



SEND POLICY

All schools in Mosaic Schools Learning Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Note: Please be aware the national picture of SEND is ever changing and there are reviews happening presently to adapt and reform SEND provision. Our Trust are working with current guidance however this may be adapted regularly in the forthcoming years. Our Trust core offer is also subject to change dependent on these reviews.

	<u>Name</u>	<u>Date</u>
Reviewed	Martin Hunter	November 24
Reviewed	Martin Hunter	November 25

VERSION CONTROL

<u>Date</u>	<u>Change</u>
September 2023	New Policy
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1) Statement of Intent

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.

2) MOSAIC Vision

The Trust believes that every pupil is entitled to access an education that enables them to achieve their potential in a safe and encouraging environment that meets individual needs. It is our belief that every child has their unique contribution to make to the life of the school, from which their peers can learn and benefit.

Provision for pupils with SEND is a matter for the Trust as a whole; all teachers are teachers of children with SEND and share responsibility for meeting their needs and promoting their welfare.

At MOSAIC we believe that all children should have equal access to a broad and balanced curriculum which provides opportunities for them to achieve and succeed to their full potential. We recognise that children learn at a different rate and in different ways and therefore we ensure that they are taught using a full range of learning styles in order for them to develop intellectually, emotionally, socially, artistically, physically and spiritually. With a focus on care and guidance, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

We believe that children with SEND have the greatest need for excellent teaching and are entitled to a provision which supports achievement at, and enjoyment of, school. Our aim is to support staff to do this by providing them with relevant continuing professional development and the skills needed to make the biggest possible impact. The focus of the SEND Toolkit is on supporting SENDCos, teachers and support staff, working in close partnership with parents/carers and appropriate professionals, to deliver high quality teaching and learning in our classrooms. This ensures that all pupils, especially those with SEND, are full members of the school community who experience a rich and positive experience during their time with us. We hope that the SEND toolkit, along with an ongoing programme of continuing professional development and support, will empower staff to develop great classroom practice which will enhance the learning experience of every pupil. The Trust's aim is to remove barriers to learning so that every pupil achieves their potential regardless of any SEND to ensure each child meets the Crofton School's Mission Statement. The Trust believes that having high expectations of all pupils is paramount to their achievement as well as developing all pupils' independence, resilience and self-esteem. In doing so, the Trust believes it lays foundations for the development of well-rounded, fulfilled young people who will be of benefit to the wider community and able to sustain themselves as independently as possible throughout life.

3) 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 SEND Co-ordinator with the SEND Governor & Parent Governors, in liaison with the SLT, all staff and parents of pupils with SEND.

4) Identifying SEND

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 Wellbeing Club

Learning Mentor Support

AUTISM Champion Support

ELSA Support

Mental Health First Aider

Classroom Mood Monsters

Worry Monsters

Listening Ear Programme

School Council and Pupil Voice

Targeted assemblies

Awareness events

Supporting local SEND charities

5) Categories of SEND

Special Educational Needs and Disabilities (SEND): SEND encompasses a diverse range of learning difficulties or disabilities that may affect a child's ability to access education and require special educational provision to support their learning and development. This includes, but is not limited to:

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.

Learning Disabilities: Conditions that impact cognitive functioning and the acquisition of knowledge and skill. 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 education or training that is additional to, or different from, that which is ordinarily available to other children or young people of the same age in a mainstream setting. This provision is designed to meet identified special educational needs and to enable the child or young person to achieve the best possible educational and developmental outcomes.

Area of need	
Communication and Interaction Difficulties	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. This includes pupils with Autism and speech and language difficulties.
Sensory or Physical Needs:	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.
Social, Emotional, or Mental Health (SEMH) Challenges	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

	• Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties 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

6) 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.

7) Roles and Responsibilities

- SEND Governor is Dr Jo Reed who can be contacted through the school office.
- The SENCo is 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 SENCo is a Deputy Designated Safeguarding Lead (DDSL)
- 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.

