



RAYNVILLE
ACADEMY

Special Educational Needs and Disability (SEND) Policy

Approved by:	Raynville LGB		
Responsible department:	Raynville Academy - SLT		
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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (2014) 3.65 and has been written with reference to the following guidelines and documents:

- Equality Act 2010: Advice for Schools DfE Feb 2013
- SEND Code of Practice 0–25 (2014)
- School SEND Information Report Regulations (2014)

INCLUSION STATEMENT/MISSION STATEMENT/PRINCIPLES

The staff at Raynville Academy are committed to the inclusion of all pupils. We therefore:

- Provide an environment which enables every child to be safe and healthy.
- Every teacher is a teacher of every child or young person including those with SEND.
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being.
- Enable every pupil to make a positive contribution to their school and community.
- Identify and respond to pupils' diverse and individual needs.
- Identify and overcome potential barriers to learning.
- Set suitable learning challenges for every pupil.

DEFINITIONS

The Children & Family Act (2014) - **PART 3** Children and Young People in England with Special Educational Needs or Disabilities, states that, 'children have **special educational needs** if they have a learning difficulty which calls for special educational provision to be made for them', section 20 (1).

A child of compulsory school age or a young person has a **learning difficulty or disability** if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age;
or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (section 20 (2)).

"All children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best;*
- *become confident individuals living fulfilling lives; and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training".*

Improving outcomes: high aspirations and expectations for children and young people with SEND

(SEND Code of Practice, part 6, 6.1)

DISABLED CHILDREN AND YOUNG PEOPLE

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

Special Educational Needs Code of Practice, 2014

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

Taken from the: Special Educational Needs Code of Practice, 2014

BASIC INFORMATION ABOUT THE SCHOOL’S SPECIAL EDUCATIONAL PROVISION

Objectives of the Policy

- This policy works within the guidance provided in the SEND Code of Practice, 2014.
- Children, parents and carers are at the heart of the processes and ethos we follow.
- All pupils at Raynville Academy are entitled to access a broad, balanced and relevant curriculum whatever their individual needs may be.
- All pupils with SEND are fully included in the educational and social life of the school.
- All staff are responsible for the early identification, assessment, monitoring, teaching and inclusion of pupils with SEND as an integral part of raising standards.
- All staff are given appropriate support to enable the best SEND provision available.
- The school will work in partnership with outside agencies/schools to get the best for our children.

Responsibility for Co-ordination of SEND Provision

- The Governing Body, in co-operation with the Headteacher, is responsible for the school’s general policy and approach to provision for pupils with SEND and reports annually to parents on the school’s policy on SEND.
- The SEND Governor is **Louise Harrison**.
- The Headteacher has responsibility for the day-to-day management of all aspects of SEND provision, and works closely with the Inclusion Leader to ensure the day-to-day operation of the school’s SEND policy and for co-ordinating provision for pupils with SEND.
- The Inclusion Lead/SENCo is **Hilary Smith**, assisted by **Adele Baranyi**, Inclusion Support Worker.
- The Designated Safeguarding Leads are **Andrew Midgley and Gina Balsdon**
- The Deputy Designated Safeguarding Leads are: **Joanne Briscoe, Teresa McGrath and Adele Baranyi**.

Arrangements for coordinating SEND Provision

The Inclusion Leader/SENCo will:

- Work in partnership with colleagues, parents, pupils and outside agencies to set, monitor and review short-term objectives on individual SEND Personal Learning Plans (PLPs).
- Oversee the records of all pupils with SEND in line with GDPR legislation.
- Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for pupils with SEND.
- Monitor the quality of teaching and learning and work regularly with colleagues and pupils to set targets for improvement.
- Liaise and work with parents and carers of pupils with SEND on a regular basis.
- Liaise with external agencies in matters relating to pupils with SEND, including annual reviews of Education Health Care Plans (EHCP).
- Liaise regularly with the SEND Governor.
- Manage the SEND and Inclusion budget, allocating staffing, resources and training to meet the priorities identified in the School Development Plan and this policy.
- Reasonable adjustments will be made to the curriculum if needed for individual pupils.

Admission Arrangements

- Children who are Looked After (CLA) are admitted into school as a priority.
- SEND children with an Education, Health and Care Needs Assessment are also given first priority admission if they have named our school within the EHCP. This will be in discussion with the Headteacher and the Local Authority (the school has 15 working days to respond in writing).

