

# Richard Bonington Primary and Nursery School



## *Special Educational Needs Policy*

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Richard Bonington Primary and Nursery School  
Special Educational Needs Policy

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## **1. Definitions**

### **Abbreviations**

SEND- Special Educational Needs or disability

SENCO- Special Educational Needs Coordinator

### **Definition of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014**

A child or young person has special educational needs if he or she has 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:

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) 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.

A child under compulsory school age has a learning difficulty or disability if he or she is likely to fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

A child or young person must not be regarded as having a learning difficulty or disability solely because the language (or form of language) of their home is different from the language in which they will be taught.

### **Definition of disability taken from the Equality Act 2010**

You are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

## **2. Aims**

At Richard Bonington Primary and Nursery School the staff and governors promote a whole school approach to Special Educational Needs.

- We aim for all staff to work together as a team, collaborating and co-ordinating all that we do for the benefit of all children.
- We believe in including all children and aim to do this in every aspect of school life.

- We aim to provide teaching methods, learning opportunities and resources that specifically match the needs of all children, including those with SEND.
- We aim to work closely with parents and carers of SEND children to inform them, support them and encourage partnership working to support their child's learning and wider development.
- We aim to promote positive mental health and emotional well being in all our pupils.
- We aim to involve children in their learning through setting targets with them, reviewing their progress with them and sharing learning objectives.
- We aim to set SMART, aspirational targets for all children with SEND.
- We aim to identify children with SEND as early as possible and use the: Assess, Plan, Do, Review model to monitor their progress and the strategies and interventions that are put in place.
- We aim to close the gap between the attainment and progress of children with SEND and those with no SEND.
- We aim to work closely with the appropriate agencies to develop a clear understanding of the needs of each child with SEND and how best to support them.
- We aim to continually develop the expertise of all staff in SEND through training and support from the SENCO and other agencies.
- Ultimately, our aim is to ensure that children with SEND feel valued and respected and are empowered to achieve their full potential intellectually, socially, emotionally and physically in a safe and happy environment.

### **3. Objectives**

- **To identify the needs of pupils with SEND as early as possible.**  
We will do this by gathering information from parents, the child, other educational settings, health and care services prior to the child's entry into Nursery or into School whenever possible. The Special Educational Needs Co-ordinator (SENCO) will work with Foundation Stage staff to ensure children with possible SEND in the Early Years are identified quickly through reviews of their progress and development.
- **To monitor the progress of all pupils in order to aid the identification of SEND.**  
We will do this by continuous monitoring of SEND pupils by their teachers and the Senior Leadership Team (SLT). All pupils are tracked so that SEND can be identified at the earliest stage and help to ensure that SEND pupils are achieving their potential.

- **To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have access to the National Curriculum.**  
 We will do this through being inclusive of all children in all classes and in all areas of the curriculum. We will think outside the box when planning for children with SEND to strive to provide opportunities for extra-curricular activities and inclusion on visits off site. The SENCO and SLT will carefully monitor and co-ordinate the curriculum to ensure that individual targets are being met and all pupils' needs are catered for. We will ensure that we modify the physical surroundings to enable access to all areas of the school building where necessary.
- **To work in partnership with parents and carers.**  
 We will do this to gain a better understanding of the whole child. We will involve parents/carers in all stages of their child's education. We will support parents with understanding SEND procedures and practices, provide regular reports on their child's progress and regularly provide information on the provision for pupils in the school as a whole. We will encourage parents in supporting children's learning by home/school links and appropriate homework.
- **To work with and in support of outside agencies.**  
 We will do this when a pupils' needs cannot be met by school alone or advice is needed on how school can best support a child with SEND.
- **To continue the professional development of staff with regard to their knowledge and understanding of teaching children with SEND.**  
 We will do this through termly staff meetings and in-service training from the SENCO and from other agencies. The SENCO will keep up to date with relevant training for specific areas of SEND and disseminate information as appropriate.
- **To create a school environment where pupils feel safe to voice their opinions regarding their own needs.**  
 We will do this by ensuring pupils with SEND are involved, where appropriate, in decision-making in regard to their own learning and wider school life. Pupil participation is a right therefore we will seek to find out the views of children with SEND through discussions with them, pupil questionnaires, pupil interviews with the SENCO and we will ensure SEND pupils are involved with the School Council.
- **To work with the other local schools to support children with SEND.**  
 We will do this through our strong links with the Redhill Academy Family of schools as well as the Equals Trust schools. We will work together to aid transition from primary to secondary school, agree thresholds for funding allocations, support each other in policy making and developing the local offer as well as developing and sharing the skills and expertise of staff members.

