



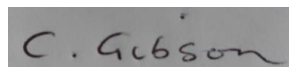
# Ryhope Infant School Academy

## SEND Policy

**Updated:** September 2023

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Deputy Headteacher and SENDCo

**Signed:**

A handwritten signature in black ink that reads 'C. Gibson' is displayed on a grey rectangular background.

**Chair of Governors**

**Review Date:** September 2024

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# Statement of intent

This policy outlines the framework for Ryhope Infant School Academy to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

Ryhope Infant School Academy therefore intends to work with Sunderland LA and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

## 1. Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25. (DfES 2014)
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

## 2. Definitions

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

## 3. Areas of special educational need

Ryhope Infant School Academy will make provision for pupils with the following 4 kinds of need:

- **Communication and interaction.**  
Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.  
Children with an Autism Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

- **Cognition and learning.**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning.

- **Social, mental and emotional health.**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Our School has clear processes to support children, including how we manage the effect of any disruptive behaviour so it does not adversely affect other pupils (see Behaviour policy).

- **Sensory and / or physical and medical needs.**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a dual-sensory impairment (DSI) will require specialist support and/or equipment to access their learning. Children with an DSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **4. Admissions**

- 4.1. Ryhope Infant School Academy will ensure it meets its duties under the Schools Admissions Code of Practice by:

- 4.1.1. Not refusing admission for a child that has named the school in their EHC plan.
- 4.1.2. Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- 4.1.3. Considering applications from parents of children who have SEND but do not have an EHC plan.
- 4.1.4. Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- 4.1.5. Not refusing admission for a child on the grounds that they do not have an EHC plan.

## **5. Roles and responsibilities**

- 5.1. The governing body has a responsibility to:
  - 5.1.1. Fully engage parents and / or young people with SEND when drawing up policies that affect them.
  - 5.1.2. Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHC plan.
  - 5.1.3. Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
  - 5.1.4. Designate an appropriate member of staff (the SEND co-ordinator or SENDCo) as having responsibility for co-ordinating provision for pupils with SEND.
  - 5.1.5. Appoint a designated member of staff for 'looked after' children where appropriate.
  - 5.1.6. Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
  - 5.1.7. Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
  - 5.1.8. Publish annual information on the school's SEND Policy, setting out the measures and facilities to assist access for pupils with disabilities.
  - 5.1.9. Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.
  - 5.1.10. Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
  - 5.1.11. Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.

5.1.12. Provide suitable, full-time education from the 6th day of a suspension of a pupil with SEND, in line with their EHC plan.

5.2. The Headteacher has a responsibility to:

- 5.2.1. Ensure that those teaching who are working with the pupil are aware of their needs, and have arrangements in place to meet them.
- 5.2.2. Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- 5.2.3. Cooperate with local authorities during annual EHC plan reviews.
- 5.2.4. Ensure that the SENDCo has sufficient time and resources to carry out their functions.
- 5.2.5. Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- 5.2.6. Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- 5.2.7. Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

5.3. The SEND Coordinator (SENDCo) must:

- 5.3.1. Be a qualified teacher.
- 5.3.2. Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- 5.3.3. Collaborate with the governing body and Headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- 5.3.4. Work with the school governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- 5.3.5. Undertake day-to-day responsibility for the operation of SEND policy.
- 5.3.6. Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- 5.3.7. Liaise with the relevant designated teacher where a looked after pupil has SEND.
- 5.3.8. Advise on a graduated approach to providing SEND support.
- 5.3.9. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- 5.3.10. Liaise with the parents of pupils with SEND.



- 5.3.11. Liaise with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- 5.3.12. Be a key point of contact with external agencies, especially the LA and LA support services.
- 5.3.13. Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- 5.3.14. Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- 5.3.15. Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- 5.3.16. Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND, including on forums.
- 5.3.17. Ensure that the school keeps the records of all pupils with SEND up-to-date.
- 5.3.18. Inform the child's parents that SEND provision is being made, where the child does not have an EHC plan.

#### 5.4. Class teachers must:

- 5.4.1. Quality First Teaching:

All children should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers must set high expectations for every child, whatever their prior attainment. All teachers are teachers of children with SEND.
- 5.4.2. Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupil themselves.
- 5.4.3. Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- 5.4.4. Use appropriate assessment to set targets which are deliberately ambitious.
- 5.4.5. Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- 5.4.6. Provide Support Plans in liaison with support staff, children, parents/carers and SENDCo.
- 5.4.7. Use SEND Ranges document to ensure correct level of support is being offered to meet the child's SEND needs.

## **6. Involving pupils and parents in decision making**

- 6.1. Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:
  - 6.1.1. Focus on the child or young person as an individual, not their SEND need.
  - 6.1.2. Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
  - 6.1.3. Highlight the child or young person's strengths and capacities.
  - 6.1.4. Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
  - 6.1.5. Tailor support to the needs of the individual.
  - 6.1.6. Organise assessments to minimise demands on families.
  - 6.1.7. Bring together relevant professionals to discuss and agree together the overall approach.

## **7. Joint commissioning, planning, and delivery**

- 7.1. Ryhope Infant School Academy will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:
  - 7.1.1. Identifying improved system outcomes in consultation with pupils and their parents, taking into account:
    - Prevention.
    - Early identification / recognition.
    - How pupils and their families will be able to access services.
    - How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE).
    - How provision and support services will enable pupils to prepare for adulthood.

