

# ROXETH PRIMARY SCHOOL



## SEND POLICY

*Approved by the Governing Body: February 2024  
To be reviewed: January 2026*

***OUR MISSION STATEMENT***  
*learning together, making progress, achieving goals*

## Roxeth Primary School Special Educational Needs and Disabilities Policy 2023-2024

This policy is written in line with the requirements set out in Part 3 of the Children and Families Act (2014) and associated regulations, as well as the SEND code of Practice (2014, updated 2020), together with the Equality Act (2010, updated 2015). Roxeth Primary school has interlinked this SEND policy with all other policies in the school – in particular curriculum policies, safeguarding, medical procedures, anti-bullying and behaviour policies.

### **Responsibility for SEND**

**SENDCO:** Each school has a duty to ensure that a teacher has a designated responsibility for SEND as a SENDCO. At Roxeth, this teacher is Mrs Meryem Ojo.

**Governor:** The governors of a school have a statutory duty to ensure that the school upholds its responsibilities as set out in the SEND code of Practice. In our school, this governor is Ms Tania De Silva

**Safeguarding Leads:** The Designated Safeguarding Lead at Roxeth is Mrs Suzanne Gibson (Deputy Headteacher). Other designated members of staff responsible for the safeguarding of children are: Mr Steven Deanus (Headteacher), Miss Hayley Ryan (Assistant/deputy Headteacher), Mrs Andrea Procopiou (Assistant/deputy Headteacher), Mrs Angelyn Stonham (Phase Leader), Mrs Gilian Flashman (MFL lead) and Mrs Meryem Ojo (SENDCO).

### **Information about the School's SEND provision:**

Roxeth Primary School identifies pupils as having Special Educational Needs and Disabilities if they meet the definition as set out in the Special Educational Needs and Disabilities (SEND) Code of Practice (DfE, March 2014, updated 2020)

This defines SEND as:

- A child or young person has SEND 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 a young person has a learning difficulty or disability if he or she:
  - has a 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- 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'.

The school provides special educational provision for pupils who require

*“special educational provision, that is provision different from or additional to that is normally available to pupils of the same age.” (SEND Code of Practice, p15)*

The school provides for pupils whose special educational needs broadly fall into the 4 areas of:

Communication and interaction;  
Cognition and learning;  
Social, emotional and mental health difficulties (which may include behavioural difficulties);  
Sensory and/or physical needs

## **Guiding principles**

At Roxeth Primary school we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high-quality education that will maximise their life chances.

All pupils are entitled to an education that enables them to:

- Achieve their best
- Have full access to the national curriculum where appropriate
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education, or training.

## **Objectives of the school's SEND policy**

- To identify a pupil's special educational needs and barriers to learning as early as possible and at any point during the child's educational journey, with the aim of trying our best removing these barriers;
- To ensure that a child or young person with SEND will have their needs met through a rigorous programme of identification, assessment, planning and support. Our pupils with SEND will have access to a broad, balanced and relevant education, including an appropriate curriculum, which may be tailored according to need;
- To seek the views of the pupil where possible, and their parents/carers, in order to build positive, cooperative relationships. Views will be considered and provision will then be communicated;
- To provide opportunities for training for staff to undertake training and follow advice in order to provide quality first teaching and learning for children;
- To ensure all pupils' needs are met through quality first teaching, the use of appropriate resources and other provisions within the school's ability;
- To work alongside and enable the governing body to fulfil their statutory monitoring role;
- To work with external agencies wherever needed, to support the needs of pupils;

## **To achieve this:**

- Provision and progress for our pupils with SEND will be monitored and reviewed regularly within assessment tracking meetings, communication between staff and the SENDCO/SLT throughout the child's school experience, and through termly (and whenever else is required) communications with parents;
- The school will involve outside agencies when appropriate;
- Education, Health & Care Plans (EHCPs) may be applied for, and existing EHCPs will be reviewed annually in line with regulations;
- Appropriate training will be provided for those involved in the implementation of this policy;
- Where a Special Educational Need or Disability is identified, the school will put appropriate interventions in place. These will be provided as part of a Graduated Response, which includes regular review of the progress made and adaptations to the support provided as required. Interventions will vary between in and out of class provisions which may take the form of adaptations to learning, resourcing, small groups and other adaptive teaching and intervention methods.

## **How the policy will contribute to meeting the objectives:**

The policy will act as a guide to review the effectiveness, impact and appropriateness of all aspects outlined, and will be monitored by the Special Educational Needs and Disabilities Coordinator (SENDCO) in conjunction with the SEND Representative from the Governing Body.