- **To nurture pupils with SEND in order to develop independence skills, self-esteem and self-confidence.**

We will do this through providing a stimulating learning environment that can be accessed by all. We will provide resources that enhance the teaching and learning of pupils with SEND. We will teach and develop skills that enable interaction with others in groups, whole class and whole school situations. We will develop self-confidence through the teaching of emotional literacy and social skills. We will support children in developing fine and gross motor skills to support their physical development. We will build on the child's areas of strength as well as focussing on the areas for development. Each year we will do specific work on anti-bullying with regard to disability and SEND and ensure children know how to report any incidents. Such incidents will be dealt with immediately in accordance with our Anti-bullying policy.

#### **4. Roles and Responsibilities for the coordination of SEND Provision**

**SENCO:** This is the title for the Special Educational Needs Co-ordinator who oversees and monitors this policy and any practices required to ensure that it is in place. The SENCO is able to make application for monies through the head teacher and the governing body or the Redhill Family. The SENCO liaises with the headteacher and the SEND governor keeping them informed about school practice and policy. The Teacher SENCO is also supported by a TA assistant SENCO.

**SEND Governor:** There is a member of the governing body who is responsible for SEND provision across the school. This governor oversees and monitors this policy and any practices required to ensure that it is in place. The SENCO liaises with the SEND governor and keeps him/her informed about school practice and policy on a termly basis.

#### **SENCO duties**

- Maintain SEND SUPPORT register
- continuous monitoring of which pupils are receiving SEND support across the school
- adding and deleting pupils according to teacher concerns and progress reviews
- submit the register to the LA three times per year via the admin staff at the time of the school census

- Monitor the SEND Awareness register to ensure pupils are placed on the correct register
- Identification and assessment
- Support staff in deciding which children need further assessment for SEND
- Monitor data and the impact of intervention strategies
- Involvement in progress review meetings as often as possible to help identify children with SEND
- Ensure the school has appropriate methods of assessment for different areas of SEND
- Contacting other agencies when further assessment is needed
- Ensuring information about the whole child is used to make assessments for SEND
- Provide a uniform way of recording the information gathered on a child
- Provision mapping and targets
- Collect and analyse provision maps and targets each term
- Assess and feedback to staff how SMART (specific, measurable, achievable, realistic, timed) the targets are and support staff to write these targets where needed
- Amend SEND Support/Awareness registers according to reviews
- Review meetings
- Ensure class teachers keep records of parental conversations and review meetings, ensuring both the parents and children's views have been sought
- Attend meetings to support class teachers when possible
- AFN/HLN bids and reviews
- collect information and write AFN/HLN bids once a year (or at other times if new pupils are received on roll),
- submit bids to family SENCO/HLN panel by the appropriate deadlines
- Education Health Care Plans (EHCP)
- Signpost parents on how to request an EHC plan
- Request assessment for an EHC plan in conjunction with the parents
- Complete necessary paperwork according to the statutory timelines via the EHCP hub
- Attending meetings
- Attend family Springboard SENCO meetings
- Organise, attend and minute SEND support review for children in receipt of AFN or where the class teacher needs additional advice or support.
- Meet with SEND governor once a term for update on provision
- Meet with head teacher regularly for update on provision and to discuss plans and next steps

- Report Writing
- Write reports to outside agencies when requested by agencies (in liaison with staff working directly with child)
- Ordering resources
- Manage budget awarded to SEND department for resources, software and equipment.
- Meeting with staff
- Meet with staff who have concerns over specific pupils experiencing difficulties who may want to enter them onto the SEND register
- Act as a line manager for TAs alongside the Deputy Head
- Discuss relevant outside agency involvement with staff concerned
- Assist with provision mapping, target setting and use of TAs
- Other Areas
- Monitor the implementation of SEND support provisions and EHCP provision in classrooms.
- Undertake monitoring activities including Support plans and targets, classroom provision, interventions.
- Produce data reports if requested by SLT
- Complete EHAF assessments on families with their consent and arrange team around the child meetings based on the assessment
- Log EHAFs with the LA and update information as necessary
- Maintain workable electronic filing system and records with support of the TA SENCO
- Keep up to date on new SEND initiatives, policies that may be required and best practice for all areas of SEND
- Liaise with outside agencies and feedback information to relevant staff
- Meet with outside agencies and feedback information to relevant staff
- Write termly report with Head teacher on SEND to governors
- Meet with parents of pupils with SEND (by direct approach or requested by class teachers)
- Liaise with administration staff
- Support the Headteacher with overseeing that actions are implemented with regard to the access and equality plan and reviewing the disability, access and equality action plan regularly
- Review the SEND policy, local offer document in September and March. Update these on the school website accordingly
- Update the Local Offer on the Nottinghamshire County Council Local Offer Website annually.
- Support the headteacher when deciding on deployment of TAs and, when necessary, recruitment of TAs and support staff.

## **Head teacher**

- Have regard to the SEND Code of Practice 2014 in school planning
- Try to provide/protect time from budget to release SENCO from class teaching
- Determine the use of financial resources, staffing levels and staff deployment
- Ensure staff development, in-service training for Governors, teachers and teaching assistants
- Establish policies on class organisation and pupil groupings with staff
- Monitor data analysis and report back to governors
- Oversee that actions are implemented with regard to the access and equality plan and reviewing the disability, access and equality action plan regularly
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## **TA Assistant SENCO**

### Administration

- Distribute and display training and course information,
- File documents received and upload to cpoms
- Scan all correspondence regarding individual children on to the server and CPOMS and alert appropriate staff

### Coordination of assessments and resources

- Coordinate and carryout dyslexia screening tests
- Record results and recommended actions
- Support other TAs when carrying out other assessments, e.g. BPVS
- Collate outcomes of assessments and pass on to SENCO, class teachers and parents
- Help to disseminate appropriate resources to classes to support SEND pupils

### Supporting children with SEND, teachers and TAs

- Work with the SENCO to offer advice, strategies and possible interventions
- Keep up to date with developments in teaching practice and policy
- Train other TAs, including new staff, on use of interventions, resources and strategies
- Attend parent support group when possible
- Meet with parents alongside the SENCO to offer advice and strategies for support when appropriate
- Attend SEND training when possible and disseminate to other staff

## **Governors**

- Determine the school's general policy

- Appoint the person responsible for SEND (SENCO)
- Have regard to the SEND Code of Practice 2014 in all decisions
- Establish the appropriate staffing and funding arrangements and maintain an overview of the school's work in SEND
- Ensure that necessary provision is made for any pupil who has SEND and that all pupils are fully included.

### **SEN Governor**

- Try to provide/protect time from budget to release SENCO from class teaching,
- Meet with the SENCO to discuss the implementation of the SEND policy within the school
- Attend reviews where appropriate
- Observe the implementation of the SEND policy in school
- Provide support for the SENCO wherever possible
- Receive feedback from head teacher reports to the Governing Body regarding
- Ensure that provision is in line with statutory guidelines
- Monitor SEND through regular agenda items which deal with the implementation of the SEND code of practice
- Ensure that SEND pupils receive appropriate funding through budget setting procedures

### **Class Teacher**

- Take responsibility for the needs of all of the children in their class
- Ensure planning is inclusive, adapted and linked to individual needs
- Use planning documents to indicate how specific pupils are being supported and how their learning is being moved on where their activities are significantly different to their peers
- Liaise with TAs to ensure they have a full understanding of individual needs so that pupils are supported appropriately
- Be responsible for initial identification, assessment, planning and evaluation to meet individual needs
- Meet termly with the head teacher to monitor the progress of vulnerable pupils and act upon their findings to 'close the gap' in learning
- Complete the following when required by the SENCO:
  - I. Support Plans
  - II. Minutes of review meeting or parent comments termly
  - III. Behaviour support plans and reviews
  - IV. Precise, individual learning targets and plans for the term
  - V. pupil passports
  - VI. supply teacher information sheet (class on a page)

VII. reports, questionnaires and forms for outside agencies

VIII. sensory profiles/questionnaires

- Be involved with consultation and planning with parents and SENCO and attend review meetings
- Carry out review meetings with parents termly
- Seek to gain the view of pupils and parents and involve them in the planning Assess, Plan, Do, Review process
- Ensure all support staff have copies of planning in advance
- Show care and compassion through a flexible approach and positive attitude when working with pupils with SEND and their parents
- Share with the individual their learning targets and enable them to participate in decisions made about their education
- Liaise with new class teachers during the transition phase handing over as much information as possible to enable a smooth transition, including pupil profiles/passport
- Implement dyslexia, communication, ADHD and autism friendly strategies in the classroom
- Consider the needs of pupils across lunchtime and playtime and plan accordingly
- Ensure all personal data regarding pupils with SEND and their families is kept confidential; locked away in the central filing cabinet or in a locked cupboard in the classroom.
- Teachers must inform the SENCO of any documents or files that they keep in the class and how these are being stored.

### **Teaching Assistants**

- Liaise with class teachers to ensure they have a full understanding of individual needs so that pupils are supported appropriately
- Carry out individual assessments when appropriate e.g. Dyslexia screening, non-verbal reasoning, observations etc.
- Ensure they make themselves familiar with the planning for SEND pupils that they are supporting prior to the lesson
- Liaise with class teachers to create provision maps, support plans and precise targets
- Support children to achieve their SMART targets
- Implement communication, ADHD, dyslexia and autism friendly practices
- Implement interventions, monitor and feedback to the class teacher
- When appropriate, oversee the class whilst the teacher delivers SEND interventions
- Help pupils to become independent learners
- Attend review meetings and structured conversations if appropriate

- Ensure all personal data regarding pupils with SEND and their families is kept confidential. If paper copies are needed they must be locked away in the central filing cabinet or in a locked cupboard in the classroom.
- Act as a support network for other TAs and particularly those working 1:1 with SEND pupils across the school.