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

- Mrs Sophie Anderson-Whiley – Head of Provision
- Mrs Sam Collins – Learning Mentor
- Mrs Dawn Bailey – Autism Champion
- Mrs Helen Henderson – Emotional Literacy Support Assistant (ELSA)/SENCo Assistant
- Miss Elizabeth Dray – ADHD Champion/SENCo Assistant
- Hilary Marney – Speech and Language Champion
- Mrs My Simpson and Mrs Margarita Recio Escobedo – EAL Champions
- Mrs Vikki Turner – Mental Health First Aider/Wellbeing Champion
- Miss Mollie Gadd /Mrs Caryn Ruddy – Speech and Language Therapists

8) Involving parents/carers in the decision making

If parents have concerns about their child, in the first instance, they should speak to your child's class teacher. He/she is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils.
- Checking on the progress of your child and identifying, planning and delivering any additional support.
- Contributing to devising informal personalised learning plans to prioritise and focus on the next steps required for your child to improve learning. Applying the school's SEND policy.

We will provide reports on your child's progress.

The class teacher will meet parents at Parent's Evenings:

Set clear outcomes for your child's progress

Review progress towards those outcomes

Discuss the support put in place to help your child make that progress

Identify what the school can do, parents/carers can do and what the child can do.

At the parent or teacher's request, the SENCO may also attend these meetings to provide extra support.

Parents have access to the year group email address which is monitored by the class teachers and accessed at least once a week. They also have access to the SENCo's and SENCo Assistants' email addresses which are monitored more frequently.

A member of staff from each year group will be on the playground at drop off and collection, which enables an open dialogue between school and parents. Parents are able to share if there has been a problem at the weekend/in the morning.

The SEND Co-ordinator is available to meet with parents of children with special educational needs. They are also available via telephone or email. The school offers joint meetings with the SEND Co-ordinator and a member of the SEND Team to discuss specific concerns and agree short-term actions. The Autism Champion/ELSA/ADHD Champion/Dyslexia

Champion/Learning Mentor meets with families to offer advice and support for the home and/or collect information to make an onward referral for support in school.

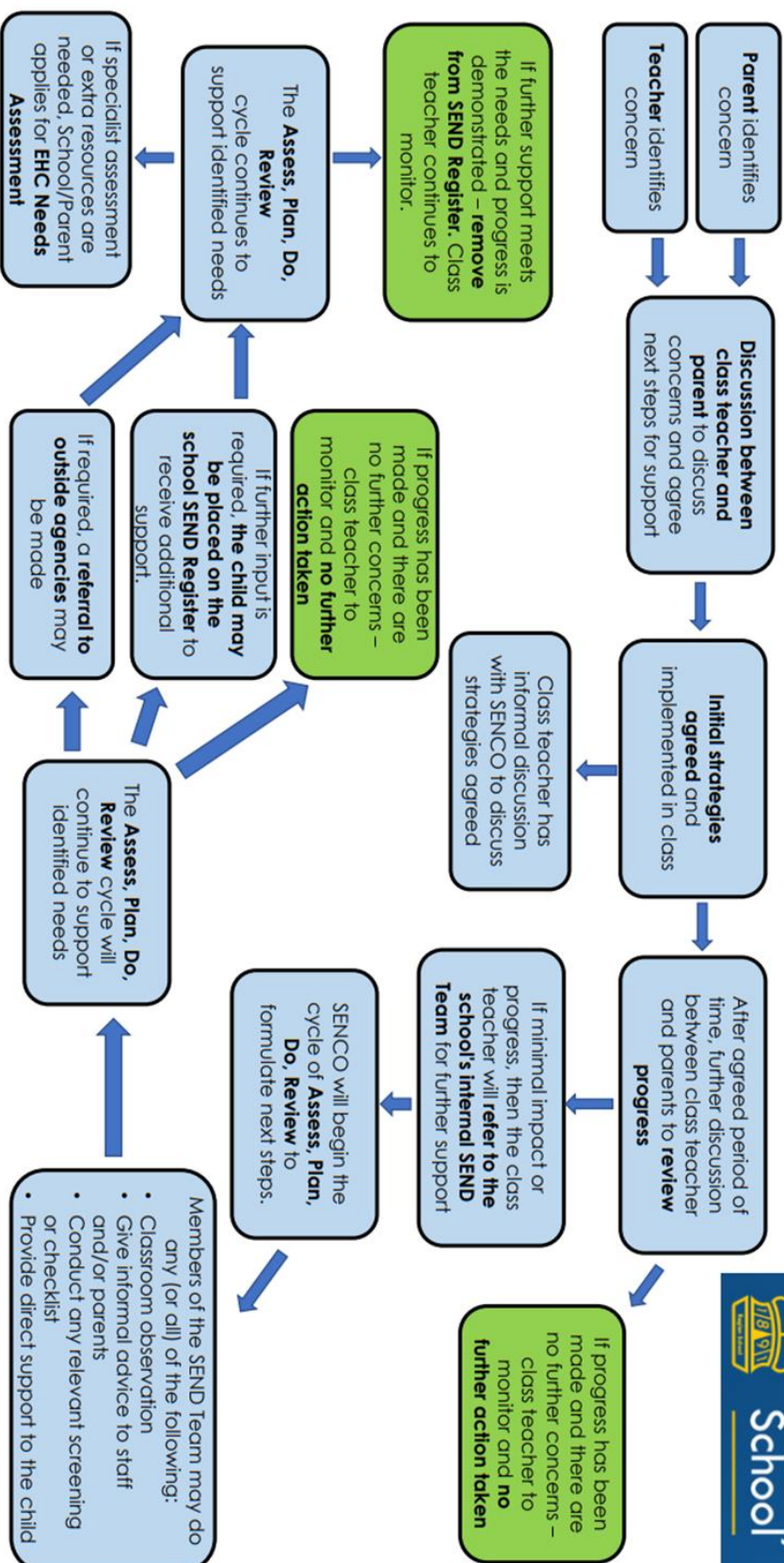
Appointments can be booked in advance through the SENCo Assistants. If you have concerns that arise between these meetings, please contact:

Senco@raglan.bromley.sch.uk and sencoassistants@raglan.bromley.sch.uk

Parents attend annual reviews for children with Education Health Care Plans or Funded Inclusion Plans. At times of transition, the SEND Co-ordinator will discuss the transition process and what parents can do to prepare for the meeting.

Please view the flow diagram below for a clear process of SEND support at Raglan:

What to do if I am concerned about my child's learning



9) 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. This can be through whole staff training or working closely with the SEND team.

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 Descriptors of Need 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 and adapted 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.

10) 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.

11) Criteria for exiting the SEND register

The SEND Co-ordinator 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.

12) Admissions 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 SEND Co-ordinator 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 transferred securely electronically.

13) Access arrangements

Please see our accessibility plan on the school website: <https://raglanprimary.school/school-policies/>

<https://raglanprimary.school/wp-content/uploads/2025/03/Accessibility-Plan.pdf>

Please also see our policy for supporting children with medical needs.

<https://raglanprimary.school/wp-content/uploads/2023/11/Supporting-Children-with-Medical-Needs-Policy.pdf>

And our equality, diversity and inclusion policy

<https://raglanprimary.school/wp-content/uploads/2023/11/EDI-Statment-Website-Version.pdf>

14) Transition arrangements

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition.

When moving to another school:

- We will contact the School SENCo and share information (with parental permission) about special arrangements and support that has been made to help your child achieve their learning goals.
- We will ensure that all records are passed on securely and promptly.
- If appropriate, we will arrange informal visits to the new school for the child to enable them to become familiar with their new surroundings.

When moving classes in school:

- An information sharing meeting will take place with the new teacher
- A transition booklet is made and shared with the child, parents and new staff
- Formal and informal opportunities are organised to visit the new class / teacher

- Resources move with the child e.g. now/next board, sloped writing boards etc.

Secondary Transition:

- The SEND Co-ordinators will attend the Primary/Secondary Transition day meeting to discuss specific needs of the child and the nature and level of support that has had the most impact (with parental permission).
- Many secondary school SENCOs visit Raglan to meet groups of students and class teachers share information as appropriate at this time.
- In some cases, additional multi-agency meetings may be arranged to create a more detailed “transition” plan that may include more visits to the new school and/or additional visits from the new school.
- If appropriate, we will arrange informal visits to the new school for the child to enable them to become familiar with their new surroundings. A familiar member of staff will accompany the child in order to ease transition (if appropriate).
- All school records are passed on securely to the receiving school, with parental consent.

15) 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.

16) 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.

17) 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 that is 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 SEND Co-ordinator to explain the systems and structures in place, the school's SEND provision and practice, and to discuss the needs of individual pupils.

The SEND Co-ordinator attend the Local Authority SENCO Forums in order to keep up to date with local and national updates in SEND. The SENCo team also attends local cluster group meetings to share good practice.

18) Storing and managing information

All paper SEND records are stored securely in the SENCo office in a locked cupboard. Records are securely kept on the school server.

Documents and records are kept until the child leaves school. When the child leaves the school, records are securely transferred electronically to the new school. Electronic acknowledgement of transfer of documents is requested from Secondary Schools and kept within GDPR guidelines.

Access to children's electronic 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.

19) 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.