



SEND policy

This policy was updated: September 2026

This policy will be reviewed: September 2027

Statutory policy: Yes.

Source: School

Assistant Headteacher for Inclusion Mrs Sarah Soley

Head Teacher Mrs Emma Johnson

SEN Link Governor Mrs Sarah Page

"Our vision is that children and young people with Special Educational Needs and Disabilities (SEND) will be safe and happy, have a good quality of life and opportunities to fulfil their aspirations, develop their independence and make a positive contribution to society" Nottinghamshire County Council.

Our School Vision

Taking care, together.

Underpinning all of our core beliefs are our **Christian Values** of: Hope, Care, Community and Wisdom. These form the foundations for everything we do and are embedded across the school ethos. In order to prepare children to become fully rounded citizens who will positively contribute to the world, we develop the children through focussing on:

- Taking care of ourselves.
- Taking care of our learning.
- Taking care of our community.
- Taking care of our future.
- Taking care with God.

This is further promoted through our 'Taking care, together'.

Ravenshead C of E Primary School is committed to valuing diversity and to equality of opportunity. In biblical tradition, children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God's image and are intrinsically valuable. Everyone should be treated as fundamentally precious, irrespective of behaviour, achievements or potential.

Therefore, we aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect and feel able to contribute to the best of their abilities. The school's biblical foundation provides a model of Christian community described as the 'body of Christ', in which everyone has a part to play, and everyone without exception has God-given gifts which are to be used for the benefit of others.

We aim to:

- make sure that the arrangements made for pupils with special educational needs are in line with the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014- to be reviewed by Parliament)
- ensure the identification of all pupils requiring SEND provision as early as possible in their school career ensuring timely planning to ensure every effort is made to enable the individual child to achieve to their full potential
- provide a broad and balanced curriculum for all pupils according to their needs
- provide a differentiated curriculum appropriate to the individual's needs
- use appropriate learning and teaching strategies for children with SEND in school whilst ensuring all staff have appropriate updated knowledge and skills to be able to do so
- make sure that pupils with special educational needs are able to take part in all the activities of the school including those that take place outside of school hours
- make sure that all our SEND pupils are involved in decisions made about them, their education and future SEND provision, where practicable
- make sure that we involve and listen to our parents' views and keep them fully informed about their children's progress and attainment

- promote the welfare and safety of all children and take appropriate action in line with the Child Protection Policy where there are concerns raised (Children Act 1989, Working Together DCSF 2008, What to do if you are Worried a Child is being Abused 2004)
- appreciate and embrace cultural diversity and race of all individuals and ensure there are appropriate means for individuals to communicate their needs related to these factors

Definition of Special Educational Needs as of 2014 Children and Families Act section 20:

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age.
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA.
- c) is under compulsory school age and falls within the definition at a) or b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having learning difficulties solely because their language or form of language of their home is different from language in which they will be taught.

Management of SEND throughout the school:

As we are a large, two form entry Primary setting, the school comprises of two buildings; foundation and key stage 1 and then key stage 2.

All teachers in school teach pupils with special educational needs and disabilities and have a responsibility to ensure Quality First Teaching differentiates and meets the needs of the pupils.

The SENCo is responsible for:

Mrs Sarah Soley (SarahSoley@ravenshead.notts.sch.uk)

- working with the Head Teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:
 - overseeing the day-to-day operation of the policy, ensuring physical, learning, social, emotional and spiritual needs are identified and strategies in place to support;
 - co-ordinating the provision for pupils with SEND Support;
 - co-ordinating interventions for children at SEND concern;
 - liaising with and giving advice to fellow teachers;
 - managing Teaching Assistants;
 - overseeing SEND pupils' records;
 - liaising with the parents;
 - ensuring inclusion and equality for all;
 - identifying potential risks and conducting risk assessments to ensure safety and accessibility are maintained;
 - making a contribution to whole school staff CPD;
 - liaising with external agencies, LA support services, Health and Social Services and voluntary bodies;
 - key responsibilities in reporting to the Strategic Head Teacher;

- liaison with the governing body/link governor.

It is important that information about a pupil's special educational needs is shared with all staff in school who work with the pupil and that it is passed on from class to class, Key stage to Key stage and school to school as the pupil moves on.

Admission to School:

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, which states that '*All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND . Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.*' (CoP 1:33)

Identifying when a Pupil has Special Education Needs:

Ways in which we identify when pupils have special educational needs:

Before Children Start School:

- We have strong links with a number of local nurseries including Longdale Nursery and Ravenshead Playgroup through our Foundation Stage Co-ordinator.
- Our school benefits from involvement with/support from
 - Early years teachers from the schools and families support services.
 - Educational Psychology Service
 - Physical Disability Support Service
 - Agreed liaison with school nurse and allied health visitors.