In addition, the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

## **The arrangements that have been made for coordinating the provision of education for pupils with SEND at the school:**

The school's provision for pupils with SEND will be coordinated by the SENDCO who, together with the Head

teacher and Governing Body, will determine the strategic development of the SEND policy and provision of the school.

The SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

**The key responsibilities of the SENDCO are:**

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- In conjunction with the class teacher, liaising with parents of pupils with SEND
- Providing professional guidance and working closely with colleagues and external agencies for the benefit of the child;
- Liaising with the Designated Safeguarding Lead and Team where a looked after pupil, or child with safeguarding concerns, has SEND;
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services, with whom we have a Service Level agreement;
- Ensuring a smooth transition plan at each stage, for pupils and parents;
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to making reasonable adjustments wherever possible and within the remits of the school, and access arrangements for formal tests;
- Ensuring that the school keeps the records of all pupils with SEND up to date;
- Ensuring all reasonable adjustments are made

**Information about the School's policies for identification, assessment and provision for all pupils with Special Educational Needs and/or Disabilities**

***How pupils with special educational needs/disabilities are identified and their needs determined and reviewed:***

SEND is identified through a range of routes.

1. During Tracking/Pupil Progress Meetings. During these meetings the progress of children is addressed and where a child is not making progress, in spite of high-quality teaching, a discussion is had with the SENDCO and actions are agreed.
2. Through everyday teaching and observation of a child, a teacher may notice that a pupil is making less than expected progress. If this occurs, the teacher will seek to identify a reason – as advised in the Code of Practice (2020). Observations may include: a reduced rate of progress than previously demonstrated; failure to close the gap between the attainment of the child and their peers; or significant delay in learning/progress where starting from the same baseline.

Where a member of staff believes that a child may have a Special Educational Need/Disability, the first actions are for the class/subject teacher to:

- Use existing information as a starting point to identify barriers to learning and progress;
- Involve the child in discussing (where possible) challenges and strengths, and share this information with parents – taking into consideration their views on their child's needs;
- Highlight areas of skills to support development with, in class;
- Identify the barriers to learning, and attempt to remove these through high quality teaching (also referred to as part of 'Wave 1 support'), adapted for individual pupils. The progress and development will be closely monitored for a half term in this early stage.
- Use baseline assessment to identify what the child knows, understands and can do;
- Follow National Curriculum programmes of study with precision teaching and adaptive learning at the heart of

