



Special Educational Needs (SEND) and Inclusion Policy

	Name	Date	Signature
Reviewed	Mrs Carol Burgess	February 2019	<i>C. Burgess</i>
Reviewed	Mrs Carol Burgess	August 2020	<i>C. Burgess</i>
Reviewed	Mrs Carol Burgess	November 2022	<i>C. Burgess</i>
Reviewed	Mr Martin Hunter	November 2023	<i>M Hunter</i>
Review		November 2024	

Version Control

Date	Change
September 2023	Amended to show staff changes

Compliance

The Policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This Policy has been created by the School's Head of Inclusion with the SEND Governor & Parent Governors, in liaison with the SLT, all staff and parents of pupils with SEND.

Raglan is a caring community school welcoming of all. It is dedicated to high standards of achievement and behaviour. Learning is enjoyable and rewarding and the gifts and abilities of every child are recognised and nurtured.

The Head of Inclusion (SENCO) is Mr Martin Hunter. He is a member of the Senior Leadership Team. He leads an Inclusion Team in school consisting of:

Raglan Primary School
Part of Connect Schools Academy Trust

- Mrs Vas Hardstone – Accelerated Learning Support Teacher
- Mrs Sam Collins – Learning Mentor
- Mrs Dawn Bailey – ASD Champion
- Mrs Kirsty Allen – Dyslexia Champion/SENCo Assistant
- Miss Liz Dray – ADHD Champion/SENCo Assistant
- Hilary Marney – Speech and Language Teaching Assistant
- Mrs Claudia Fenner – EAL Champion
- Mrs Helen Henderson – ELSA Support Assistant
- Mrs Vikki Turner – Mental Health First Aider
- Mrs Alison Wilkins – Challenge Champion
- Miss Frankie Gadd – Mindfulness Club Support
- Ms Lisa Wright/Ms Caryn Ruddy – Speech and Language Therapists

The SEND Governor is Dr Jo Reed.

Raglan School is an inclusive School and may offer a range of provision to support children with SEND in the following areas of need: communication and interaction, cognition and learning, social, emotional and mental health or sensory and physical.

The range of support deployed will be tailored to individual need following assessment by internal or external professionals. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation from quality first teaching.

Every child, regardless of their needs, will be given the same opportunities in school. However, provision and support may be adapted to ensure children with additional needs can access all areas of school life at Raglan.

This Policy was developed through meetings with governors, parents and staff members.

Contextual Information about Our School

- Anti-bullying and Positive Handling – please refer to the Behaviour Policy
- Meeting Medical Needs - Please contact the office staff or look on the website regarding information on Medical Needs.
- Accessibility – Please refer to the school's Accessibility Plan
- Child Protection and Safeguarding Policy - Please refer to the Policy on the website.

SECTION 2

Aim

At Raglan, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and aim to achieve this through the removal of barriers to learning to facilitate participation. We endeavour for all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational, emotional and behavioural needs and aspirations;
- require different strategies and styles for their learning;
- acquire, assimilate and communicate information at different rates;
- may need a range of different teaching approaches and experiences.

Objectives

1. To identify and provide for pupils who have special educational needs or additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To ensure that all learners make the best possible progress
4. To ensure that parents are informed on their child's special educational needs and that there is effective communication between parents and the school
5. To ensure that learners express their views and are fully involved in decisions which affect their education
6. To operate a "whole pupil, whole school" approach to the individual management and appropriate provision of support for special educational needs through high quality teaching
7. To promote effective partnerships and involve outside agencies when appropriate
8. To provide an Inclusion Manager/Special Educational Needs Co-ordinator (SENCO) who will work to implement the SEND Inclusion Policy
9. To provide support, advice and training for all staff working with pupils who have special educational needs.

SECTION 3: Identifying Special Educational Needs

We recognise the importance of early identification and aim to identify children's special educational needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As part of this process the

needs of the whole child will be considered, not just the special educational needs of the child /young person.