In School:

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible. Our school makes every effort to overcome barriers to learning and assessments to ensure all children make progress across the curriculum. Concerns from staff will be shared with parents and a referral to their local paediatrician may be advised. As soon as a concern has arisen, a graduated response log will be made to monitor the concern and any progress made by the child. This log will be updated by school staff and is accessible to class teachers and school SENCO.

Curriculum access and provision:

All children have a broad and balanced curriculum, which is planned to take account of any special educational needs (regardless of whether a formal diagnosis exists) they may have. We will also make every effort to ensure the child's inclusion outside of learning and the curriculum, e.g. during the unstructured times, and remain dedicated to ensuring social integration and equality. We may support children by:

- specially prepared learning materials,
- the use of appropriate ICT equipment,
- deployment of teaching assistants,
- individual and group teaching sessions/ support sessions,

- specialist equipment or making necessary adaptations to the learning environment and ensuring all parts of the school are accessible by all,
- signing and assisted communication.

Emotional Based School Avoidance (EBSA):

Emotionally Based School Avoidance refers to *difficulty attending school due to emotional distress*, including anxiety, low mood, stress, phobia, or other social–emotional factors. EBSA is not truancy; it is a manifestation of emotional need and requires a compassionate, multi-agency response.

Our aims:

- Early identification of emerging attendance concerns.
- Non-judgmental collaboration between the school, family, and child is central to effective intervention.
- All staff will promote a supportive, trauma-informed ethos.
- Interventions will be personalised, recognising that each child's needs and circumstances are unique.
- Responses prioritise wellbeing before attendance, with the goal of sustainable reintegration.

Support we may offer in relation to EBSA:

Allocating a key adult within school,

RAG rate the school environment to find key triggers and identify strategies to overcome,

Meet and Greet,

Soft Start or Soft End,

An allocated safe space within school,

Nurture support within school,

Frequent review meetings with relevant parties,

Use of alternative lunchtime options,

When there has been limited or no progress in response to targeted intervention over time, following the plan, do, review process, it is advised to seek educational psychology support.

Next Steps:

Review with all parties,

Make any further adjustments,

Consider referrals: SIS, EPS, SAP,

Early Help Services Increasing Support,

Part time timetable (agreed with parents),

Activities in line with pupil's interest,

Sensory activities,

Use of sports mentoring programme, if available,

Keeping links with home open,

Reduced timetables:

A reduced timetable should only be implemented in exceptional circumstances, and where all other interventions to try and ensure that a student can access full time education have been exhausted. A reduced timetable places the young person's wellbeing and mental health at the forefront of decision making and is viewed as a temporary intervention. The decision to implement a reduced timetable is not taken lightly and often advice is sought from external agency professionals.

Support we can offer for SEND:

As a school we offer a range of interventions across Foundation stage, key stage 1 and key stage 2. These can be for academic subjects, memory, sensory or social and emotional. A child may be highlighted for support by their teacher, teaching assistant or member of SLT. The interventions are monitored and assessed for effectiveness every term by the SENCO. Due to the nature of this support, there is not a set period of time any child may receive additional support for. It will be based upon a number of school factors and made at the discretion of the SENCO and SLT.

As a school, we use the GL Assessment Dyslexia Screening tool which gives an indication into the child's learning profile. Due to the style of assessment, if requested or identified as a concern, children need to be aged 8 or above. Not every child will be screened, but if you have a concern please make your child's class teacher aware. Please note that the assessment gives an indication into dyslexia and is not a formal diagnosis.

At Ravenshead, we recognise that behaviour is communicative and often reflects on feelings and emotions. We work closely with all children to ensure they become independent in self-regulating their emotions and behave in a desirable manner. Some children might require more specific support with their behaviours and may benefit from working with our nurture leads, Mrs Amy Griffiths (KS1) and Mrs Elizabeth Watson (KS2). Our nurture leads are dedicated to supporting the social and emotional needs of children across all key stages, and works on a 1:1 or small group basis.

If you have a concern regarding your child's academic or social and emotional progress the first port of call will be your child's class teacher. If concerns have not been improved within a term, then please contact Mrs Sarah Soley.

The People we Work with:

Parents

We believe that parents know their children best and that working with parents as partners is vital in helping children and young people with SEND get the most out of their education. In our school we achieve this through:

- teacher-led review meetings
- homework policies and arrangements
- parents' evenings
- organised training courses for parents through small steps
- developing and 'open door' ethos towards parents which welcomes and values their views
- sharing information about their child
- producing information for other people on their own experiences and knowledge of aspects of SEND
- linking with Parent Partnership Services and relevant voluntary organisations

Children/Young People:

It is important to listen to and act upon what children/young people to say about their needs and what sort of help they would like. In our school we:

- enable pupils to express their feelings about how their needs are being met
- ensure that the views of the pupil are sought and recorded in reports produced by both the school and other agencies
- encourage pupils to become involved in the wider life of the school

Support Services:

We have a range of Support Services in Nottinghamshire that we can call upon to give use advice, support and training on SEND. In our school we can call upon the following services:

- Schools Inclusion Services (SIS) Cognition and Learning Team
- Emotional Health and Well-Being Team
- Schools Inclusion Services (SIS) Visual and Hearing Impairment Team
- Education Psychology Service
- Physical Disability Support Service
- Schools Inclusion Services (SIS) Specialist teachers for sensory impairments
- Schools Inclusion Services (SIS) Early Years teachers
- Special Schools
- Mansfield Area Partnership

Code of Practice Graduated Response:

The school adopts the levels of intervention as described in the SEN Code of Practice 2014.