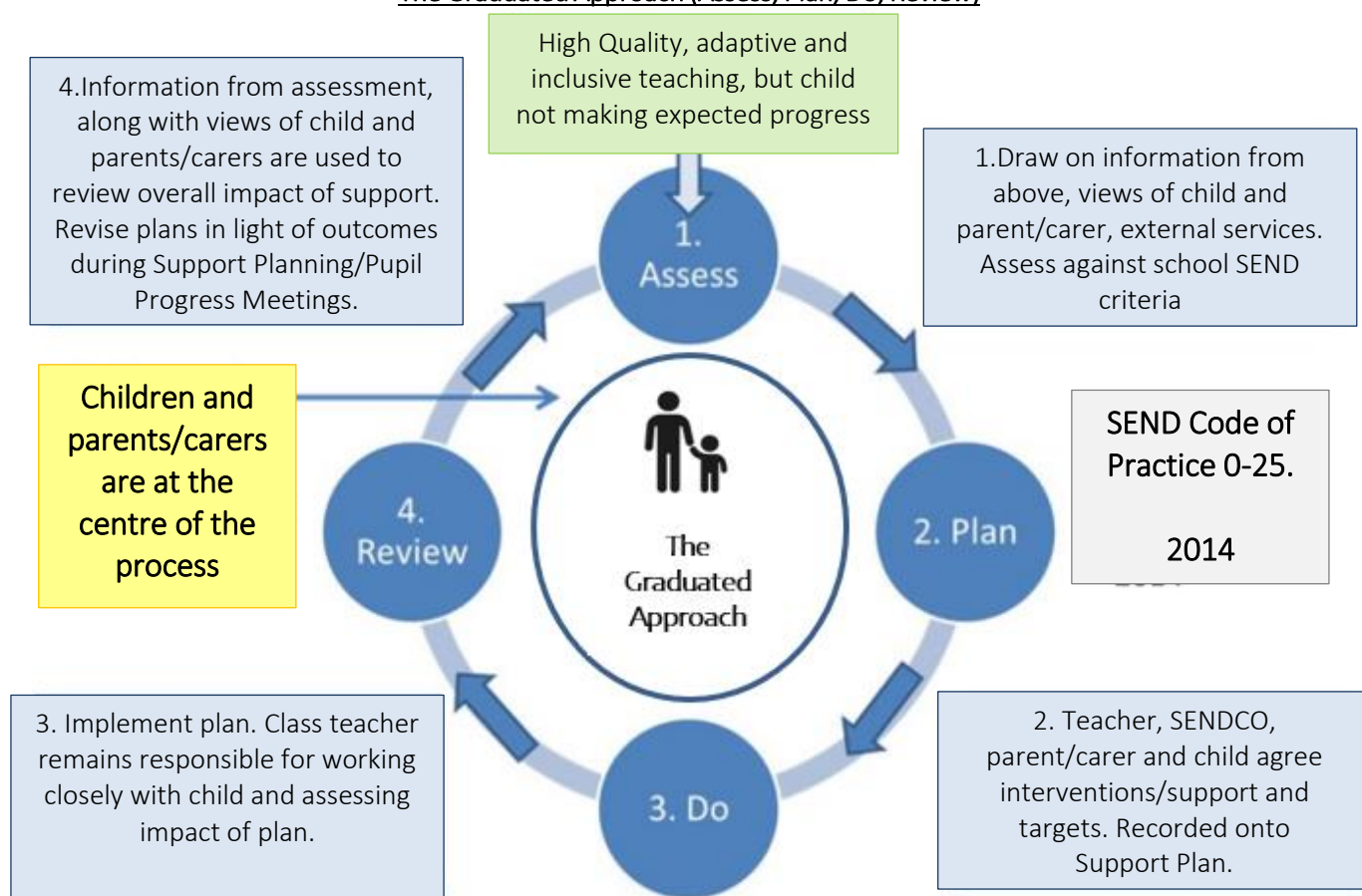
- the teaching and learning – matching planning/task assignment and approaches to individual needs;
- Not assume that difficulties are within the child, or label a child\*;
- Create a positive ethos and learning environment;
- Take responsibility for planning, creating targets and overseeing any initial short-term interventions or support arrangements to address the child's learning difficulties (also referred to as 'Wave 2 support').
- Ensure that ongoing observation and assessment provides feedback for planning;
- Ensure effective management of resources and staff

*\* The identification of SEND is built into the school's overall approach to monitoring the progress and development of all pupils, and addressed at least termly during Assessment Tracking Meetings held with the Headteacher, SENDCO, Phase Leader, and Class Teacher. This is detailed below.*

*Whilst we can identify some SEND, the school cannot diagnose a child. If a parent/carer has any concerns about potential SEND, we strongly advise that they speak with the school and that they also contact their GP where they think further medical intervention/investigation/support is needed – for example for ASD/ASC (Autistic Spectrum Disorder/Condition) or ADHD (Attention Deficit Hyperactivity Disorder).*

**All teachers** are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, despite the implementation of Wave 1 and 2 support as outlined above, teachers (class teachers), the SENDCO and parents/carers will collaborate on problem-solving, planning support and teaching strategies for individual pupils. In line with the 2015 Code of Practice requirements, the school will deliver a Graduated Approach, as described in the diagram below, for pupils identified as having SEND.

#### The Graduated Approach (Assess, Plan, Do, Review)



The graduated approach as outlined in the diagram above, will be led by the class teacher in partnership with the SENDCO, and will commence when the initial support of Wave 1 and 2 has not enabled the pupil to make expected progress, and where assessment data indicates this is because special educational needs/disabilities are causing a barrier to learning.

## SEND Support

Where a child is receiving short term interventions, we may place the child on our 'Monitoring' register. If support required for the pupil exceeds half a term, and where a pupil needs long-term intervention (exceeding that which would normally be necessary) further provisions are discussed with parents/carers, and the child will be placed on the SEND register. The school will inform parents of this decision, and through this open dialogue with parents/carers we can work positively together to provide beneficial support both at home and school.

Support within school may include:

- Varied learning equipment/resources
- Training for adults to develop teaching strategies
- Small group/individual work
- Additional adult support to implement the groups/learning adaptations

If required, advice will be sought from experts such as: Educational Psychologists, Speech and Language Therapists, Medical professionals where they are involved, the Autism Advisory Service, the School Counselling Partnership, Harrow Horizons, CAMHS (Child and Adolescent Mental Health Service), or others. Parents should be aware that some **Harrow based services, such as Speech and Language, will only be accessible to children who are designated a GP surgery with Harrow.** Parents/carers will be consulted by the school about accessing other professional services if deemed necessary, and they can also raise requests with the school where they feel their child needs further support/advice/intervention.

