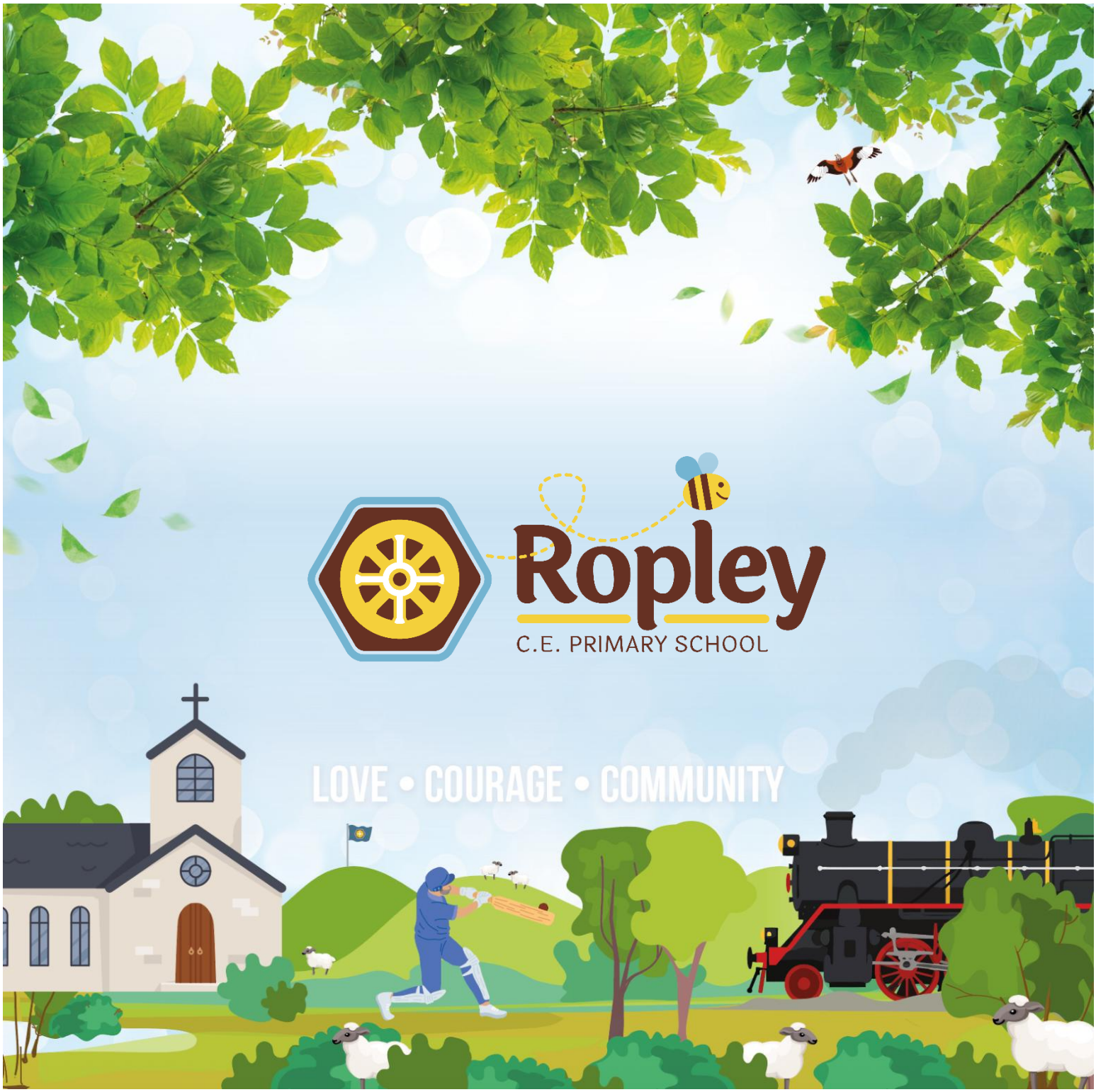

Special Educational Needs (SEND & Inclusion Policy)

Issue number	9
Date approved by Governors	September 2026
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Changes Made:	

Introduction
Ropley CE Primary School has a named Inclusion Lead/SENDCo (Leoni Hayes who together with our governor responsible for SEND (Jo Rodgers) to ensure that the Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

At Ropley CE Primary, it is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory/physical

What are special educational needs?
A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England, Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014.**

At Ropley CE Primary we recognise that sometimes children with SEND require a sensitive approach to having their needs catered for both within and beyond the classroom. They may be offered additional support, through small group or 1:1 interventions, in order to boost their attainment, confidence and well-being.

