UpHolland Roby Mill C of E Primary School

In our Church school community, everyone is valued, nurtured, unique and individual. Through our faith, we hope everyone will live, learn and love fully. Guided by our Christian values, we strive to develop strength and courage so our children meet the challenges of an ever-changing world.
'We are brave and strong and stand fast in faith; all that we do, we do in love.' Corinthians 16:13

SEND Policy

September 2026

SEND Policy

Introduction

The Education Act 1996 says that a child has special educational needs (SEND) if they have a learning difficulty which calls for special educational provision to be made or them.

A learning difficulty means that the child either:

a) has significantly greater difficulty in learning than the majority of children of the same age

b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Everyone at Roby Mill is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. We do this through our Christian Vision and Values:

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Love Hope Courage

Policy objectives

In order to meet the special educational needs of our children at Roby Mill School we must:

- identify those children who have SEND as soon as possible.
- provide intervention at a suitable level when a child is identified as having SEND.
- use a variety of teaching styles, and cater for different learning styles to allow children with SEND to access the National Curriculum.
- use resources effectively to support children with SEND.
- assess and keep records of the progress of children with SEND.
- work with outside agencies who provide specialist support and teaching for children with SEND.
- inform and involve the parents of children with SEND so that we can work together to support our children.
- encourage active involvement by the children themselves in meeting their needs.
- provide ongoing training for all staff working with children with SEND.
- support the Every Child Matters agenda within the school.

Co-ordinating provision

The SEND team at Roby Mill School

The SEND Governor

The SEND governor has regular contact with the SENCO and the Senior Management of the school to keep up-to-date with, and monitor the school's SEN provision. School must make an annual report to governors on the school's current SEND provision.

The Special Educational Needs Co-ordinator (SENCO)

Mrs N Grand is responsible for the arrangements for SEND provision throughout the school. As SENCO Mrs N Grand:

- has responsibility for the day to day operation of the SEND policy.
- maintains a register of children with SEND, and ensures that the records on children with SEND are up-to-date.
- works closely with the teaching and support staff in co-ordinating provision for our SEND children.
- manages those Teaching Assistants attached to individual children with EHCPs.
- liaises with the staff in school have responsibility for child protection, attendance and family support issues
- liaises with the Co-ordinator for medical needs.
- Works closely with the parents of children with SEND.
- liaises with outside agencies to gain advice and support for children with SEND.
- contributes to in-service training for staff on SEND issues.

The SEND Support Staff

The school employs TAs to support the SENCO in delivering learning programmes to children with SEND throughout the school.

Additional support and these TAs work with individual children and with small groups on very specific intervention programmes. They meet with the SENCO on a regular basis to plan and review, and to adapt the learning programmes they are delivering, if necessary. They also plan and oversee short daily programmes of work for individual children.

Children with EHCPs are supported on an individual basis by TAs employed by the school from the funding delegated by the LEA for this purpose.

Admission arrangements

In line with current school policy a place at Roby Mill is available to a child with SEND provided that:

a) the parents wish the child to attend the school.
b) the child's special educational needs can be met by the school.
c) other pupils will not be disadvantaged.
d) resources will be used efficiently.

Roby Mill has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- **in the arrangements that they make for determining admission** of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- **in the terms on which the responsible body offers pupils admission** to the school
- **by refusing or deliberately omitting to accept an application for admission** to the school **from someone who is disabled.**

(Disability Rights Commission: Code of Practice for Schools 2002)

Access

Access to the school environment

Roby Mill is on a level site with easy access to all areas (excluding the library on the upper floor), for children with mobility or visual problems. There is a disabled toilet and bathroom facility which includes a changing area.

Access to the National Curriculum

The SEND provision at Roby Mill is based upon the Inclusion statement in the National Curriculum document of

- setting suitable learning targets
- responding to children's diverse learning needs
- overcoming potential barriers to learning.

All classteachers, the SENCO and SEND support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

- differentiation of the curriculum to match tasks to ability.
- grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability.
- use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- use of TAs to provide additional support within literacy and numeracy lessons.
- small withdrawal group and 1:1 teaching by the SEND staff.
- accessibility to resources to support pupils with sensory or physical difficulties
- alternative means of accessing the curriculum through ICT, and use of specialist equipment
- peer group support through mixed ability grouping, paired reading and "buddy" systems.
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- use of PSHE/ Kidsafe programmes throughout the school.
- access to extra-curricular clubs, and to the social life of the school.
- In-Service training for all staff on the needs of children with SEND.

Access to information

Information about the school and its various activities can be provided in a range of formats, on request, for pupils and prospective pupils who may have problems accessing it in written form.

Information about the school is available to all on the school's own website. www.robymill.lancs.sch.uk

Resource allocation

Resources for provision for SEND at Roby Mill are funded according to an LEA formula. The funding covers the cost of the staffing, resources and training needs for SEND in both Key Stages.

Resources for children with EHCPs are delegated directly to the school from the LEA. School provides initial funding for resources with additional top-up funding received from the LEA if applicable.

Identification and assessment

At Roby Mill we identify children with SEND as early as possible, through regular, accurate assessments.

Throughout the school, we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEND may be identified at any stage of this process during their school life. In the Foundation Stage and Years 1 and 2 the assessments used are:

- Baseline scores at the start and end of the Foundation Stage year
- The Foundation Stage Profiles
- the P scales, using the Lancashire PIVATS programme for both learning and behaviour if necessary.
- termly assessments of progress
- annual Teacher Assessment sheets for both core and foundation subjects.

In Key Stage 2 the assessments used are:

- ongoing profiles of progress towards objectives in all curriculum areas
- the P scales, using the Lancashire PIVATS programme, for children working outside the national expectations for their key stage.
- termly assessments of progress
- the end of Key Stage 2 SATs tests

Areas of Need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical
- medical

The "triggers" for further intervention

We recognise that there is a wide range of SEND amongst our children and match the level of intervention to each child's needs. We have adopted the "graduated" approach, where the level of intervention increases whenever adequate progress is not being made.

The "triggers" for further intervention are one or more of the following:

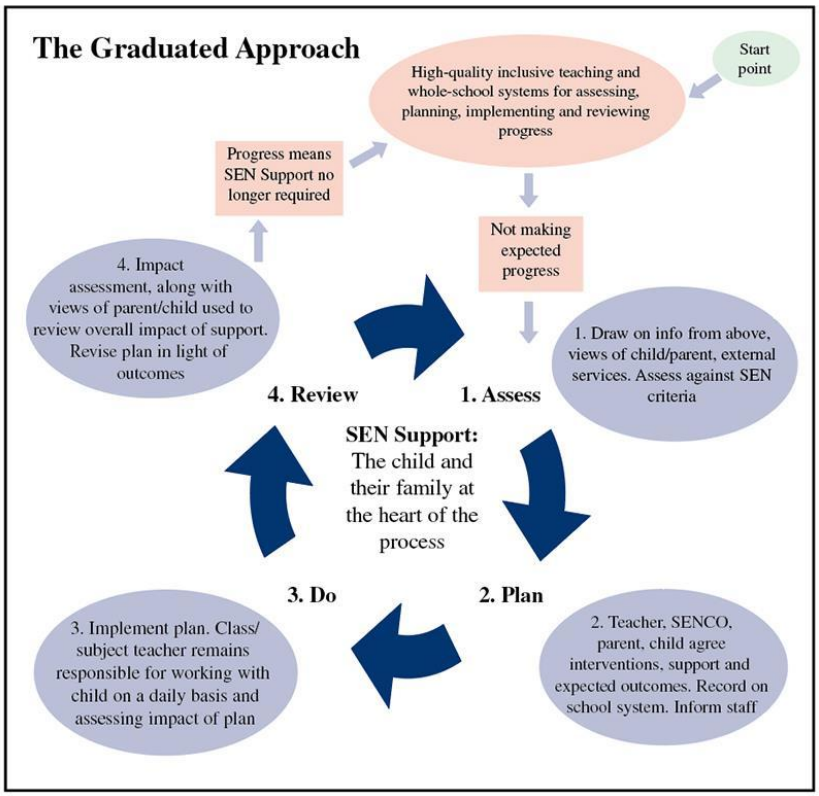
- Baseline scores indicating poor early learning skills at the start and end of Foundation Stage.
- ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:
    - the child is working at a level below the national expectation for that Year group
    - the attainment gap between the child and his peers is getting wider.
    - a previous rate of progress is not being maintained.

- little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness.

- PIVATS assessments in KS1, and in KS2 showing how far below the national expectations the child is working
- the class teacher's annual assessment profiles showing underachievement in one or more curriculum areas
- emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes.
- self-help skills, social and personal skills inappropriate to the child's chronological age.
- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After children, in liaison with Children's Services
- for a child who is new to the school, records from the previous school indicating that additional intervention has been in place.
- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
- other adults concerns eg from medical services, Educational Psychologist, Children Services, Learning Mentor, School and Children's Centre Family Liaison Officer

The Graduated Response

At Roby Mill, we follow the graduated response as outlined below.



1.Identified Concerns

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

If a child is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems.

When a teacher is concerned about a child's physical or mental well-being, (s)he will share her concerns with the SENCO and the staff who have responsibilities for pastoral, medical and child-care issues.

Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem.

The teacher will inform the SENCO of the concerns. The SENCO will make a record of the child in the category, "Identified Concerns".

2) IEP

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCO look at the evidence of inadequate progress and decide on strategies which are **additional to, or different from** those already being provided in the classroom to help the child to make progress.

An Individual Education Plan (IEP) is written by the classteacher and the SENCO for the child. This sets out the learning or behavioural targets (usually up to 4 in all) that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language and the IEP is sent out to the parents. Progress towards the targets is discussed at Parent's evenings, or by request at other times through discussions with the classteacher or SENCO.

At the IEP review decisions are made about the future actions that may be taken to meet the child's needs. These may be:

a) to reduce the amount of help.
b) to continue with the existing level of help with new targets being set.
c) to increase the level of intervention if there has been little progress.

3) Additional support from outside agencies

If a child continues not to make adequate progress following the implementation of an IEP, the SENCO will ask for help from specialists outside school. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, the School nurse, and specialist teachers from the LEA. With their help strategies will form the basis of future IEPs.

Request for Statutory Assessment

If the child continues not to make progress, the school, through the Headteacher and SENCO, requests the Local Education Authority to make a statutory assessment of the child's SEN and form an EHCP. If the LEA agrees, it collects information from all the people who have been involved with the child. From this the LEA Special Needs Officer decides whether the child needs an EHCP.

Arrangements for integration

Liaison within the school

The SENCO shares information about pupils with SEND with

- class teachers and TAs if appropriate

INSET arrangements

Within school there is an ongoing programme of INSET training for all members of staff. Staff also attend courses run by the LEA and Medical Services. The school governors are also informed of courses on disability and SEND issues and are invited to attend.

The SENCO regularly attends courses on SEND issues run by the LEA. She also attends school INSET sessions about other areas of the curriculum so that she is aware of current practices in these areas and any future developments which may affect children with SEND. She attends the local SENCO EP cluster meetings which are run by the inclusion team.

The TAs employed by the school also attend courses run by the LEA, school INSET sessions specifically for their needs, and whole staff INSET, when appropriate.

The SENCO leads INSET sessions for the school staff on specific SEND issues.

Links with other schools

The SENCO and the Foundation Stage class teachers arrange visits to the Early Years setting when they are informed of a child with SEND who will be starting school at Roby Mill.

At Y6 transition the SENCO provides information on request to the local feeder Secondary Schools about children with SEND who have chosen to go there. For pupils with an EHCP, the SENCO arranges a meeting with the SENCO from the chosen Secondary School, the class teacher at Roby Mill, the parents and the child during the summer term prior to transition.

Partnership with parents

Parents of children with SEND are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's IEP each term and are invited to review progress towards the targets at the class Parent's Evenings and at termly review meetings. Class teachers and the SENCO have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

Considering complaints

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's classteacher. If the parents think that the child should be given more support they should raise their concerns with the SENCO and the Headteacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEND.

Monitoring the success of the SEND Policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEND will be shown by:

- ongoing teacher and TA observations of the child in the daily classroom setting
- differentiated short-term planning by the classteacher to meet the child's needs
- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets at the IEP reviews
- more age-appropriate scores on standardised testing
- records and evidence of the child's progress towards improving behaviour
- discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress

Evaluating the success of the SEND Policy

The success of the policy will result in the needs of all children with SEND being met by:

- having the systems in place to identify children with SEND as early as possible.
- making use of good practice in planning for, teaching and assessing children with SEND.
- regularly reviewing of the child's progress against targets set.
- providing additional intervention if progress is not adequate.
- considering the wishes of the child at an appropriate level.
- having a positive and effective partnership with parents.
- encouraging a multi-disciplinary approach whenever possible.