### **Termly Support Planning Meeting**

Where a child is placed on the SEND register, a SEND support plan will be made for the child within a termly Support Planning Meeting. This meeting will be led by a teacher with good knowledge and understanding of the child or young person who is aware of their needs and attainment. This will usually be the class teacher, possibly supported by the SENDCO within the meeting. Parents are strongly encouraged to attend the meeting, as it provides opportunity for progress to be discussed, provision explained, targets created based on individual needs and for the parent/carer to share information/ concerns. All parties will agree their aspirations for the child and strategies that will be implemented both at school and at home.

### **Support Responsibilities**

Teachers have overarching responsibility for working towards these targets with the child, and will review them with parents termly – creating new targets at each meeting, or considering removal from the register where substantial progress is achieved. In cases such as this, children may be placed on our 'Monitoring' register for a short period, until all parties are satisfied that there are no longer any outstanding challenges faces by the child.

#### ***The class teacher will:***

- work with the child on a daily basis within the class, for however long is deemed necessary and manageable within the context of their class.
- be responsible for the day-to-day oversight and running of small group/individual interventions that are implemented – through either actioning the intervention themselves, or working with colleagues such as Teaching Assistants to deliver them inside/outside of the classroom.
- oversee the progress of the child, and assess the impact of this provision;
- ensure that all staff working with the child are aware of their needs and strategies needed within class to support the child.

#### ***The SENDCO will:***

- provide support and advice to the Class Teacher and Teaching Assistants
- identify areas of training needed where appropriate
- have oversight of the impact of the interventions when shared during conversations, Support Planning meetings, Pupil Progress and Assessment Tracking meetings
- liaise with appropriate staff and external services where needed

***The school will:***

- Signpost parents/carers to relevant agencies/organisations;
- Endeavor to implement actions suggested by external professionals and make reasonable adjustments required wherever it is feasible and possible\*;
- Work closely with parents/carers to support the child's development.

*\* When a parent/carer has appointed private external professionals, we will read reports provided to us and note recommendations – facilitating advice where possible. However, we are not able to accommodate private external agencies observing within school, with a view to inform our practice.*

***Parents/carers will be encouraged to:***

- access relevant organisations, as signposted by the school or other agencies, in order to address the needs of their child;
- attend meetings to discuss progress and to support the development of the pupil (which may be additional to the Support Planning/Pupil Progress meetings);
- be open to discuss challenges faced outside of school;
- engage positively with external agencies and action advice given, including following the school's Positive Communication Policy

**Education, Health and Care Plans (EHCP)**

At times, a child may need further support than can reasonably be provided by the school – over and above high quality teaching and additional interventions. In cases such as this, and where the school has significant concern about a child's progress in any of the core areas of SEND, it may be appropriate to ask the Local Authority to carry out a statutory assessment of the child's needs to see if they are eligible for an Education, Health and Care Plan. This entails requesting the borough to conduct an assessment of the child, with the school and parents working together to provide detailed information about the child in relation to the 4 core areas of SEND, gaining the views of the child and parent, submitting past support plans and any medical, educational or other reports gained from external agencies, and details of the child's attainment, progress and attendance.

The borough will review the EHCP request at their 'Panel' meeting, and respond to the parent and school with their decision. If the request for an EHCP assessment has been accepted, the borough will provide their assessment conclusion within 20 weeks.

If a pupil has an EHCP agreed, the Head teacher of the school, alongside the SENDCO, will ensure that those teaching or working with the child are aware of their needs and create any further arrangements in order to meet their needs where possible. Please read our Accessibility Plan for details of arrangements for those who have disabilities – currently we have a lift to our first floor within the main building for children to access the music room and a learning area. Our main building is accessible to all through the various entrances, wide hallways and accessible toilet facilities. Presently our infant building does not have a lift leading to the first-floor classrooms.

The school will ensure that teachers monitor and review the pupil's progress during the course of a year and continue to follow the Graduated Approach.

Formal reviews of the EHCP will take place at least annually. If a pupil's needs are substantial or change within that time frame, the local authority will be informed and, where required, it will be arranged for an urgent review meeting to take place as soon as possible, to ensure that provision specified in the EHCP is appropriate. For further information on EHCPs please see the Local Authority's Local Offer.

