



## Special Educational Needs and Disability Policy

Approved by: Full Governing Body

Date: December 2024

Review: December 2025

Signed:

Chair: Mr. C Harris

# Special Educational Needs and Disability Policy – 2025 - 2025

This policy should be read in conjunction with the School's Accessibility Plan 2022-2025, SEND Information Report (2024) and the Sandwell Local Offer.

## Statement of Intent:

At Reddal Hill Primary School, we recognise that all children have the right to a broad and balanced curriculum. We have high expectations of all of our children, whatever their ability or needs. We recognise that children have the right to have their additional education needs assessed and difficulties addressed appropriately. Additional needs could be where a child is experiencing emotional, physical, specific or general learning difficulties. Children with difficulties may perform at a relatively low level compared with national expectations. However, their achievements may be high in relation to their capabilities and reflect excellence in relation to what is actually expected of them. At Reddal Hill Primary School, we recognise the importance of effective partnerships with parents / carers and considering the 'ascertainable views of the child' in determining how individual educational needs can be met.

Section 19 of the Children and Families Act 2014, makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with Special Educational Needs and / or Disability (SEND), must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents / carers;
- The importance of the child or young person, and the child's parents / carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions;
- The need to support the child or young person, and the child's parents / carers, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

## What is a Special Educational Need and /or Disability?

A child has special educational needs and / or disability if he or she has a learning difficulty or disability, which calls for special education provision to be made for him or her.

Special educational needs and provision can be categorised under four main areas of need:

- 1) Cognition and Learning;
- 2) Communication and Interaction;
- 3) Social, Emotional and Mental Health;
- 4) Physical and Sensory.

School leaders and teaching staff, including the Inclusion Lead, should identify any patterns in the identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

There may be a variety of reasons for a child's inability to progress, some of which we may need advice from other professional agencies to address; it is our role as teachers to manage issues which present themselves to us in the classroom. Knowledge of a child's background is always useful to us and we must always take this into consideration.

### Aims:

Our aims at Reddal Hill Primary School are to:

- Ensure that every child has an equal opportunity and have full access to a broad, balanced and relevant education;
- Ensure that a child with SEND should have his / her needs met in the most appropriate provision;
- Foster self-esteem and an enjoyment of learning, by recognising and praising success, whilst offering support in areas of difficulty;
- Work closely with parents / carers, children and other agencies to support the needs of children with SEND and maintain a multi-disciplinary approach to the resolution of issues;
- Ensure that the views of the child and parents / carers are considered where applicable.

### Objectives:

Reddal Hill Primary School will endeavour to:

- Provide a framework of appropriate screening and assessment resources that will enable staff to identify, at the earliest possible opportunity, all children with SEND;
- Use consistent criteria to measure children's performance, identifying strengths and difficulties, so that their rate of progress, over time, may be assessed;
- Provide and deliver differentiated work designed to meet each child's identified needs within the context of the whole curriculum;
- Employ clear procedures, which will enable staff to monitor progress and use agreed proformas for recording work with children with SEND;
- Ensure high quality teaching in the classroom which enables teachers to provide appropriate differentiation and which enables children to access lessons (with additional support if necessary);
- Ensure staff recognise there is a continuum of special needs support and to provide a structure by means of which outside agencies can be involved at the appropriate stage;
- Establish procedures, which enable staff to liaise with parents on a formal and informal basis;
- Establish procedures, which enable staff to liaise with other schools regarding children with SEND;

- Create a sense of community for all our children and have an inclusive ethos with high expectations and suitable targets, enabling a broad and balanced curriculum;
- Recognise the vital role parents play in supporting their child's education. All staff will actively seek to work with parents / carers.

### Access to the Environment:

The school's Accessibility Plan identifies structural changes to the buildings and grounds necessary for an environment that is inclusive to all. Children with specific needs will be allowed equal opportunities to participate in activities and educational activities both in and outside of school.

### Principles of Inclusive Education:

- Inclusion is a process by which schools, Local Authorities and others develop their cultures, policies and practices to include children;
- With the right training, strategies and support, nearly all children with SEND can successfully be included in mainstream education;
- An inclusive education service offers excellence and choice, and incorporates the views of parents and children;
- The interest of all children must be safeguarded;
- Schools, Local Authorities and others should seek to remove barriers to learning and participation;
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential;
- Mainstream education will not always be right for every child all of the time. Equally, just because mainstream education may not be right at a particular stage it does not prevent the child from being included successfully at a later stage.

"All schools have duties under the Equality Act 2010 towards individual disabled children and young people" (SEND Code of Practice 2015). We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

We will anticipate in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. We also have wider duty to prevent discrimination, to promote equality of opportunity and to promote good communication.

### Medical Conditions:

We are able to offer education to children who may have a disability as we have suitable access and disabled toilets in both buildings of the school. In one building, we also have a lift.

The Children and Families Act 2014 places a duty on maintained schools to make arrangements to support children with medical conditions. Individual Health Plans (IHPs) will normally specify the type and level of support required to meet the medical needs of such children. Where children and young people also have SEND, their provision should be planned and delivered in a coordinated way. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions,' (SEND Code of Practice, 2015) and the more recent document 'Management of children with medical needs in schools' (Sandwell Children's Services, 2020).

Children, parents and staff at Reddal Hill Primary School will not be discriminated against on grounds of gender, marital status, race, ethnic origin, colour, nationality, national origin, disability, sexuality, religion or age.

### Access to the curriculum:

Teachers have high expectations for every pupil, whatever their prior attainment and acknowledge their right to a broad and balanced, differentiated curriculum that meets their needs. They have a responsibility to identify and address any areas of difficulty at the outset and use appropriate assessment strategies to set targets that are deliberately ambitious. Such planning will mean that children with SEND will be able to study the full national curriculum.

Skills and attitudes are developed in an environment where success is celebrated and failure is dealt with in a positive way in order to enable children to develop further and become emotionally intelligent and resilient members of our community.

Teachers work together, as a team, to ensure continuity and progression through meetings after school, including staff meetings and inset days.

### Identification:

At Reddal Hill Primary School, the usual continuous graduated response cycle of assessing, planning, teaching (Do), and reviewing for all children considers the wide range of abilities, aptitudes and interests of all children, and allows for the majority to learn and progress. Making high quality teaching normally available to the whole class is likely to mean that fewer children will require support. Individual needs are identified through:

- Current / previous teaching records;

- Results of National Curriculum tests (i.e. SATs / Phonic Screening Check / Multiplication Times Tables Check);
- Discussions among staff in phase meetings;
- Initial concern sheets completed by class teachers;
- Progress summary reports;
- End of year reports;
- Half-termly pupil progress meetings;
- Staff discussions with the Inclusion Lead;
- Information from parents;
- Pupil concerns;
- Assessment through teaching and a range of age appropriate assessments including baseline assessment, diagnostic reading tests, phonic checklists, sight vocabulary lists, social language skills, letter and number formation;
- Assessments or advice from external agencies.

**Once a learning difficulty has been identified the teacher needs to:**

- Communicate with parents / carers;
- Establish if the child has any medical, hearing or visual difficulty, which could cause the problem. Check the medical record, profile, etc. Refer to school nurse if there are any concerns;
- Meet with the Inclusion Lead to discuss the child's progress and the teacher / parent's concerns.

Class and subject teachers, supported by the Senior Management Team, should make regular assessments of progress for all children. These should seek to identify children making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap;
- Significant differences between progress in each core subject, which may indicate specific learning difficulties (SPLD).

## External Support:

On occasions, after identification has taken place, the school may deem it necessary to consult outside agencies for the benefit of the pupil. External agencies may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly.

Sources of external agency support in Reddal Hill Primary school are:

- Learning Support Service – **Michelle Duke**
- Educational Psychology Service – **Stephanie Holden**
- Emotional, Social and Mental Health Support Service – **Kim Palmer-Mills**
- Complex Communication and Autism Team (C-CAT) – **Emily Woolman**
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physical and Sensory Support Service
- Attendance and Prosecution Service
- School Health Team
- Child and Adolescent Mental Health Service (CAMHS)
- Looked after children Education (LACE)
- Early Help Team
- Sandwell Children's Trust
- Children's Centres
- Parent Partnership

## Co-ordinating Educational Provision:

### The Role of the Governors:

At Reddal Hill Primary School, the Governing Body is supported by the school's Local Advisory Board.

The Governing Body must:

- Do their best to ensure that the necessary provision is made for any pupil who has special education needs and / or disabilities;
- Ensure that relevant training is made available to the SEND governor and other governors as appropriate. **The link governor, Ms. A Saine and the Inclusion Lead need to meet termly to discuss SEND;**
- Ensure that, where the 'responsible person' - the Headteacher or appropriate Governor - has been informed by the LA that a pupil has special educational needs and / or a disability, those needs are made known to all who are likely to teach him or her;

- Consult the LA as appropriate and the governing bodies of other schools, when it seems necessary or desirable in the interest of co-ordinated special educational provision in the area as a whole;
- Ensure that a pupil with special educational needs and / or a disability is included in the activities of the school, together with children who do not have special education needs and / or a disability, as far as it is reasonably practical and compatible with the child needs, the efficient education of other children and the efficient use of resources;
- Report annually to parents on the implementation of the school's policy for children with SEND;
- Have regard to the Code of Practice when carrying out their duties towards all children with SEND.

### Role of the Headteacher:

The Headteacher is **Mrs. A Bashir-Pugh**.

The role of the Headteacher is as follows:

- Determines school policy with staff and governors;
- Determines staffing policy and funding arrangements;
- Ensure that teachers in school are aware of the importance of identifying and providing for those children who have SEND;
- Manages the quality of provision.

### Role of the Inclusion Lead:

**Mrs. K Beard** is the Inclusion Lead.

The role of the Inclusion Lead is as follows:

- To oversee the day-to-day operation of the school's SEND Policy in conjunction with the Headteacher;
- Co-ordinating provision for children with SEND;
- Maintaining the SEND Register and overseeing the records of all children with special educational needs and / or disabilities;
- Liaising with parents, teachers and outside agencies when supporting children with SEND;
- Consulting with children and encouraging participation in their progress;
- Monitoring children's progress and identifying their needs as early as possible as they progress through the school;
- Contributing to the in-service training of staff;
- Supporting staff in the early identification of SEND;
- Providing regular support to staff supporting children with SEND;
- Liaising with external agencies;



- Carrying out assessments as required by external agencies;
- Complete and review relevant paperwork and maintaining a file of evidence for children with SEND including those with an Education and Health Care Plan;
- Supporting staff in the writing and reviewing of All About Me documents;
- Determines (alongside teachers and key workers) relevant interventions, which meet children's needs;
- Writing and up-dating provision maps termly;
- Liaising with SEND Governor, **Ms. A Saine**, who will report to governors;
- Ensure the school's SEND Information Report is kept up to date and appears on the website.

### Role of class teacher:

- To ensure that the provision for a child with SEND matches the nature of their needs;
- To have overall responsibility for ensuring the progress of children with SEND;
- Raise any initial concerns regarding a child's needs or progress;
- To write and review All About Me documents each term in discussion with parents;
- To understand and provide evidence of the 'Graduated Response';
- To make full use of available classroom and school resources before expecting to call upon outside resources;
- Assist with the implementation of provision maps including the monitoring and review of interventions;
- Liaise with the Inclusion Lead regarding children with SEND;
- Plan for and work alongside Learning Support Practitioners to ensure children's needs are met appropriately;
- To update parents / carers regarding children's progress regularly.

### Admissions:

Admission authorities must consider applicants from parents of children with SEND but without an EHC Plan based on the school's published admissions criteria.

Parents are invited to speak to the staff about any concerns when the child is admitted, if a new pupil has been identified as having SEND they are not treated differently from any other admission.

### SEND Monitoring:

At this stage, the class teacher will discuss with the Inclusion Lead, concerns about a child's emerging needs or inadequate progress. The Inclusion Lead will suggest short-term strategies or interventions to support your child. Their progress will then be monitored closely by the Inclusion Lead. It will be decided whether to implement a further period of intervention at SEND monitoring level or whether to

escalate to SEND Support and seek external agency support. If the child's targets have been met and progress made, then the child may no longer need to be on the SEND monitoring list.

### SEND Support:

After consultation with the class teacher and parents, the child will be added to the SEND register and parents / carers will be informed in writing. At this stage, the Inclusion Lead will seek advice from appropriate agencies. We will ask outside agency professionals for a formal assessment and a range of suggested intervention strategies. The class teacher, alongside the parents, will write an All About Me document which will include specific targets that the child should aim to meet. The class teacher, alongside the parents / carers and any external agency professionals if required, will make a review of progress. This will continue for as long as the child continues to require support. If it is considered that a child has made the sufficient progress in their area of difficulty, they will be removed from the SEND register and parents / carers will be informed, in writing, of this decision.

### Education, Health Care Plan:

If after a period of intense support, a child still has difficulty achieving expected progress, we may decide to begin the process for an Education, Health and Care Plan. This is a joint decision between the school, all professionals involved with the child and the parents / carers. As part of this process, there is a requirement for the school to supply detailed information about the child's level of support in school and this will be used to discuss whether the child meets the criteria for an EHCP at the Community Assessment Meeting (CAM). At the CAM all parties will discuss the evidence provided and plan a way forward. This may result in the Local Authority deciding to start an assessment, which could result in an EHCP being produced. The Assessment Team will manage the assessment process, which is part of our statutory SEND Service. The parents / carers will be informed if a further assessment is required or not to see if an EHCP is appropriate.

If, after further assessment by the Educational Psychologist and other agencies such as health, the pupil's needs may be best met through statutory support, a pupil may be issued with an EHCP, which includes recommended objectives and proposed provision to meet the objectives. These could include bespoke support for the child, individual support from a Learning Support Practitioner or possibly a placement at a special school.

Initially, the EHC plan is a draft document and is sent for consultation to parents / carers and then to proposed providers. There is a period for consultation. If the proposed plan is agreed then a final plan will be sent to parents and the proposed provider.

Annual reviews of the EHCP will be held, involving parents / carers, teachers and other supporting professionals, and where appropriate the child.

### Sandwell SEND IASS:

If parents / carers disagree with the recommendations or feel they need additional support, they can contact Sandwell SEND Information, Advice and Support Service (SEND IASS).

### Complaints Procedure:

Any complaint is dealt with sensitively and promptly.

- The initial point of contact is the child's class teacher;
- Appointments may also be made with the Inclusion Lead / Headteacher;
- If any person feels that their complaint has not been dealt with adequately by the school staff, they are able to contact the named SEND Governor, Mr. C. Harris, who will report their concerns to the Governing Body;
- If complainants are dissatisfied with the way in which the investigation was conducted by the school and the governing body, they may ask for a further review of the process by the Local Education Authority.

### Multi-Agency Working:

The school works in close partnership with the Local Authority, health, Sandwell Children's Trust, and local and national voluntary organisations as appropriate. The school recognises the important role to be made by outside agencies in helping schools to identify, assess and make provision for children with special educational needs and / or disabilities.

### Contacting the School:

School Telephone Number: 01384 569053

Email: [info@reddalhill.sandwell.sch.uk](mailto:info@reddalhill.sandwell.sch.uk) (School's email address)

Email: [Ann.Bashir-Pugh@reddalhill.sandwell.sch.uk](mailto:Ann.Bashir-Pugh@reddalhill.sandwell.sch.uk) (Headteacher)

Email: [Kerry.Beard@reddalhill.sandwell.sch.uk](mailto:Kerry.Beard@reddalhill.sandwell.sch.uk) (Inclusion Lead)

Email: [Awa.Saine@reddalhill.sandwell.sch.uk](mailto:Awa.Saine@reddalhill.sandwell.sch.uk) (Link Governor)