7.1.2. Draw on the wide range of local data-sets about the likely education needs of children and young people with SEND to forecast future need, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND and disabilities among children and young people at national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate children with SEND and disability.
- An analysis of local challenges / sources of health inequalities.

7.1.3. Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEND.
- Increasing the proportion of children with SEND whose needs are identified before school entry.

## **8. Funding**

8.1. Ryhope Infant School Academy will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils.

8.2. Personal budgets are allocated from the local authority's high needs funding block and Ryhope Infant School Academy will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

## **9. Local offer**

9.1. Ryhope Infant School Academy will cooperate generally with the local authority and local partners in the development and review of the local offer.

9.2. Ryhope Infant School Academy will publish and review annually their School Information Report. This utilises the Sunderland LA Local Offer to meet the needs of pupils with SEND as determined by school policy and the provision of the school.

## **10. Identification**

10.1. To identify pupils with SEND, Ryhope Infant School Academy will:

10.1.1. Assess each pupil's current skills and levels of attainment on entry.

10.1.2. Make regular assessments of all pupils to ensure that the intervention:

- Ensures that the child's progress is similar to that of their peers starting from the same baseline.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

10.2. The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.

10.3. Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

10.4. The SEND range descriptors are used by all teaching staff to support the identification of the child's SEND need. They also provide a framework to support the allocation of educational and SEND resources. The SEND ranges are broken down into the four areas of SEND need and each area is broken down into ranges 1-6. Most pupils needs will be met at Ranges 1-3 through the notional budget within school. This will involve quality first teaching and targeted intervention with specific timescales and outcomes that can be measured through quantitative and qualitative data. If a child is within a higher SEND range then school will involve other agencies and professionals accessing further support to help meet the child's SEND needs. If a child is within a range 4 or above then school will liaise with parents and professionals to initiate the process of EHCP application to receive a top up funding.

## 11. Graduated approach

11.1. Once a potential SEND has been identified, Ryhope Infant School Academy will employ the graduated approach to meeting the pupil's needs, including:

11.1.1. Establishing a clear **assessment** of the pupil's needs.

11.1.2. **Planning** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.

11.1.3. **Implementing** the interventions, with support of the SENCO.

11.1.4. **Reviewing** the effectiveness of the interventions and making any necessary revisions.

## **12. SEND School Support and Support Plus**

12.1. The interventions can be implemented through SEND support where a pupil:

12.1.1. Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness.

12.1.2. Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.

12.1.3. Presents persistent social, emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by the school.

12.1.4. Has sensory or physical and medical problems, and continues to make little or no progress despite the provision of specialist equipment.

12.1.5. Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

12.2. The interventions can be implemented through SEND support plus. The relevant teacher or SENDCo, in consultation with parents, will talk with the parents about seeking advice from external support services, if a pupil:

12.2.1. Continues to make little or no progress in specific areas over a long period.

12.2.2. Continues working at National Curriculum levels substantially below that expected of children of a similar age.

12.2.3. Continues to have difficulty in developing literacy and mathematical skills.

12.2.4. Has social, emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.

12.2.5. Has sensory or physical and medical needs, and requires specialist equipment or regular advice or visits by a specialist service.

12.2.6. Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

## **13. Assessment**

13.1. Ryhope Infant School Academy will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

- 13.2. The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.
- 13.3. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

## **14. Education, Health and Care (EHC) plans**

- 14.1. Ryhope Infant School Academy will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.
- 14.2. The school will admit any child that names the school in an EHC plan.
- 14.3. The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place to meet them.
- 14.4. The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

## **15. Reviewing an EHC plan**

- 15.1. Ryhope Infant School Academy will:
  - 15.1.1.1. Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
  - 15.1.1.2. Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
  - 15.1.1.3. Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
  - 15.1.1.4. Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
  - 15.1.1.5. Cooperate with the local authority during annual reviews.
  - 15.1.1.6. Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

## **16. SEN and Disability Tribunal**

- 16.1. Ryhope Infant School Academy will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

## **17. Preparation for adulthood**

- 17.1. Ryhope Infant School Academy recognises that PfA starts at the earliest stage in life, from making choices feeding yourself and communicating your wants and needs. Our curriculum is shaped around the needs of the child regardless of their SEND need or disability. PfA outcomes 0-25 within the SEND Range document are considered for all children with a SEND need

- 17.1.1.1. Helping pupils and their families prepare for the change in legal status once a young person is over compulsory school age.
- 17.1.1.2. Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- 17.1.1.3. Securing access to independent face-to-face support for pupils with SEN or disabilities to make successful transitions.

## **18. Data and record keeping**

- 18.1. Ryhope Infant School Academy will:

- 18.1.1.1. Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- 18.1.1.2. Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- 18.1.1.3. Record details or additional or different SEND provision on a SEND support plan and one page profile.

## **19. Confidentiality**

19.1. Ryhope Infant School Academy will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- 19.1.1.1. To the SEN and Disability Tribunal when parents' appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- 19.1.1.2. On the order of any court for the purpose of any criminal proceedings.
- 19.1.1.3. For the purposes of investigations of maladministration under the Local Government Act 1974.
- 19.1.1.4. To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- 19.1.1.5. To Ofsted inspection teams as part of their inspections of schools and local authorities.