This SEND policy details how, at Ropley CE Primary, we will do our best to ensure that the necessary provision is made for a pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Aims and objectives
The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To ensure support for pupils with medical conditions to have inclusion in all school activities as reasonable as possible by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Links with other policies:
The school aims to fulfil the needs of all children and to provide them with appropriate provision allowing them to be fully integrated into all aspects of school life, ensuring their safety and wellbeing at all times. The special needs policy is closely linked with those listed below:-

- Child Protection policy
- Safeguarding Policy

- Equality & Accessibility Policy
- Behaviour Management policy
- Physical Intervention policy
- Assessment policy
- Health and Safety policy
- Supporting Children with Medical Needs Policy
- Administering Medications Policy

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage and own their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCo/Inclusion Lead, and all other members of staff.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher, Inclusion Lead and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

The Role of The SENDCo/Inclusion Lead and provision for SEND at Ropley Church of England Primary School

The Special Educational Needs Co-ordinator's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinate provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinate and develop school-based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the register of SEND pupils.

Monitoring Children's Progress
The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo/Inclusion Lead to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, Ropley CE Primary will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of a Pupil Passport and the SENDCo/Inclusion Lead will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEND register with parental permission. The class teacher after discussion with the SENDCo/Inclusion Lead will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDCo/Inclusion Lead, parents and young person.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Has an identified learning difficulty, for example a learning delay, which impacts on their progress in a specific area of the curriculum.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas, as a result of a learning difficulty.
- Presents persistent social, emotional or mental health which can display as behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

Partnership with parents
Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress

of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SENDCo/Inclusion Lead through a school email address or school office.

The Nature of Intervention
The SENDCo/Inclusion Lead and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the teacher or teaching assistant.
- Materials for mathematics.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCo/Inclusion Lead and the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parent's will be invited to meet regularly with the class teacher and the SENDCo/Inclusion Lead and they will have specific time slots to discuss Individual Learning targets and progress with the SENDCo/Inclusion Lead on a termly basis. The SENDCo/Inclusion Lead will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies
These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his/her peers.

School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)
A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.
The evidence will include:

- A detailed education, health and care needs assessment.
- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.

- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for an Education, Health and Care Needs Assessment will be kept fully informed of the progress of the referral. Children with Education, Health and Care Plan will have their needs reviewed regularly, and in consultation with parents, in addition to a more formal annual review. When this coincides with transfer to secondary school, the SENDCo/Inclusion Lead from the secondary school will be informed of the outcome of the review.

Pupil Passports
Strategies employed to enable the child to progress will be recorded within an Individual Learning Plan (Pupil Passport) which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning.
- What they are responsible for.
- How the child can be successful.
- The review date.

The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained. The class teacher and learning support assistant working with the child will have regular input into reviewing the child's targets and making recommendations regarding the interventions they are receiving and progress being made.

Access to the Curriculum
All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff scaffold work appropriately, and use assessment to inform the next stage of learning. Staff ensure that children who have Pupil Passports are well catered for within the classroom. By breaking down pupil targets into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have a Pupil Passport with individual targets. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Allocation of resources
The SENDCo/Inclusion Lead is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children Education Health Care plans.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The role of the governing body
The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

Monitoring and evaluation

The SENDCo/Inclusion Lead monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Education Plans for children. The SENDCo/Inclusion Lead and the named governor with responsibility for special needs also hold regular meetings.