The school also recognises that other factors may influence a child's progress and attainment at any time, but do not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make expected progress
- Attendance
- Personal/family circumstances
- Health and welfare
- Trauma
- English as an additional language
- Being in receipt of Pupil Premium grant
- Being a Looked After Child (CLA) or adopted/PCLA
- Being a child of service personnel

A rigorous system of progress monitoring across the school takes place on a termly basis. This is referred to as Pupil Progress Reviews. This identifies pupils who are not making expected progress and may include progress in areas other than attainment. Classroom interventions are then implemented to those children who are identified and require support. In some cases, interventions outside of the classroom environment may be identified as a way of meeting a child's additional need in school.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed. These children are monitored and supported accordingly.

Promoting Social, Emotional & Mental Well-Being

Children need to feel valued, confident and secure to make maximum progress in their learning. Raglan is committed to promoting the social, emotional and mental well-being of all our pupils through a range of activities. These include:

- Playground Buddies
- Social Skills groups
- Friendship groups
- Lunchtime Mindfulness Club
- Learning Mentor Support
- ASD Champion Support
- ELSA Support
- Mental Health First Aid
- Classroom Mood Monsters
- Worry Monsters

Listening Ear Programme
School Council and Pupil Voice
Targeted assemblies

SECTION 4: A Graduated Response to SEND Support

Class/subject teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs.

Raglan regularly and carefully reviews the quality of teaching for all pupils including those at risk of underachievement. This includes reviewing, and where necessary, improving teachers' understanding of strategies to identify and support vulnerable learners and their knowledge of the SEND most frequently encountered.

The school has a rigorous monitoring cycle in place which includes observations of staff, regular book looks and planning scrutinies.

Before Special Educational provision is made, the Head of Inclusion/SENCo and class teacher will consider all the information from within the school about the pupil's progress, alongside national data and expectations of progress and in consultation with parents. The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the Code of Practice 2014 (cognition and learning, communication and interaction, social emotional and mental health and sensory and physical difficulties) with additional guidance for autism and specific learning difficulties. This can also be used to identify appropriate strategies to meet need. The SEND team may observe and also offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. Social and emotional needs are also carefully considered. General advice from outside specialists may be sought in consultation with parents.

Assess: If the pupil continues to face difficulties, a more detailed formative discussion, facilitated by the SEND team may take place. The school will consider which assessments may be suitable to gain further insight into the pupil's difficulties.

Plan: The school may refer to Bromley Inclusion Support Advisory Team for advice or to open a pathway to secure future support for a child with significant needs. A plan of early support will be implemented through Pupil Progress meetings and further discussions held in school.

Do: Subsequent support may take the form of additional in-class provision or an intervention group to address a particular need.

Review: The effectiveness of the intervention will be monitored regularly by the class teacher and Head of Inclusion/SENCo.

Any further support may be determined through the termly Pupil Progress Reviews, screening, assessments or in consultation with outside agencies (in consultation with parents.)

If, despite support, children fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place children on the SEND register, following discussion with parents.

Children with English as an Additional Language are not placed on the SEND register in the first year of attending Raglan. Any decision regarding additional needs will be dependent on their progress in school.

Managing Pupils on the SEND Register

Where longer term support is required and/or children have a diagnosis of need from an outside professional, parents will be informed that the child has been placed on the SEND register. This is the responsibility of the Head of Inclusion/SENCo to have a discussion with the parent.

Children in the Early Years provision are not necessarily identified on the SEND register but termly meetings are held with parents and concerns discussed with the school's Head of Inclusion/SENCo. These children are monitored and referrals and support is put in place as it is for children throughout the school. It is felt that some children take longer to settle and should not be identified as SEND at such an early stage. However, any child with a formal diagnosis or who is displaying significant needs will automatically be placed on the school's SEND register.

