

SEND Policy



Approved by: Resources Committee **Date:** 22nd September 2025

Last reviewed on: September 2025

Next review due by: September 2026



Special Education Needs and Disability Policy

Aims

Our guiding principle is one of Inclusion. We aim to identify and break down possible barriers to learning. Through our high-quality planning, teaching and provision we aim to:

- Identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEN
- Ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning.
- Provide an accessible learning environment which is tailored to the individual needs of all pupils.
- To value and encourage the contribution of all children to the life of the school
- Develop children's independence and life skills
- To closely monitor and track those children with education, health and care plans (EHC Plans) and those categorised as needing Special Educational Needs Support (SENS).
- Provide good quality and relevant training for all staff members supporting children with SEND.
- Work in partnership with parents and carers.
- Work closely with external agencies and other professionals to hone and develop our provision for children with SEND.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

Management of Special Educational Needs in school

Implementation of the School Development Plan and coordination of provision for pupils with SEND is led by the school Assistant Head Teacher for Inclusion Mrs S Billingham.

SENCO role (SEND Code of Practice, 2015)

The SENCO will:

- Oversee the day-to-day operation of the school's SEND policy
- Co-ordinate provision for children with SEND
- Liaise with the relevant teacher and the school's Safeguarding/ CIC Team when a Looked After pupil has SEND
- Advise on a graduated approach for SEND support
- Co-ordinate the application process for EHCPs
- Oversee EHCP provision across the school
- Monitor impact of interventions and adjust accordingly
- Advise on the deployment of the school's budget and other resources to meet pupil needs

- Liaise with parents of pupils with SEND
- Liaise with external agencies for example, educational psychologists, health and social care professionals, LA SEND advisory team
- Support a smooth transition for pupils between schools
- Work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.
- Ensuring all record keeping, monitoring and data for pupils with SEND is up to date

The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision, and update this on their provision map.
- Ensure EHCP provision is in place for pupils in their class.
- Ensuring they follow this SEND policy

Admissions

Rood End has adopted Sandwell's Admissions Criteria and does not discriminate against pupils with SEND or disabilities. Pupils who enter school with an EHCP will go through the consultation process via Sandwell SEN.

Identification of SEND

The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation.

A pupil has SEND where their learning difficulty or disability requires special educational provision, which is "different from or additional to that normally available to pupils of the same age" (SEND Code of Practice, 2015).

To be placed on the SEND register we use the identifying SEND pathway and use the graduated approach to monitor and review provision.

The Graduated Approach

Assess – In the ‘assess’ stage, teachers need to gain a growing understanding of a pupil’s needs through various different assessment. It is important to gain a clear understanding of a child’s needs in order to plan effective teaching, determine appropriate provision or inform adjustments to teaching that will lead to good progress and improved outcomes for pupils.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil’s needs. This will draw on:

- The teacher’s assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- The individual’s development in comparison to their peers and national data
- The views and experience of parents
- The pupil’s own views
- Additional and more specific assessments
- Advice from external support services, if relevant

The assessment will be reviewed regularly, and provision may be adapted as a result.

Plan - In the ‘plan’ stage, teachers need to gain a growing understanding of what teaching approaches work for the child. This part of the graduated approach cycle will be most effective when teachers, with support from the SENCO, have completed a thorough assessment of a pupil’s needs during the ‘assess’ phase.

When making a support plan for children requiring SEND support, must ensure high quality whole class teaching, effective differentiation and targeted provision is included.

The class teacher will develop a provision map to outline provision and set individual targets, which will then be reviewed termly.

Do – During the ‘do’ stage, it is the responsibility of class teachers to implement the provision map on a day-to-day basis.

In practice, implementing the provision map will mean:

- Delivering high-quality teaching to the student in every lesson.
- Implementing any adjustments, specific strategies or approaches to classroom teaching that have been identified in the provision map.
- Managing any teaching assistants who are supporting students with SEND in your lessons.
- Implementing any targeted interventions or specialist provision where this requires the involvement of the teacher. All teachers are responsible for communicating with support staff who deliver interventions.
- Continually assessing and monitoring the student’s progress and making any necessary adjustments to planning and teaching as a result.
- Communicating regularly with the student their parents, the SENCO and any other staff involved to establish how things are going and whether any changes are required.

Teachers are responsible for ensuring that all staff (support staff, lunchtime supervisors, cover staff) who work with the pupil will be made aware of their needs, the desired outcomes, the support being provided, and any teaching strategies or approaches that are required.

Review – In the ‘review’ stage, teachers gain a growing understanding of what approaches lead to better outcomes. Teachers continually review pupils’ progress, formally and informally, and this should be no different for pupils with SEND. It is not always necessary for teachers to wait for formal review meetings before reviewing and, if appropriate, making changes to teaching approaches and other provision.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Staff have high expectations of all children regardless of their starting point, background or additional need. High class, quality first teaching is the first step to meeting the needs of all children. Teachers use assessment to plan for children's next steps and will provide support in the form of scaffolding to ensure all children can access the key learning. Reasonable adjustments are made with the curriculum and learning environment to meet individual needs of children. Work is carefully adapted to allow all children to access the learning based on the level of their prior knowledge, whilst providing an appropriate level of challenge to all children. Effective adaptation may be achieved through additional resources, flexible grouping, 1:1 work, teaching style, content of the lesson, intended outcome etc. Planning, delivery of lessons and assessment can all be adapted so that all children's learning needs are considered

In Key Stage Two children may work on the core curriculum. This will be decided in conjunction with the Senior Leadership Team and where children are working 2 years or more below age related expectations.

It is our aim for most children to access their learning within the classroom setting and alongside their peers. Personalised learning towards individual targets may be worked on through carefully selected interventions.

Interventions

Interventions are delivered by trained teaching assistants. Interventions are planned and reviewed by the SENCO to ensure all interventions have positive impact on learning. We offer a small selection of targeted evidence-based interventions including:

- Rapid Writing
- Sandwell Writing Intervention
- Sandwell Numeracy Intervention
- Colourful semantics
- Little Wandle Rapid Catch-Up Phonics
- Stareway to spelling

Within the Hub we provide intensive communication interventions. Each child has a specially designed learning programme which includes personalised learning targets linked to EHCP's, social communication and interaction targets and activities to support sensory regulation. Each session is highly focused and has a structured timetable. Children move between work station activities, speech and language activities, shared snack times, story times and structured play sessions.

We use a range of strategies to support children including:

- TEACCH
- Makaton
- PECS
- Now/Next
- Wellcomm
- Aided Language Displays
- Objects of reference
- Intensive Interaction
- Communication Symbol Supported Text

EHCP (Education, Health and Care Plan)

Where additional support is required to meet the needs of the individual child but cannot be reasonably be provided from the resources normally available to the school, the school, in consultation with parents, will consider whether requesting an Educational Health and Care assessment from the Local Authority is appropriate. Application for a EHCP will be made using Sandwell's Special Educational Needs and Disability – Handbook for Education. More information can be found on the Local Authority's Local Offer website. Parents are fully informed and supported during the application for any EHCP. EHCPs are reviewed annually.

Training

The SENCo will attend SENCo network meetings and other training provided by the local authority to keep up to date with local and national updates in SEND. School staff training is part of the School Development Plan. SENCo (Samantha Billingham) has gained the NASENCO qualification in October 2022.

As a school, we are dedicated to ensuring that staff are highly skilled and possess the appropriate expertise to support children's needs.

Most staff have received training in:

- Trauma informed approach
- The Engagement Model
- Emotion coaching
- Provision Mapping
- CPI-SI
- Speech Language and Communication Needs (SLCN)
- Sensory processing disorders
- Adaptative teaching
- Zones of regulation

Staff working in our Hub also have training in:

- Supporting communication using symbols
- Creating a total communication environment
- Intensive Interaction

Speech and language

Enhanced Service – We purchase the services of an NHS therapist who is based in school 1 day a week to advise and train staff, as well as, working with some children across the school.

NHS Service – We also have an allocation of hours with NHS speech and language therapist to assess and review children across school who may have more complex needs. In addition to this, our staff who work in our speech language and communication Hub have received training in Intensive Interactions, using symbols to support communication and using Aided Language Displays. We also have staff who have received training in PECS to support speech and language needs.

Partnership with Parents

The school is fully committed to partnership with parents of pupils with SEND. Parents are involved in discussion about provision and are provided with the information and support necessary to enable participation in making decisions. Rood End encourages all parents to approach the school at any time for advice or to discuss concerns. We hold termly parents evenings and annual reviews where teachers and parents work together to review individual targets outlined on the provision maps.

Transitional Arrangements

Transition from Rood End Primary school to another primary setting

- Where possible the school will hold a consultation/transition meeting/phone call, where information about the child is exchanged
- Involvement of Inclusion Support during the transition (where necessary)
- Provision maps will be sent to the receiving school to outline provision that is in place.
- Keep Sandwell LA informed as to any movement of children with SEND into or out of the school

Transition from Rood End Primary School to secondary settings

- School will liaise with secondary school SEND leaders and mentors through meetings to discuss provision required
- Transference of all SEND records promptly
- Follow carefully designed transition programme (with input from inclusion support team) for specific pupil
- Organise additional visits for the child to the new setting to ensure a smooth transition (if needed)

Transition to new classes within Rood End Primary School

- Every child will have a visit to their new class teacher in their new classroom at the end of every academic year to enable children to become familiar with their new teacher, LSP and physical environment.
- Some children will require more planning time to ensure transition is smooth.
- The SENCO may also hold 'information sharing session' with new class teachers before the new academic year

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