There is an Equal Opportunities Policy, which is followed to provide equality of opportunity for all children. If a child's identified additional needs requires significant specialist equipment, resources and approaches then the Local Authority will support the family and school to assess how adjustments can be made, and how the child's needs can best be met.

Specialist SEND Provision

- Raynville Academy work closely with outside agencies as and when appropriate, including the Educational Psychologist, SENDIASS, SaLT, Special Educational Needs Inclusion Team (SENIT), Behaviour Support Workers, and The Area Inclusion Partnership (AIP).

Facilities for pupils with physical disabilities

Raynville Academy is built on a sloping site and has external steps to access different parts of the buildings. Foundation Stage and KS1 are housed in one building, and KS2 and the main offices in another, both over several floors with flights of stairs. All doors are wide enough for wheelchair access. There are disabled access toilets in Nursery, Lower KS2 and by the main school office. There is a care suite in Nursery, consisting of an accessible toilet, changing bench and shower facilities. Some staff have specific expertise in supporting children with SEND/disabilities, and where necessary, additional training is sourced.

The current Disability Equality Scheme (DES) Action Plan includes action on:

- Physical access
- Curriculum access and delivery
- Provision of information for disabled members of the school community
- Staff awareness of disability issues.

See DES Plan.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

We aim to ensure that all children's needs are met in school and the budget is used effectively to enable us to achieve this aim. Our school receives a notional inclusion budget which is spent on providing extra adult support in the classroom where appropriate and additional resources, dependent on the specific needs of the children. For children with more complex needs, school can apply for FFI funding to ensure that their needs are met. The Inclusion Leader and Senior Leadership Team (SLT) will decide on the most appropriate type of support for individual children. For example, a child with behavioural needs may need full time support provided by a 1:1 Teaching Assistant or equally a child may require a specific intervention to be delivered three times a week for a given amount of time.

SEND Pathway

Parent/carer/teacher/adult is concerned about an aspect of a child's learning or development.

Child's progress and work is at ARE in English and Maths. Agree to monitor.

Parent/carer, class teacher agree short term support, this may include wave 1 and 2 interventions or support (Inclusion Leader and PIT involved as appropriate)

Child is discussed at termly pupil progress meetings with DHTs.

Discuss if there is SEMH need. PIT and/or SENCo meet with class teacher and parents to explore difficulties and plan appropriate support strategies. Monitor.