**The Local Offer**

Parents are able to access Harrow's 'Local Offer' for those aged 0-25: outlining services available in the area and how to access them. It includes information about health, social care and education – including provisions available through the borough for those who require it. The link to the Local offer is on the school's website.

**Parental Support**

Details of agencies who can support families of children with SEND can be found on our website. Parents are encouraged to seek advice and information from Harrow SENDIASS where needed, who provide information about

services and navigating processes for children and young people.

#### **Policy Review and Evaluation**

The Head Teacher will report to the governing body on a regular basis, regarding the progress of pupils on the SEND register. The SENDCO will also report annually to the Governing Body concerning the effectiveness of the policy.

This policy will be reviewed and updated annually, or sooner if there is updated legislation/guidance.

This policy was agreed by the Governing Body in February 2024

*All the information in this policy can be found on the school website or see Appendix.*



## **Bibliography:**

This Policy has been written in accordance with the [SEND Code of Practice 2014 \(updated 2020\)](#) Disability Discrimination Act (2005) and the Children and Families Bill (2013)

## **Appendices:**

### **SEND glossary**

**Additional needs:** All Children who are at risk of poor outcomes and require additional support and monitoring. This may be a short term intervention or a longer term strategy.

**Advocacy:** Aims to secure the rights and facilities for an individual with special educational needs and disabilities that are appropriate to the individual needs. A nominated person speaks and acts on behalf of the represented person who is unable to have their own voice.

**Annual review:** The statutory yearly review of a statement or Education and Health Care Plan. The Local Authority carries out such reviews within 12 months of making a statement or within 12 months of any previous review.

**Assessment of a child:** Generally, an assessment can be defined as any systematic process of assessing the needs, circumstances or progress of a child against defined norms, an established scale or standardised benchmarks, with the intention of understanding the child's needs, circumstances or progress, in order to decide on appropriate further action (or to confirm that no additional help is required).

**Child and Adolescent Mental Health Services (CAMHS):** Provides high-quality, multidisciplinary mental health services to all children and young people with mental health problems and disorders.

**Children and Family Court Advisory and Support Service (CAFCASS):** Provides the courts with independent assessments and recommendations concerning the welfare and best interests of children in public and private law cases respectively.

**Code of practice:** The Special Educational Needs code of practice was first introduced in 2001. It provides guidance on policies and procedures intended to enable pupils with SEND to reach their full potential, to be included in school communities and to make the transition to adult life successfully. A new SEND code of practice was published in 2014.

**Disabled:** Describes an individual who has a physical or mental impairment, which has a substantial and long-term effect on their ability to carry out day to day activities. The definition also covers pupils with sensory or intellectual impairments, those with a learning disability, severe disfigurements or progressive conditions.

**Disapplication:** The removal or lifting of a programme of study, attainment target, assessment, or any other component of the National Curriculum.

**Education, Health and Care (EHCP) plan:** This has replaced the statement of special need since September 2014. It will offer a multi-agency approach to supporting the

educational provision offered to those children and young people who are in receipt of a plan.

**Inclusion:** Inclusion encompasses broad notions of educational access and recognises the importance of catering for diverse needs. Increasing mainstream access is an important goal. Inclusive principles highlight the importance of meeting children's individual needs, of working in partnership with pupils and their parents/carers and of involving teachers and schools in the development of more inclusive approaches. Inclusion is a process not a state.

**Modification:** The amendment or alteration of a programme of study, attainment target, assessment or any other component of the National Curriculum in order to give a child access to that area of the curriculum.

**Provision map:** An at a glance way of showing the range of provision a school makes for children with special and other additional needs, through extra staffing or peer support.

**SEND Support plans:** Builds on the curriculum that a child with learning difficulties or disabilities is following. It is designed to set out the strategies being used to meet each child's identified needs.

**Special Educational Needs and disability Tribunal (SENDIST):** A panel set up to arbitrate when disagreements occur between parents and local authority regarding a pupil's special educational discrimination.

**Speech and language therapy:** A health care profession, the role and aim of which is to enable children with speech, language and communication difficulties to reach their maximum communication potential.

**Statutory assessment:** The assessment required before a statement of need can be produced. This is the third level of graduated response after assess, plan, do, review.

**Waves of intervention:** Wave 1 is described as 'inclusive quality-first teaching for all' and takes into account the learning needs of all pupils in the classroom. Wave 2 is wave 1 plus the additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 3 is Wave 1 plus increasingly individualised programmes, based on independent evidence of what works. Wave 3 describes additional targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential.