

Rickleton Primary School



Special Education Needs

Dates of previous revisions:	September 2024
Latest revision:	September 2025
Approved by Governors:	September 2025
To be reviewed:	September 2026



Rickleton Primary School

Special Educational Needs and Disability Policy

Ethos & Values

We are committed to providing a high quality education which promotes and sustains high standards and the spiritual, moral, cultural, social, intellectual and physical development of every child in our care.

In partnership with parents and the community, we will strive to develop a secure, caring, welcoming environment in which each individual will feel happy, valued and respected and work towards personal success.

Aims of the school.

Our aims are promoted by providing a secure, happy, caring, responsible community in which children can learn, be valued and respected as individuals, working towards achieving personal success.

To promote and sustain high standards.

To focus on teaching and learning.

To establish a culture of life long learning for all which links with the 'Preparation for Adulthood Outcomes'.

To create a supportive environment where everyone can acquire skills and knowledge which enable them to respond to change and be ready for their next step in education.

To ensure clear roles, responsibilities and procedures so that everyone knows what is expected of them and others.

To ensure equality of opportunity for all and educational inclusion.

To ensure that everyone's contribution is valued.

To promote the development of numeracy and literacy.

To promote the spiritual, moral, cultural, social intellectual and physical development of each child in a manner that is challenging and enjoyable, and in an environment which is both stimulating and caring.

To develop children's self discipline so that they behave with care, courtesy, good manners and a respect for people and property, preparing citizens of the future.

We will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

Aims of the Policy

- To follow requirements and guidance in the Educational Needs and Disability Code of Practice: 0-25 (DfE 2014).
- To follow outcomes from the Children's and Families Act 2014 (Part 3).
- The regulations associated with Special Educational Needs and Disability Regulations 2014.
- The Special Educational Needs (personal Budgets and Direct Payments) Regulations, Section 49
- To follow the Equality Act 2010.
- To meet the needs of all the children with Special Educational Needs and Disability via a broad, balanced curriculum.
- Enabling their full participation in the life of the school community and enabling them to achieve their best.
- To take careful account of the child's own views and aspirations and incorporate these into their individual learning provision.
- To take into account the wishes of parents and carers to work in partnership, at all stages, to meet the needs of their children.
- To respond flexibly and creatively in providing for children with SEND, taking into account their preferred learning style, strengths and weaknesses enabling an individual learning pathway.
- To seek early identification, assessment and intervention, for children with SEND.
- To identify and provide appropriate training for all staff and make use of external advice and expertise to support the learning opportunities for SEND children, both in the school community and elsewhere.
- To retain an effective record and monitoring system for all children with SEND, tracking their learning progress to inform the planning of their future provision.
- To ensure that all children with SEN develop life skills and become as independent as possible in line with the Preparation for Adulthood document.

Definition of Special Educational Need.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- has significantly greater difficulty in learning than the majority of others of the same age, or
- 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 a mainstream school.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition of the above paragraph when they reach compulsory school age or would do so if special educational provision was not made for them. (Section 20 Children's and Families Act 2014)

Broad categories of SEND need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties.
- Sensory and or Physical needs.

Roles and responsibilities

The Governing Body

The Governing Body must publish information on the school website about the Special Educational Needs and Disability Policy and ensure an annual review.

The Governors are closely involved in the monitoring and provision of learning experiences for children with SEND.

The SEND Governor is **Tim Kemp**

School contact telephone number: 0191 4155050

info@rickletonprimary.co.uk

The Headteacher – Mrs J Price

Responsible for:

The day to day management of all aspects of the school, this includes the support for children with SEND.

The Headteacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.

The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SENCO role

- To over see the day-to-day operation of the SEND policy.
- The coordination of provision for SEND children and to consider appropriate training for staff to ensure quality first teaching.
- Liaison with the Designated Teacher where a looked after pupil has SEND.
- Advising staff on the graduated approach to providing SEND support.
- Advising on the deployment of resources to effectively meet the pupils' needs, including the allocation of support staff.
- Liaison with the parents of pupils with SEND to work in partnership, at all stages, to meet the needs of their children.
- Liaising with Early Years Providers, other schools, appropriate agencies and independent or voluntary bodies to ensure a consistent approach to support the pupil.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure that a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and Governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps a record of all pupils with SEND and the support they receive.
up to date.
 - Ensuring that all children with SEND are assessed using the Sunderland Ranges so that support can be appropriately planned.
 - To ensure that children with SEND develop skills for life, including independence and social skills, in line with the Preparation for Adulthood outcomes.

