

Ramshaw
Primary School



SEND Policy
Mrs. D. Colegrove & Mrs K Wheatley

SEND Policy.

Ramshaw Primary School September 2026

Rationale

Ramshaw Primary School is committed to the equal inclusion of all pupils in all areas of primary school life. We recognise the individual and diverse needs of all our pupils and take into account the additional support and adaptations required by those children with Special Educational Needs and Disabilities (SEND).

This policy gives details of our approach and action we may take to support the pupils in our care.

Special Educational Needs as defined by the Government's SEN Code of Practice (2014):

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Special Needs Code of Practice was introduced as part of the 1993 Education Act, with the new code of practice implemented on 1 September 2014.

Definition of Disability:

Many children and young people who have SEN 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”.

This definition provides a relatively low threshold and includes more children than many realise. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between children with a disability and young people with SEN. Where a young person with a disability requires special educational provision, they will also be covered by the SEN definition.

Identifying SEND

There are 4 broad areas of need and support which give an overview of the range of needs that should be planned for, it is the role of the school to review how well equipped we are to provide support across these areas. They are:

- **Communication and Interaction**

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

- **Cognition and Learning**

Children may experience general or specific learning difficulties and require systematic programmes to aid progression. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder. Specific learning difficulties include, for example, dyslexia.

- **Social, emotion and mental health difficulties**

Children may be withdrawn or isolated, disruptive, over-active, impulsive or lacking in concentration, have immature social skills or present challenging behaviour.

- **Sensory and/or physical needs**

Children may have profound and permanent deafness, may be blind or partially sighted or suffer lesser or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes and require access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be registered on the school's SEN Register.

We do not aim to fit a child into a category, the purpose of identification is to work out what action the school needs to take.

When identifying the needs of a child the school considers the needs of the whole child and therefore does not just consider their special needs.

The school will operate a system of Assess, Plan, Do, Review.

Aims

1. Ensure that all pupils have access to the school curriculum and all school activities.
2. Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
3. Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
4. Pupils to gain in confidence and improve their self-esteem.
5. To work in partnership with parents, pupils and relevant external agencies in order to provide for children's special educational needs.
6. To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)

7. To make suitable provision for children with SEN to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
8. Ensure that all children with SEN are fully included in all activities of the school in order to promote the highest levels of achievement.
9. To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
10. To give every child the entitlement to a sense of achievement.
11. To regularly review the policy and practice in order to achieve best practice.

Roles and Responsibilities

Mrs Colegrove, SENCO (Special Educational Needs Coordinator) works with the Headteacher to oversee the provision for pupils with special educational needs. She is a member of the Senior Leadership Team at Ramshaw and assess, evaluate and co-ordinate provision for any child who has needs within our school.

All staff are involved in the development of the school's SEN policy and are aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with special educational needs. They carry out these procedures for pupils in their class/groups, under the direction of the SENCO. Teaching staff are responsible for reviewing the Support Plans for pupils in their class (in consultation with other staff who work with the pupils and the SENCO).

Every teacher is a teacher of every child including those with SEND.

The writing of the Policy reflects the new SEND Code of Practice, 0-25 guidance and has been shared with staff and governors.

Our Aims

- ▲ Raise aspirations and expectations for all our SEND pupils.
- ▲ Provide realistic, focused outcomes for the children with SEND.

Our objectives:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

Assess

In identifying a child as needing SEN support, the early years practitioner, working with the setting SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist

assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working within the setting, the SENCO should contact them, with the parents' agreement.

Where it is decided to provide SEN support, and having formally notified the parents, the practitioner and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review.

Plan

Plans will take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge.

Any related staff development needs will be identified and addressed.

Parents will be involved in planning.

The early years practitioner, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

It is important for the school to consider what is NOT SEN but may impact on progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A Graduated Approach to SEN Support

Teachers are responsible and accountable for the progress and development of the pupils in their class, with support from teaching assistants or special staff.

When addressing the needs of SEN children, the school first and foremost provides high quality teaching, with adaptations made to meet the needs of individual pupils.

Although school provides additional intervention and support this cannot compensate for a lack of good teaching quality.

Staff Training

All teaching and support staff are given opportunities to improve their practice and develop their understanding of SEN issues through a comprehensive system of staff training. Some training is carried out within school during staff meetings and Professional Development Days and other training is external. The school also accesses training provided by the Community of Learning.

Identification and Observation of Pupils with SEN

We aim to identify children who have any difficulties as soon as possible so that appropriate support can be given from an early age. Early year's staff complete transition visits and meeting with the nursery/childcare providers. Full use is made of information passed to the school when a child transfers from early education provision and we use assessments during the Foundation Stage to identify pupils and any difficulties they may have (observations on entry, Foundation Stage Profile, Language and Speech Link, teacher assessment/observation). Other methods used by teachers to identify pupils with SEN are as follows:

- Discussion with parent/carer to see if they have noticed anything/have any concerns
- Ongoing teacher/SENCo assessment and observation
- Progress against the profile points in the Early Years Foundation Stage
- Performance against National Curriculum level descriptors
- Standardised screening or assessment tasks (e.g., baseline assessment)
- Results from planned termly assessments across all year groups.

Supporting children with higher levels of need - External Agencies

The school has established strong links with a range of external agencies and uses them effectively to support children with SEN. These include:

- Educational Psychology Service
- Speech and Language Therapy
- Advisory Teachers for support/advice on areas such as specific learning difficulties such as dyslexia, developmental co-ordination disorder and dyspraxia, or dyscalculia.
- Occupational Therapy
- Behaviour Support Service (EWEL Team)

- Inclusion
- Educational Welfare Officers
- CAMHS (Children and Adolescent Mental Health Services)
- School doctor/nurse
- Other medical professionals
- Stronger Families
- Parental Support Adviser
- SENDIASS
- Early Help

The agency involved would depend upon the area of concern and teaching staff would discuss this with the SENCO and parents before any action is taken.

Deciding on how we place children on the SEN register

In line with the guidance from the SEND Code of Practice, we place children on our register if their learning difficulty or disability calls for special educational provision, which is different from or additional to that normally available to pupils of the same age.

We ensure that high quality teaching is available to the whole class.

We assess and review children on a half-termly and termly basis. This can aid the identification of pupils making less than expected progress, given their age and individual circumstances.

If a child's progress shows it is:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers
- Widening the attainment gap

In line with the Assess, Plan, Do and Review process, school carries out the following actions:

- Use of Formal Assessments
- Ensure the child has full access to Quality First Teaching
- The SENCO and the class teacher work together to assess whether the child has SEN
- The SENCO and class teacher formally gather evidence including the views of the child and the parents.
- Extra teaching and rigorous interventions will be put in place. The impact and quality of the support will be evaluated including views from the child and parents.
- An Education Support Plan will be created which includes the views of the staff, child, parents, agencies that may be involved.
- The child's progress will be reviewed this will be in the form of observations, assessments, conversations.
- If a child has an Education Health and Care Plan this will be reviewed by the authority every 12 months.

Involving Parents, Families and Young People in the process

- School provides termly progress reports, an annual report for parents on their child's progress, twice yearly parental consultations and termly SEN plan review meetings.
- If a child has SEN support school will talk regularly to parents to set clear outcomes and review progress, discuss activities and identify parents' responsibilities.
- Discussions should be between the class teacher, SENCO, parents and the child
- Records of outcomes, action and agreed support are kept and shared with all the appropriate school staff. Pupils are also given the records.

Exiting the SEN register (criteria)

If assessments show:

1. Progress has accelerated
2. New skills are being learned and developed
3. Learning behaviour has improved
4. Barriers to learning have been overcome.

This would be agreed through;

- Pupils provision meetings
- Discussion with child/parents – reviews
- Assessment results
- Work Scrutiny
- Staff Meetings
- SEND Reviews

Supporting Pupils and Families

Our website guides parents to the LA Local Offer and provides a link directly to the school's SEND information report.

Links with other agencies include:

- Educational Psychology Service
- Speech and Language Therapy
- Advisory Teachers for support/advice on areas such as specific learning difficulties such as dyslexia, dyspraxia, dyscalculia
- Occupational Therapy
- Behaviour Support Service (EWEL Team)
- Inclusion Panel
- Educational Welfare Officers
- CAMHS (Children and Adolescent Mental Health Services)
- School doctor/nurse
- Other medical professionals
- Stronger Families
- Parental Support Adviser
- SENDIASS

Our admission arrangements are also to be found on the school website under 'About Us/School Policy'.

This makes clear the admission arrangements for all children including SEND.

SEND children are assessed in the same way as all children, but may require extra time, support or resources to access assessments.

Transition arrangements

- We work closely with parents, Staff and the SENCO in secondary school to enable smooth transitions.
- We share information between schools regarding levels of need, support and intervention.
- We take part in transition days/sessions with all secondary schools and nursery settings to ensure smooth transition.
- With the secondary school, we identify where specific and additional support may be needed again, to ensure a smooth transition.

Supporting Pupils At School with Medical Conditions

- We recognise that pupils at school with medical conditions are properly supported so that they have full access to education, including school trips and physical education.
- Some children with a medical condition may be disabled therefore we comply with its duties under the Equality Act 2010.
- Some children may have special educational needs and have a statement or Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Medical Care Plans are drawn up in conjunction with parents and the School Medical Officer and SENCo to provide an agreed support and care plan for our children.

Monitoring and Evaluation of SEND

Once assessments have been carried out and arrangements, support and consultations have been carried out and put into place, the staff under the guidance of the SENCO do the following:

- Discuss SEND on a weekly basis in staff meetings here, Intervention and Provision are discussed their impact.
- SENCO carries out observations on children and staff
- Termly meetings are held to look at the progress and success of provision and intervention given to the children.
- Informal discussions with pupils and parents.
- Records are kept to support outcomes being achieved

This is a continual and active process of review, ensuring that we do our best to provide quality provision for the SEN pupils allowing barriers to be removed in order to help them achieve their outcomes.

Role of School Governors

- Understand how the responsibilities for SEN provision are shared within the school
- Meet the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy
- Discuss with school staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with special educational needs
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEN pupils are actively involved in all aspects of school life
- Take opportunities to meet and talk with parents of SEN children
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

Staff Training

- All teaching and support staff are given opportunities to improve their practice and develop their understanding of SEN issues through a comprehensive system of staff training.
- Some training is carried out within school during staff meetings and Professional Development Days and other training is external. The school also accesses training provided by the Community of Learning.
- The school's SENCO regularly attends the Local Authority's SENCO Network Meeting to keep up to date with local and national updates in SEND.

Durham Local Offer provides parents, carers and young people with information regarding the support available within the local area for a child with SEND.

<https://www.durham.gov.uk/article/3722/County-Durham-Local-Offer>

Date of Review	September 2026
Next Review	September 2028