Assess: Formative assessment is carried out to identify individual barriers to learning. This may involve classroom observations, meetings with parents, screening/assessment in school or assessments by an external agency such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Bromley Wellbeing Service, Paediatrician or another specialist support service. Assessment by an outside agency may lead to a formal diagnosis of need.

Plan: Appropriate support will be agreed for pupils on the SEND register, which will be identified on Whole Class Provision Maps.

Do: Interventions are put in place, following recommendations. They will be time limited and discussed at the termly Pupil Progress Reviews and with Parents at Parents Evenings.

Review: Effectiveness of provision is monitored and intervention adapted to meet individual need – progress is discussed in SEND Team meetings and further advice is sought where necessary.

All interventions are planned and monitored by the class teacher and delivered by staff that have had appropriate training. Informal records of interventions are kept by the class teacher/person delivering the intervention. The effectiveness of interventions is monitored on a termly basis, or more frequently for certain interventions. All intervention outcomes are discussed at the termly Pupil Progress Review meetings. Individual pupil targets are assessed as part of the school's cycle of progress monitoring. This is presented in the form of a whole class provision map. Some children may have additional Emotional and Behavioural Support Plans depending on their specific needs.

While the needs of the majority of pupils will be met from within the school's own resources, some children will have a higher level of need. Additional funding to support children is available from the Local Authority High Needs Block. To receive additional funding, the school needs to provide a 'costed provision map' demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indication of how additional funding will be used to support the pupil in achieving desired outcomes. Where additional funding is agreed, a Funded Inclusion Plan may be put in place by the Local Authority, in consultation with parents and pupil. Thresholds for funding are related to need and can be found in the Banded Funding Guide.

Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

SECTION 5: CRITERIA FOR EXITING THE SEND REGISTER

The Inclusion Manager will inform parents when their child no longer needs to be on the SEND register. This might take the form of a formal meeting i.e. Open Evening or a telephone call. The child will be monitored closely once they are taken off the SEND register.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

Children are supported according to their needs. These are identified through data tracking, staff discussions, outside agencies, members of the school's SEND Team and through our termly Pupil Progress Review meetings.

Support is provided on an individual basis and decisions are made on the individual needs of the child. Support is reviewed on a regular basis and changes are made on the needs of the child at that time.

There are links to:

- The SEND School Information Report on the website
- School policy on managing medical conditions (new requirement from 9.14 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf)
- Other agencies involved:
Bromley Children's Project
Information Advice and Support Service - IASS (formerly the Bromley Parent Partnership)
Bromley Wellbeing
SEMH Outreach Team
Occupational Therapy
Physiotherapy
Speech and Language Therapy
Educational Psychologist
Paediatrician
Sensory Support
Bromley Y/CAMHs
Inclusion Support Advisory Team
Complex Needs Team

Admission Arrangements

Please refer to the Admissions Policy – on the website.

It is through the Disability and Equality Policy that the access arrangements are monitored. It is reviewed annually and looks closely at all the access arrangements. The Inclusion Manager has responsibility for this policy and works closely with representatives from the Local Governing Body.

Additional support may be given to vulnerable children at key points of transition. This could be from year group to year group or on entry to or departure from Raglan at any age.

This support may involve different agencies e.g. ISAT, a SENCO in a corresponding school or any specialist professional involved with the family. SEND Files are handed over at meetings or delivered to the receiving school by recorded delivery.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils with medical conditions should be appropriately supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may be registered disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils may also have Special Educational Needs and may have an Education, Health and Care Plan, which brings together health and social care needs, as well as their Special Educational provision. In such cases, the SEND Code of Practice 0 – 25 (2014) is followed.

SECTION 8: MONITORING AND EVALUATION OF SEND PROVISION

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, sampling of parent, pupil and staff views.

The Local Governing Body takes an active role with all aspects of SEND. The SEND Governor supports school to evaluate and develop quality and impact of the provision for pupils with SEND across the school. The SEND Governor also liaises directly with the Local Governing Body to ensure they have full knowledge of all aspects of SEND/vulnerable children.

