

Special Educational Needs and Disabilities Policy

The Federation of Rawcliffe Bridge and Rawcliffe Primary Schools



2025

Statement of Intent

The Federation of Rawcliffe Bridge and Rawcliffe Primary Schools values all pupils and celebrates diversity of experience, interests and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the Federation to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the Federation aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The Federation will work with the Local Authority within the following principles, which underpin this policy:

- The involvement of pupils and their parents in decision-making
- The identification of pupils' needs
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of pupils with SEND
- Greater choice and control for pupils and their parents over their support

Rationale

Rawcliffe Bridge Primary School and Rawcliffe Primary School value the abilities and achievements of all its pupils and is committed to providing for each pupil the best possible environment for learning. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Description of Federation

Rawcliffe Bridge Primary School and Rawcliffe Primary School are small village schools for girls and boys aged 3-11 years. Children come from both single and dual parent families. There is a wide social mix and varied family backgrounds.

Vision and Aims of the Federations

Our vision statement...

Be Kind, Be Inspired, Be You

At Rawcliffe Bridge and Rawcliffe Primary Schools, we aim to help our children achieve the highest possible standard and provide a rich, broad, authentic, and balanced curriculum.

Inspiring experiences and visits are a vital part of our children's education. Our Federation has a wealth of resources and engages the children in activities which will prepare them for the next generation of learning.

We seek to help our children develop lively, creative, enquiring minds and provide them with the skills and knowledge which will prepare them for successful, healthy lives in the ever changing world in which they live.

Our high quality and committed staff provide a first-class educational experience for your children. We aim to develop very positive and productive relationships with our community and friends. Our 'Open

Door' policy ensures that there is always one of our team available to answer any questions or solve any problems that may develop.

The SEND Aims of the Federation

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their Federation career
- To ensure that SEND pupils take as full a part as possible in all Federation activities
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision

We recognise that many pupils will have special needs at some time during their Federation life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

All members of Federation staff have been involved in developing this policy. The Federation governors have been consulted and have agreed to the implementation of this policy. This policy is linked to the Federation's Behaviour Policy, Child Protection Policy, Assessment Policy and Gifted and Talented Policy. The Federation's staff are committed to following the aims of this SEND policy and agree with the statement that 'all staff are teachers of SEND'.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Identifying SEND

The Federation has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

Definition of Special Educational Needs

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The Federation reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The Federation recognises that:

Pupils with Autism Spectrum Disorder (ASD), can have particular difficulties with social interaction. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENCO will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Cognition and learning

Pupils with learning difficulties may require support – the Federation will offer one-to-one learning support where necessary.

The Federation understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health (SEMH) difficulties

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The Federation recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the Federation will implement a Social, Emotional and Mental Health (SEMH) Policy to support pupils with these difficulties.

The Federation will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behaviour Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory or physical needs

Impairments that prevent or hinder pupils from using the Federation facilities, such as vision impairment (VI), do not necessarily have SEND. The Federation will ensure staff understand that:

Some conditions can be age-related and can fluctuate over time.

A pupil with a disability is covered by the definition of SEND if they require special educational provision. Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

The Federation recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Rawcliffe Bridge Primary School and Rawcliffe Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs and ensure that parents are notified when SEND provision is being made for their child.

Roles and Responsibilities

The SEND team of the Federation is:

Special Educational Needs and Disabilities Co-ordinator (SENDCO) – Miss Rachel Knight
SEND Governor – Mrs. Susan Craik

The SENCO plays a crucial role in the Federation’s SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

In enacting this policy, **the headteacher will:**

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- **[New]** Ensure the SENCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school’s performance management arrangements.
- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils’ progress during the academic year.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

Cooperating with the LA during annual EHC plan reviews.

- Assisting the governing board in appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the pupils are fully understood by relevant Federation staff.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the Federation’s performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.

- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil, considering the Federation's Pupil Confidentiality Policy.
- Identifying any patterns in the identification of SEND within the Federation and comparing these with national data.
- Ensuring that the SENCO is provided with training, with an emphasis on mental health, on an annual basis.

The SENCO will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the Federation.
- Working with the relevant governors and the headteacher to ensure that the Federation meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the Federation's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other Federations, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Drawing up a one-page profile of a pupil with SEND.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the Federation, together with those who do not have SEND.
- Ensuring that the Federation keeps the records of all pupils with SEND up-to-date, in line with the Federation's Data Protection Policy.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the headteacher, identifying any patterns in the identification of SEND within the Federation and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

The DSL will be responsible for:

- Liaising with the headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

The Governing Body's responsibilities to pupils with SEND include:

- Communicating with pupils with SEND and their parents when reviewing policies that affect them.
- Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an EHC plan.
- Securing the special educational provision called for by a pupil's SEND.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for Looked After Children, where appropriate.
- Ensuring that reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Pupil Equality, Equity, Diversity and Inclusion Policy.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the Federation for pupils with disabilities.
- Regularly monitoring the Federation's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the Accessibility Plan, showing how the Federation intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the Federation's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps

taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the Federation's Accessibility Plan on the Federation's website.

- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support pupils at Federation with medical conditions, in line with the Federation's Supporting Pupils with Medical Conditions Policy.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual governor or sub-committee to oversee the Federation's arrangements for SEND.
- Preparing the SEND information report and publishing it on the website.
- Ensuring that the Federation's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.

Early years pupils with SEND

The Federation will ensure all staff who work with young children are alert to emerging difficulties and respond early. The Federation will also ensure staff listen and understand when parents express concerns about their child's development. The Federation will listen to any concerns raised by children themselves.

The Federation will ensure that:

- The SENCO is responsible for coordinating SEND provision.
- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Parents are informed when the Federation makes special educational provision for their child.
- Provide information for parents on how it supports children with SEND.
- Prepare a report on the:
 - Implementation of SEND policy and procedures.
 - Arrangements for the admission of children with SEND.
 - Steps being taken to prevent children with SEND from being treated less favourably than others.
 - Facilities provided to enable access to the school for children with SEND.
 - Accessibility plan showing how it plans to improve access over time.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.

Children with specific circumstances

Children that are Looked After (CLA)

Pupils at the Federation who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

The Federation recognises that pupils that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.

The Federation has a designated member of staff for coordinating the support for CLA. Where that role is carried out by a person other than the SENCO, designated teachers will work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant Federation staff.

English as an Additional Language (EAL)

The Federation will give particular care to the identification and assessment of the SEND of pupils whose first language is not English. The Federation will consider the pupil within the context of their home, culture and community.

Where there is uncertainty about an individual pupil, the Federation will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.

The Federation appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The Federation will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

Admission Arrangements

The Federation will ensure it meets its duties set under the DfE's 'Schools Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the Federation in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the Federation does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to Federation uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'Schools Admissions Code' for the admission of children without an EHC plan.
- Ensuring the Federation's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the Federation website.

Identification, Assessment and Provision

Allocation of Resources

All Federations in the East Riding receive funding for pupils with SEND in these main ways:

- The base budget covers teaching and curriculum expenses for *all* pupils
- The delegated SEND budget (based on the LA formula, and generated in part by numbers on the SEND Register) covers the additional support required
- SEND Standards Fund, allocated annually to LA's by the DfES subject to matched funding. The East Riding of Yorkshire LA delegates the maximum amount to Federations as per the DfES guidelines for Standards Fund. Federations are able to access over and above this amount by linking into SEND projects and training.
- Specific funds allocated to pupils with statements.

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

Rawcliffe Bridge Primary School and Rawcliffe Primary School follow LA guidance to ensure that all pupils' needs are appropriately met. Details of how resources are allocated to and amongst pupils with SEND are included in the SEND Annual Report.

Identification, Assessment and Review

Graduated approach

Once a pupil with SEND has been identified, the Federation will employ a graduated approach to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.

- Implementing the interventions, with the support of the SENCO.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

Assessment

The Federation will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the Federation. Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and pupil. The Federation will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The Federation will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

In tracking the learning and development of pupils with SEND, the Federation will:

- Base decisions on the insights of the pupil and their parents.
- Set pupils challenging targets.
- Track pupils' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.
- Detailed assessments will identify the full range of the individual's needs, not just the primary need.

Where possible, pupils' needs will be defined under the 'Special educational needs and disability code of practice: 0 to 25 years' broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the Federation will consult with parents before involving specialists.

Education and Health Care Plans (EHCP)

The Federation will fully cooperate with the LA when research about the pupil is being conducted. The Federation will provide the LA with any information or evidence needed. All relevant teachers will be involved in contributing information to the LA.

Where the LA provides a pupil with an EHC plan, the Federation will involve the parents and the pupil in discussions surrounding how the Federation can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

The Federation will meet its duty to provide views on a draft EHC plan within 15 days. If the decision is taken not to issue an EHC plan, the Federation will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the Federation's existing provision.

If the LA decides not to issue an EHC plan, the parents of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment. The Federation will admit any pupil that names the Federation in an EHC plan or EHC needs assessment process. The Federation will ensure that all those teaching or working with a pupil named in an EHC plan are aware of

the pupil's needs and that arrangements are in place to meet them.

All reasonable provisions will be taken by the Federation to provide a high standard of education. Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations. The Federation will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

The Federation will review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another. If a pupil's needs significantly change, the Federation will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.

The Federation will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis. Information regarding a pupil's EHC plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan. The Federation will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.

Where necessary, the Federation will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

The Federation will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

The Federation will do everything that it can to ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received

Reviewing the EHC plan

The Federation will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the Federation to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their parents.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

Curriculum Access and Inclusion

Rawcliffe Bridge Primary School and Rawcliffe Primary School strive to be inclusive schools, engendering a sense of community and belonging through their:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

At Rawcliffe Bridge Primary School and Rawcliffe Primary School we have adopted a whole- Federation approach to SEND policy and practice. Pupils identified as having SEND are, as far as is appropriate for each child, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the Federation.

Evaluating Success

The success of the Federation's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENDCO and subject co-ordinators
- Analysis of pupil tracking data and test results for individual pupils and for cohorts
- Value-added data for pupils on the SEND Register
- Consideration of each pupil's success in making progress
- Termly monitoring of procedures and practice by the SEND Governor
- Federation self-evaluation
- The LA SEND moderation process
- The Federation Development Plan

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the Federation will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

Complaints Procedures

The Federation is committed to resolving disagreements between pupils and the Federation. In carrying out of duties, the Federation:

- Supports early resolution of disagreements at the local level.
- Explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.
- The Federation's Complaints Procedures Policy will be published on the Federation website; additionally, the Federation will publish details regarding how complaints from parents of children with SEND will be handled.

SEND tribunals

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

In all cases, the Federation's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.

Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the Federation will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC. The Federation will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the Federation. If disagreements are not resolved at a local level, the case will be referred to the DfE. The Federation will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the pupil will cooperate with parents to provide the pupil with the highest standard of support and education.

Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.

Partnership withing and beyond the Federation

Staff Development and Appraisal

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCO, as well as external agencies, where appropriate. Training will cover both the mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance. Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given.

During staff induction, all staff will receive SEND training. Training will cover the following:

- Identifying SEND in pupils
- Liaising with the Federation's SENDCO
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- Restraining techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for pupils with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development

Links with other agencies, organisations and support services

The Federation recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services

- Pupil Referral Service (PRS)
- Education Service for Physical Disability (ESPD)
- SEND Support Service (SENDSS)
- Traveller Education

In addition, important links are in place with the following organisations:

- The local playgroup/parents and toddlers' group with the aim of providing continuity between home and Federation
- The LA
- Specialist Services
- Education Welfare Officer
- Social Services
- Sure Start
- Friends of the Federation/PTA
- Other relevant groups or organisations

Promoting Mental Health and Wellbeing

The Federation implements a Social, Emotional and Mental Health (SEMH) Policy. The Federation will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum.

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem. Specialist services will be available where a pupil requires such services.

Where appropriate, the Federation will support parents in the management and development of their child. Peer mentoring will be used to encourage and support pupils suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing the worries of their mentee. When in-Federation intervention is not appropriate, referrals and commissioning will be used instead. The Federation will continue to support the pupil as best it can.

For pupils with more complex problems, additional in-Federation support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- An Individual Health Plan (IHP). All Federations must comply with the statutory duty of caring for pupils with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals. The Federation will consider whether disruptive behaviour is a manifestation of SEMH needs.

The Federation will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

Partnership with Pupils and Parents

Rawcliffe Bridge Primary School and Rawcliffe Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The Federation recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

Involving pupils and parents in decision-making

Parents of pupils with SEND will be encouraged to share their knowledge of their child; the headteacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon. Parents will always be formally notified when the Federation provides their child with SEND support.

Decisions on whether the Federation will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved.

Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway. The planning that the Federation implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.
- The class teacher, supported by the SENCO, will meet with pupils and their parents three times per academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

In Rawcliffe Bridge Primary School and Rawcliffe Primary School, we encourage pupils to participate in their learning by:

- Discussing and agreeing individual targets for learning
- Discussing and agreeing views on their progress and agreeing actions they will take
- Taking an active part in classroom discussions
- Learning objectives clearly shared with children and referred to throughout lessons
- Effective marking which provides useful feedback referring to targets set
- Peer and self-assessments during lessons against targets
- Regular opportunities to share their views in a range of settings e.g through circle time, class discussions, small group work, Federation council, PSHCE work.

Links with other schools and transfer arrangements

EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The review and amendments will be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between Federations.

The key transfers are as follows:

- Early years provider to the Federation
- Primary Federation to secondary schools

Local Offer

The Federation's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the Federation will work with LAs, parents and pupils in developing and reviewing the Local Offer. The Federation will also cooperate with those providing services.
- **Accessible:** The Federation will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.

- **Comprehensive:** The Federation will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Federation will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** The Federation will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

The Federation will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

Safeguarding

The Federation recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The Federation recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and governing board will ensure that the Federation's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the Federation's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

Data and Record Keeping

The Federation's records will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provisions the Federation makes which is different or additional to that offered through the Federation curriculum on a provision map.

The Federation keeps data on the levels and types of need within the Federation and makes this available to the LA.

The SEND information report will be prepared by the governing board, and will be published on the Federation website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

All information will be kept in accordance with the Federation's Records Management Policy and Data Protection Policy.

Confidentiality

The Federation will not disclose any EHC plan without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of Federations and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in Higher Education.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The Federation will adhere to the Pupil Confidentiality Policy at all times.

Publishing Information

The Federation will publish information on the Federation website about the implementation of this policy. The governing board will publish details of the SEND information report on the Federation website.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Monitoring and Review

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