The SENCO is Mrs S Wilson

Contact: 0191 4155050 info@rickletonprimary.co.uk

Admission arrangements

The Governing Body of Rickleton Primary School has adopted the criteria set out in the LA's Admissions policy. The School does not prioritise on the grounds of ability. It is committed to the Policy of equal opportunities and seeks to make provision for any pupil whose parents wish them to attend the school.

The School environment

Rickleton Primary School is a single storey building with some wheelchair access via the main door, the main yard and the Reception area.

Within some teaching areas there is an open plan classroom.

Full changing facilities, including a hoist, shower and changing bed are available in the Early Years Area.

Children requiring medication are supported to be in school to minimise disruption to their learning experiences.

Medicine for pupil's requiring the either long or short-term administration is kept in a locked cabinet or locked fridge as appropriate. Access to medical interventions will be supported on an individual basis, with an appropriate Care Plan and Risk Assessment audits and planning.

Rooms, other than classrooms, are used to support learning experiences for small groups of children.

We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs, with any reasonable adaptations made.

Extra-curricular activities are accessible for children with SEND.

Before school and After School (Rickleton Plus) provision is accessible to all children including those with SEND.

The school will seek to make any modifications necessary, as required. It may seek additional funding to do this from external sources. We will discuss with you and your child any challenges you feel exist and work together to find solutions to overcome the concerns. When possible, we will ask your child for their views on how they would like to be supported.

Supporting SEND learners

On entry to school, all pupils will have a baseline assessment; where appropriate this will build on the information received from prior settings.

Learning experiences for all pupils include a high-quality teaching. The Teacher will have the highest possible expectations for your child, and all pupils in their class.

All teaching is built on what your child already knows, can do and can understand. Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.

We recognise that parents are the first providers of learning for their children and understand their difficulties the best. We will discuss with you and your child any challenges you feel exist and work together to find solutions to overcome the concerns.

A Graduated response is taken to support the needs of the individual, via quality first teaching or a request to specialist agencies to provide focussed support.

When there is concern, learning experiences will be targeted at areas of weakness. This could include extra teaching or rigorous interventions designed to secure better progress. E.g. maths intervention, RWI phonics.

When possible, we will ask your child for their views on how they would like to be supported.

Early Years Foundation Stage

The progress of all children is closely monitored throughout the Early Years. This allows for early identification of barriers to learning, slow progress, or other factors which may indicate that a child has a special educational need. Discussion with parents and any other agencies will confirm if there is a need to formalise SEND. Recognition of SEND will support the close matching of provision to the individual need.

A graduated approach will begin with quality first teaching to target the areas of weakness. Continued monitoring will inform assessment and be used to evaluate impact. Children will then receive specific interventions to support their learning. If necessary, referral to specialist agencies will be made to provide focused support.

Regular review and monitoring will be used to establish the impact of interventions.

Assessment outcomes will inform the plan for the next steps of learning.

Assessment

When concern is expressed about the progress or learning development of a pupil, based on their age and individual circumstances, the following procedures will be followed to develop appropriate intervention and support.

All available evidence will be considered including social and emotional well being.

- All those working with the pupil will record their observations and this will inform a joint discussion with the SENCO and you.
- The pupil's own views of their learning will be gathered by familiar adults.
- Contact will be made with parents or carers so that they are involved in decisions for support, using their knowledge of the pupil's strengths and difficulties.
- Formalised assessment within school will be completed.
- Specialist assessment may be requested from outside agencies to support an individual learning pathway.
- All assessments will be updated regularly and the information gathered used to plan the next steps in provision.

Planning

- The class teacher will remain responsible for the daily learning experiences of the pupil; this may include support from other adults in school, planning the learning pathway and establishing a date to evaluate impact.
- The SENCO will support the class teacher to provide any additional training required and liaise with any agencies who add to the learning experiences for the pupil.
- The agreed learning targets will be identified in the pupil's Individual Support Plan and 'Preparation for Adulthood' targets will be set. This will be shared with all those involved, including the pupil, so that parents can contribute to learning and progress.
- At this point, children will also be assessed using the RANGES document and this will support the school in providing the correct level of support for children with SEND.
- Specific resources and strategies will be used to support your child individually and in groups. Our teaching builds on what your child already knows, can do and can understand, and provides appropriate support to meet new learning challenges in a broad-based curriculum. Different ways of teaching are used so that your child is fully involved in learning in class. This may involve strategies such as using more practical learning, information presented in a different format, increased use of IT software or hardware can be considered.
- An agreed date will be set to evaluate the impact of the learning targets and all information collated; this will be used to plan the next steps in the provision.