The school undergoes an active process of continual review and improvement of provision for all pupils. This may take place at the Pupil Progress review meetings termly, open evenings, meetings with the Class Teacher or liaison with parents and outside agencies.

SECTION 9: TRAINING AND RESOURCES

SEND is funded from the Notional SEND budget allocated to all schools, based on prior school attainment and free school meals. Additional funding is available from the Local Authority High Needs Block where it can be evidenced that a pupil requires a higher level of support than that available within the school's own resources.

The training needs of staff, including support staff, are regularly reviewed and planned for, so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with more specific difficulties, staff access training and support from specialist teachers or therapists. All staff

are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the Inclusion Manager/SENCo to explain the systems and structures in place, the school's SEND provision and practice, and to discuss the needs of individual pupils.

The Inclusion Managers attend the Local Authority SENCO Forums in order to keep up to date with local and national updates in SEND. The SENCo/Head of Inclusion also attend local cluster group meetings to share good practice.

SECTION 10: ROLES AND RESPONSIBILITIES

- SEND Governor is Ms Jo Reed who can be contacted through the school office.
- The SENCo/Head of Inclusion are the line manager to the Teaching Assistants and Learning Support Assistants
- The Head Teacher and the Learning Mentor are designated adults responsible for Safeguarding.
- The Head Teacher is responsible for the funding for the Pupil Premium children and the Teacher in Charge of CLA is responsible for monitoring the attainment and achievement of those children.
- The Head Teacher has overall responsibility for meeting the needs of the children with medical conditions. A member of the office staff manages this on a day-to-day basis.

SECTION 11: STORING AND MANAGING INFORMATION

All documents are stored securely in the SENCO/Head of Inclusion office. The doors are locked when an adult is not present in the room.

Documents and records are kept until the child leaves school. When the child leaves the school, where possible, records are hand delivered to the new school and a signed receipt is requested at the point of drop off. If it is not possible to hand deliver, records are sent by recorded delivery with an acknowledgement letter confirming receipt of the records. Recorded delivery receipt and acknowledgement letters are kept in the GDPR file. The school is currently moving towards storing all children's records electronically. Access to these records is restricted to senior leaders and other members of staff directly involved with a child.

Data Protection and GDPR should be carefully considered when handling information.

SECTION 12: REVIEWING THE POLICY

This policy is reviewed annually.

SECTION 13: ACCESSIBILITY

Statutory Responsibilities

Refer to the Equality and Disability Policy and the Accessibility Action Plan for further information regarding accessibility of all pupils. There is direct reference to resources such as the Sound Field System and resources in place for vulnerable children.

Barriers to learning are removed through careful monitoring, quality first teaching, identification and interventions or referrals to other professional agencies. Classroom organisation may mirror a 'Dyslexic Friendly Classroom' or 'Communication Supported Environment' e.g. coloured backgrounds on the interactive whiteboard, worksheets with information presented in smaller manageable chunks, minimalist displays, signage supported by Communication in Print symbols.

Key members of staff can be contacted through the school. If the direct email is not known then contact can be made through admin@raglan.bromley.sch.uk and the email will be forwarded.

SECTION 14: DEALING WITH COMPLAINTS

It is hoped that all positive and negative issues regarding SEND would be discussed and resolved with the SENCo/Head of Inclusion. However, should a parent feel that they wish to pursue a matter, the Head Teacher should be contacted after the SENCo/Head of Inclusion. If the matter continues to be unresolved the concern should be taken to the Chair of Governors c/o chair@raglan.bromley.sch.uk

SECTION 15: APPENDICES

This Policy needs to be read in conjunction with other school policies such as Safeguarding Children Policy, Supporting Children with Medical Conditions Policy, Behaviour and Relationships Policy, Accessibility Plan and Equality Information, Data Protection Policy and Objectives Policy.