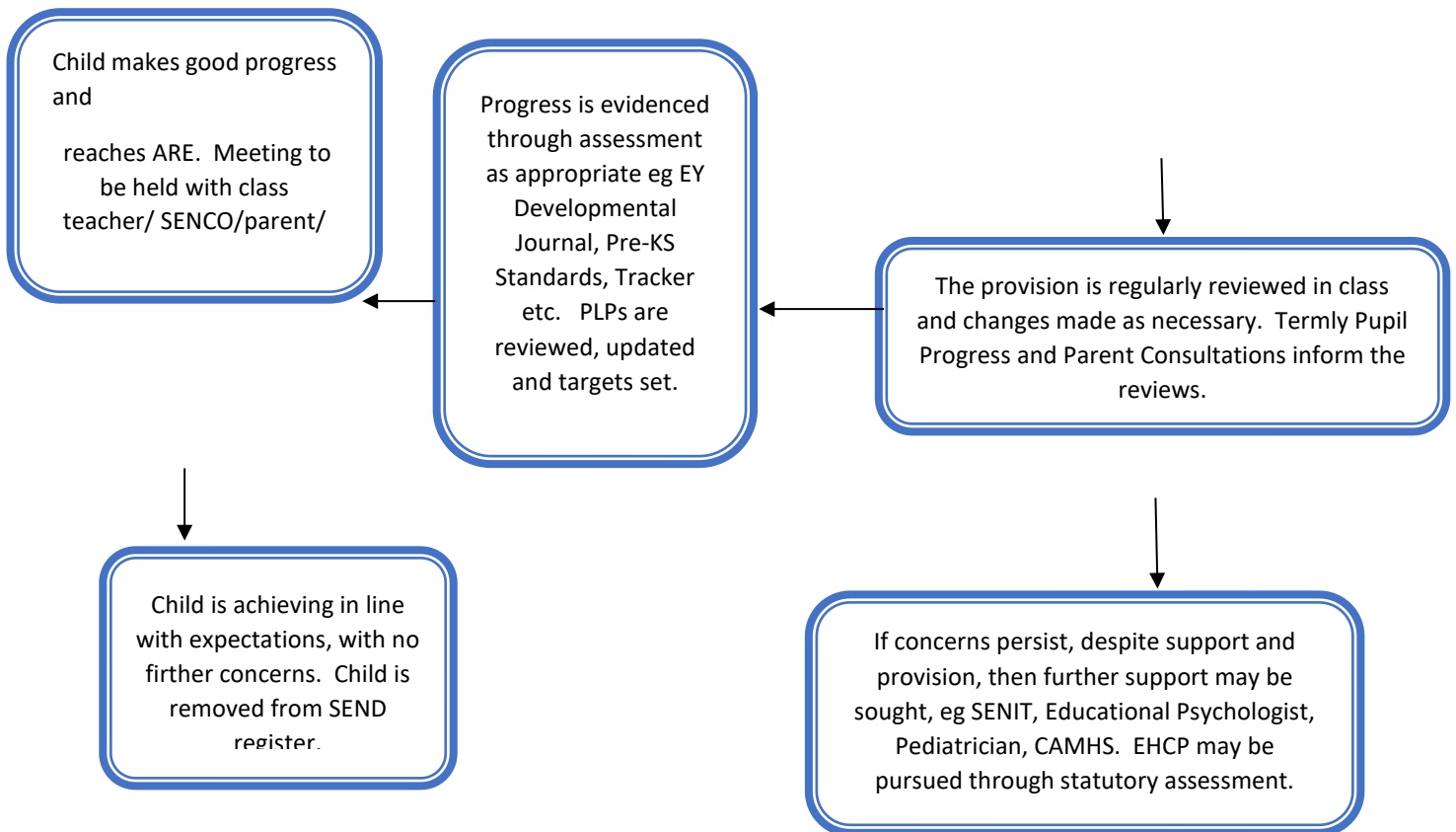
Due to lack of progress despite additional support, the child is placed on the SEND Register. The child requires provisions over and above that of the majority of children. Parents consulted.

Outside agency support may need to be

Some progress has been made, class teacher to agree further additional support and monitor.

Child's progress and work is ARE. Agree to monitor.

The class teacher creates SEND records on EDUKEY system. The profile and PLP is shared with the child and parents.



The SEND pathway allows parent/carers and the staff of Raynville to have a clear pathway in the early identification of SEND and the support process, and clearly shows what process to take if they are concerned about an aspect of a child's learning or development. This pathway has been written in compliance with the SEND Code of Practice (2014) Assess, Do and Review.

ASSESS, PLAN, DO, REVIEW (Code of Practice 2014)

- The Inclusion Leader co-ordinates the identification, assessment and monitoring of pupils with SEND through the SEND Pathway.
- A meeting with parents and class teacher will be made to discuss concerns before deciding the appropriate wave of support needed.
- Pupils who are identified as having SEND and are receiving support that is 'additional to or otherwise different from the educational provision made generally for children of their age' are recorded on the school SEND register.
- Meetings will be held with parents regularly throughout the school year to review and evaluate progress/needs linking to section 5 of the SSP (Assess, Plan, Do, Review).
- PLPs will be used to plan programmes and monitor and review progress for those on the SEND register in line with the guidance in the SEND Code of Practice (COP), 2014.
- According to the Special Educational Needs and Disability Regulations 2014 on SEND, the arrangements for assessing and identifying pupils as having SEND have been agreed and set out as part of the Local Offer. This can be accessed on the school website.
- There are annual reviews for those children with an EHCP (if the pupil is below the age of 5 the reviews must be held every 6 months).



Access to Curriculum

We are committed to the principles within the National Inclusion Statement in that we always strive to:

- Set suitable learning challenges;
- Respond to pupils' diverse and individual needs; and
- Attempt to overcome potential barriers to learning and assessment.

The curriculum for pupils with SEND can be flexible and is differentiated according to need. Teachers, TAs, Pastoral and Inclusion Officers etc. work together to maximise effective access.

Inclusion of Pupils with SEND

It is the responsibility of all teachers to include pupils with SEND within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum.

In line with the Equality Act 2012, we endeavour to:

- Eliminate unlawful discrimination, harassment and victimization.
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Funding For Inclusion (FFI)

School funding comes to us from national formulas and Local Authority processes. Each financial year our funds are allocated according to school priorities for the year ahead. The provision of SEND children is paid for through the main school budget, with a certain amount specified as the Notional Inclusion Budget. Children who have significant SEND may meet the criteria for additional funding known as Funding For Inclusion (FFI) units. Bids can be made, with supporting evidence, at specific points e.g. Rec, Y1, Y3, Y5. Early Years FFI can be requested in liaison with other agencies e.g. Speech and Language Therapy, SENIT etc.

The Inclusion Leader must review the children who receive EYFFI every term in consultation with teachers, parents/carers and the Local Authority.

Evaluating the Success of Provision for Pupils with SEND

The Governing Body, in partnership with the Inclusion Leader and other colleagues, will monitor and report on the success of SEND provision for pupils with SEND in a variety of ways:

- Monitor and evaluate the success of short and medium-term targets;
- Evaluate the impact of tailored provision and programmes of study;
- Analyse attendance and exclusion data for pupils with SEND; and
- Monitor progress against SEND priorities in the School Development Plan and SEND Action Plan.

The Local Offer

'Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.'

(SEND Code of Practice, 2014)

At Raynville Academy, our Local Offer is updated once a year, outlining provisions for pupils with a special educational needs at the school. The Local Offer is published on our school website, and a printed copy is available on request at the main school office.

Complaints Procedure

The school has well established procedures for dealing with parental complaints. These are outlined in the Complaints Policy & Procedure (a copy of which can be accessed via the school's website or from the school Office). Parents who feel they have a complaint should approach the class teacher in the first instance, followed by the SENCO and the Headteacher. If they remain dissatisfied, then the complaint should be taken, in writing, to the Chair of Governors Mr S Evans.

INFORMATION ABOUT THE SCHOOL'S STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

In-service Training

We regularly self-evaluate our Inclusion and SEND strengths and areas for development. Priorities are identified and built into the School Development Plan.

The school has a commitment to staff development in the area of SEND to ensure that both teachers and support staff effectively meet the needs of the pupils.

In-house or agency training is arranged as prioritised in the School Development Plan or Action Plans as listed above.

Links to Support Services

The school makes good use of outside agencies, seeking support and advice to maintain high standards of provision. Links and partnerships are developed with Leeds City Council Children's Services and other outside agencies to provide support and advice to enable the school to meet pupil needs effectively.

Working in Partnership with Parents (SENDIASS)

We aim to 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 are recorded during times of parent's evenings or meetings throughout an academic year, using the SEND review format and stored as an electronic document in the pupil's individual file.

We welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners. We will endeavour to foster effective partnerships, valuing parents' views and contributions and will draw attention to the availability of relevant and accessible information, support and advice (e.g. <http://www.leedsSENDdiass.co.uk>). A referral to this service can be made by the Pastoral and Inclusion Team or parent/carer.

Links with Other Schools

We benefit from partnership links with other schools and institutions in our neighbouring area, our family of schools and our Multi-Academy Trust. We particularly endeavour to facilitate a smooth transition for any pupil with SEND joining or leaving the school and prompt transfer of records/information.

SUMMARY

At Raynville Academy we believe that inclusive education is central to all children's social, emotional and intellectual development. We are an inclusive school and strive to meet the needs of all our children, including those with SEND or a disability, by ensuring that they have full access to all aspects of school life in order to achieve their full potential. Our school is committed to safeguarding and promoting the wellbeing of all children, and we expect our staff and volunteers to share this commitment.

Our SEND Policy aims to raise the aspirations of and expectations for all pupils with SEND. It provides a focus on outcomes for children and young people and not just on hours of/provision and support.

Glossary:

SEND – Special Educational Needs and Disability

PM – Provision Map

PLP – Personal Learning Plan

EHCP – Education, Health and Care Plan

Wave 1 Intervention – Inclusive first quality teaching for all.

Wave 2 Intervention – Additional interventions to enable children to 'close the gap' and to support children work towards/reach age related expectations or more.

Wave 3 Intervention – Additional highly personalised individual intervention (1:1 key worker; individualised planning; FFI Funding; accessing additional provisions; and working with an outside agency, etc.)