Reviewing

- The views of the pupil and parents along with all those who contribute to the learning targets will be involved in reviewing their quality and impact.
- Review meetings will take place three times per year to evaluate the plan and support provided.
- The evaluation will include clear information about the impact of the support which allows everyone to contribute.

- The review will revise the support in light of the progress and developments made, and in consultation, establish the next learning steps.

The involvement of specialist agencies **SEN Code of Practice 2014: School Support (SS)**

- Local Authority central services such as the Autism Outreach Team or Sensory Service (for students with a hearing or visual need) and outside agencies such as the Speech and Language therapy (SALT) Service
- The school will, in partnership with parents involve specialists when a child is working at Range 3 to give advice on effective support and interventions.
- This additional support and involvement will be requested when a pupil makes little progress or continues to work at a substantially lower levels than those expected of pupils of a similar age.
- The advice given will be shared with parents and all adults involved in the pupils learning.
- The school SEN Information Report sets out the agencies most likely to be contacted for support. Other agencies will be considered on an individual basis.

Specified Individual support

This type of support is available for children whose learning needs are, severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

Your child will also need specialist support in school from a professional outside of the school.

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an EHCP. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs.

If they do not think your child needs this, they will ask the school to continue with the current support.

After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long and short term goals for your child.

An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

www.sunderland.gov.uk – Information for parents on the Local Offer.

Emotional and Social Development support

We recognise that pupils with SEND may well have Emotional and Social Development needs, that will require support in school, also that parents are the first providers of learning for their children and understand their difficulties the best.

We will discuss with you and your child any challenges you feel exist and work together to find solutions to overcome the concerns.

Some of the agencies that we work with include Healthy Heads, who provide whole class, small group and 1:1 support for children linking to their emotions. We also have links with the Behaviour Support service, who will come

into school and support children in better understanding expectations within school and their behavioural choices. Within school, we also have a parental support worker who can support with children's behaviour at home.

We have a robust Safeguarding Policy in place; we follow National & LA Guidelines.

Transitions

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible, including visit to the new setting for your child.

If your child is moving to another school:

We will discuss with you and your child any challenges you feel exist and work together to find solutions to overcome the concerns.

We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

Where possible, we will organise visits to your child's new school.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. ISP's will also be shared. We will ask you for any information which you feel would be helpful.

If your child would be helped by a book to support them in understanding moving on then it will be made for them, including photographs of the new adults leading learning, classrooms, coat pegs, etc.

In Year 6:

The SENCO will discuss the specific needs of your child with the SENCO of their secondary school.

Your child will carry out focused learning about aspects of transition, to support their understanding of the changes ahead.

Where possible your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

Policy evaluation

To ensure the success of the policy, the following criteria will be met:

- Children's views are heard and supported.
- Parents are involved in the decision making to support the needs of their child.
- Emotional and social development is nurtured.
- Children are fully included in the life of the school.
- Staff understand the role and procedures for supporting SEN children.
- Staff have adequate training to meet the needs of SEN children
- Children have access to specialist support and resources when required.
- Children are enabled to reach their learning potential.
- Whole school data tracking demonstrates the progress of individual children. Including the whole school target to close the attainment gap between SEND and non SEND children.
- Preparation for Adulthood Outcomes will be a focus of ISP meetings, with teachers and parents identifying the child's next steps in developing independent life skills.

Review date: September 2026

Review Date	Changes made	Ratification Date by Governing Body
October 2020	The policy has been updated to reflect the new Sunderland framework for assessing children with special needs and the ranges they fall into. The changes are embedded throughout the policy. Name of SEND governor also updated.	Due Nov 2019
October 2020	Name of SEN governor has been updated. Preparation for Adulthood Outcomes have been referenced in various parts of the policy.	
October 2022	<p>Page 3 – added expectations from PFA</p> <p>Page 4 – Change of governor</p> <p>Added information about PFA to SENCO role</p> <p>Page 7 – Update of agencies that we use for children with SEMH needs</p> <p>Page 8 – Added extra information about transition to another school.</p> <p>Added information about pupil passports</p> <p>Added PFA expectations into policy information</p>	
September 2024	Page 8 – information about pupil passports has been taken out.	
September 2025	Pages 6-7 – linking to Emotional and Social Development support – CATS therapy has been removed and Healthy Heads information has been added	