School Support: The child's needs are met through differentiation, staff CPD or resources by the class teacher.

SEND Concern: The class teacher raises a concern to the SENCO regarding a child's progression. The child may be placed within an intervention group or an assessment might be completed by the SENCO.

SEND Support: If the child still does not make expected progress with support given through SEND Concern, then the decision may be made to place them onto SEND Support, where additional outside agencies may be involved. The child may receive external funding to support their needs within school. Further to this, children within the SEND Support category may have an EHC Plan. Teachers and the SENCO are supported by specialists from outside the school. There will be a review meeting held **termly** to review progress with the class teacher, and SENCO where appropriate. Children and young people in this group should be following a personalised Four-Part Cycle. This cycle should be used to refine a growing understanding of the child or young person's needs. This should follow the pattern of Assess, Plan, Do, Review.

However, if there are extreme circumstances surrounding the child with SEND, the senior leadership team will accelerate this process in moving the child straight to SEND support if appropriate.

Education and Health Care Plans: (EHCP)

School may request an Education and Health Care Plan (EHC Plans) from the LA when, despite an individual programme being provided for a pupil for a period of time, school is still concerned about the pupil's lack of progress. This will always be discussed with the pupil's parents.

The Education Health Care Plan will set out provision and support required for the individual to progress and reach their full potential until they are 25 years old.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process (EHC Plan) which is usually requested by the parent but can be requested by a school. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHC Plan will be taken at a progress review.

The application for an EHC Plan will combine information from a variety of sources including

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via:

<https://ehchub.nottinghamshire.gov.uk/about/>

or by speaking to an Education, Health and Care Plan Co-ordinator on:

NEWARK, SHERWOOD & BASSETLAW: ICDSEHCBandNSLocality@nottscc.gov.uk

MANSFIELD AND ASHFIELD: ICDSEHCAandMLocality@nottscc.gov.uk

BROXTOWE, GEDLING AND RUSHCLIFFE: ICDSEHCBGRLocality@nottscc.gov.uk

Tel: 0115 804 1275

Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Reviews of EHC Plans

EHC Plans must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The LA and SENCO will organise these reviews and invite:

- the child's parent;
- the child if appropriate;
- the relevant teacher;
- a representative of the local authority;
- any external agency professional involved with the child, and,
- any other person the SENCO considers appropriate.

The aim of the review will be to:

- assess the pupil's progress in relation to their individual targets;
- review the provision made for the pupil in the context of the National Curriculum levels of attainment in basic literacy/numeracy and life skills;

- consider the appropriateness of the existing Statement in relation to the pupil's performance during the year and decide whether to continue, amend or cease it;
- review the appropriateness of the current strategies to support the child's attainment and where little/no progress is made, allow for alternative strategies to be put in place;
- set new targets for the coming year.

Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the SENCO of the Secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues

With due regard for the time limits set out in the Code, the SENCO will write a report of the annual review meeting and send it, with any supporting documentation, to the local authority. The school recognises the responsibility of the local authority in deciding whether to maintain, amend, or cease an EHCP.

Flexi-Schooling:

Flexi-schooling describes an arrangement between a parent/carer and school where children are registered at the school in the usual way, but attend school part-time. The decision to undertake flexi-schooling should only be considered if there are positive reasons for doing so, and where all parties agree that such an arrangement is in the best interests of the child. There is no legislation or case law that either forbids or authorises flexi-schooling. Parents/ carers are under a legal duty to ensure that any child of compulsory school age receives full-time education which is suitable for their age, ability, aptitude and any special educational needs that they may have, either through regular attendance at school or otherwise.

How we Develop Staff Knowledge and Skills:

We gather information every year to help us identify what training is necessary for all staff in school. This will depend on the range of special educational needs pupils have that we need to provide for. All school based staff are able to undertake whatever training they need to help them develop their knowledge and skills in the area of Special Educational Needs and Disabilities. This training is provided in the following ways:

- in-house training
- mentoring
- job shadowing
- visits to/links with other schools, including special schools
- training arranged through the family of schools
- attendance at externally provided training events
- participation in accredited training opportunities
- open door policy by SENCO and Head Teacher for all staff

How we Deal with Complaints:

We are always very happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about school or how we are providing for your child, please talk to your child's class teacher as a first port of call. If the concern continues, please contact the SENCO. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, school has a formal complaints procedure. You can get a copy of this sent to you by contacting Mrs Emma Johnson, Head Teacher.