

SEND Expectations & Guidance.

At Raynville Academy, we strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Types of SEND provision

SEN Support

A pupil that requires more help than the school gives through differentiation/QFT should be considered as requiring SEN Support.

- The class teacher will complete the initial concerns checklist to identify key areas for development.
- The teacher will then discuss this with the SENCo to agree what action is needed for progress.
- An IPM (Individual Provision Map) will be written for the pupil on the school's format.
- This must be communicated to parents/carers at SEN review meetings. Meetings need to be recorded using the SEND review format or equivalent documentation.

Pupils who make good progress may no longer need SEN support. This must be discussed with the SENCo Hilary Smith. Depending on the needs of the child and the rate at which they are progressing, the SENCo can ask for advice from other support services. For example, they may ask for help from: an Educational Psychologist, a specialist teacher, a Speech and Language Therapist or other health professionals.

Parental/Carer permission and support will be asked before the school involves any outside specialists. As a class teacher it is essential that the child's learning needs are being met and that any specialists' recommendations are followed. It is essential where possible to develop links with these specialists and liaise with them with regards to progress and next steps.

EHC Plan

In a very few cases it may be necessary for the school to consider, in consultation with the parents/carers and any outside agencies involved, whether an EHC plan may be necessary. An EHC plan can only be issued after a child or young person has gone through the process of EHC needs assessment. At the end of that process, the Local Authority has to decide, either to issue an EHC Plan or not. This is a legal document, which identifies the needs and protects the provision required for the child. It is essential that the needs are met and that **annual reviews** are prepared for and involve all professionals working with the pupil with parents/carers being involved in the decision making process.

PLP and passports

The PLPs (written by the Class teacher) provides key information on the pupil, their strengths and needs. It details how class teachers will differentiate and support the pupil's learning needs within a continuum of provision from universal to targeted to personalised. The aim of the IPM is that via a single document all key staff have the appropriate information to hand regarding the pupil, including their outcomes. Teachers can focus on improving outcomes by consistently implementing the agreed strategies within universal provision whilst making links with the targeted and personalised/bespoke offer.

The agreed strategies and use of resources are explicitly linked to the pupil's strengths and needs. The views of the pupil as well as the views of their parents/carers are also used to inform the provision provided. Links to other assessment information as well as professional reports, other plans, and further information to meet needs such as the *Quick Guides* are embedded within this document.

Liaison with Parents/Carers

We must give parents/carers opportunities to play an active and valued role in their child's education by:

- Making parents/carers feel welcome when they come into school to talk about their child.
- Encouraging parents/carers to inform school of any **strengths** as well as difficulties they perceive their child maybe having.
- Instilling confidence that the school will listen and act accordingly.
- Keeping them fully informed of their child's progress and need/s.

These meetings must be recorded during times of parent's evenings or meetings throughout an academic year, using the SEND review format *or equivalent documentation* and stored as an electronic document in the pupil's individual file.

Responsibilities

It is the responsibility of the class teacher to develop, write and oversee the delivery of the PLPs and use the finely graded assessment tool (Progression Steps – BSquared or SENIT Development Journal) to support individual outcomes and provision. Teaching Assistants can support the delivery of learning or interventions and often have a wealth of experience which enables them to identify gaps in knowledge and understanding to inform outcomes or next steps. **However, this must always be done in liaison with the class teacher. The Class Teacher (CT) is the professional responsible and accountable for the attainment, progress, and provision in place to match a child's SEND needs and needs to make decisions regarding this.** Close work between the CT and TAs is vital to the progress of children with specific needs.