### **Midday supervisors/Non-teaching staff**

- Senior Midday to hold a copy of SEND register and disseminate info as appropriate
- Have an awareness of which pupils have SEND
- Ensure confidentiality when information regarding SEND pupils is passed on
- Attend training when appropriate
- Show care and compassion through a flexible approach and positive attitude when working with pupils with SEND
- Seek advice from the head teacher, class teacher or SENCO when dealing with pupils with SEND
- Implement strategies advised by the class teacher or SENCO when dealing with incidents involving SEND pupils
- Ensure all pupils are safe and happy during the lunchtime session
- Encourage pupils to respect and appreciate each other's differences
- Ensure incidences of bullying linked to a pupil's SEND are reported and dealt with effectively
- Use the Nurture room to support pupils struggling at lunchtime

### **5. Admission Arrangements**

At Richard Bonington Primary and Nursery School we welcome all children. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND or disability; those with Education, Health and Care plans and those without. We aim to make reasonable adjustments, including the provision of auxiliary aids and services for disabled pupils to prevent a child with SEND from being at a substantial disadvantage. Where possible we would endeavour to do this prior to a child starting at the school or as soon as possible, once the child started, based on the knowledge gained about the child's needs. Where a child does have significant needs, consultation with parents, outside agencies and the Local Authority will take place to ensure the school is the best place for meeting the needs of the child and for providing them with the best quality education.

### **6. Transition and links with other schools**

Transition activities, Pupil passports and 'My New Class' booklets are used with children with SEND when moving between phases (Foundation 1, 2, Key stage 1, 2 and Key stage 3) and when moving to a new year group. Information regarding a child's needs is passed on verbally and through the child's 'Orange file'/Cpoms documents which the new teachers are expected to have accessed on the server prior to the new academic year.

SEND support Review meetings coincide with transition meetings where possible in the summer term. If this is not possible in the summer term, transition meetings are held with parents at the start of the school year. New class teachers and teaching assistants will observe and meet any child with the highest level of need in the term before in order for a smooth transition.

Richard Bonington School is part of the Redhill family of schools, so the majority of pupils transfer to Redhill Academy at the end of year six. There are strong links with Redhill and a transition programme is in place for all pupils. Pupils with SEND can have additional visits and transition plans are put in place to ease this process. Liaison between SENCOs, Teachers and TAs ensures all information regarding a child's SEND is passed on. All information is passed on securely to the receiving school

If a different secondary school choice is made, then every effort is made to ensure that transition is as smooth as possible. This is facilitated through liaison between SENCOs and class teachers following the model set by Redhill Academy.

## **7. Facilities for pupils with SEND**

At Richard Bonington Primary and Nursery School we have made adaptations to accommodate children with physical disabilities. All areas of the site can be accessed by wheelchair users, with a ramp leading up to the large playground. There is an access toilet in the centre of the school building and a separate access toilet in the key stage 2 area. A lift has been installed to access the upstairs rooms and the FS unit. A hoist is available in the main access toilet. Yellow paint identifies the edges of steps and all steps have handrails. There is a lowered sink in the key stage 1 toilets and in the foundation 2 classroom. We have a nurture room and a small sensory area which can be accessed by pupils. If advice is needed with regard to access the SENCO will contact the Physical Disability Support Service so an audit of the building can be made with a child's specific needs in mind.

## **8. Allocation of resources for Pupils with SEND**

All pupils with SEND have access to a notional £6000. Some pupils with SEND may access additional funding. This additional funding (Additional Family Needs or AFN) is from a budget which is devolved to and moderated by the Redhill Academy Family of Schools. For those with the most complex needs additional funding is retained by the local authority (Higher level Needs or HLN). The family SENCO will refer individual applications to a multi-agency panel, administered by the LA, who will determine whether the level and complexity of need meets the threshold for this funding. There are other sources of funding which may be applicable to individual children such as the pupil premium (funding for each child registered as eligible for free school meals at any point in the last 6 years) and other resources such as equipment from Inclusive technologies.

The decisions around applications for additional funding for individual pupils are made between the headteacher, SENCO, class teacher and the outside agencies working with the particular child. In order to apply for any additional funding a provision map must be in place to demonstrate how the 'notional' £6000 is being used and how additional money would be used if the application were to be successful. This is demonstrated through an individual bid and provision map.

The use of any funding linked to SEND is decided by the Headteacher, SENCO and SLT. The way in which funding from all budgets is used can be seen on individual children's provision maps and timetables. Parents are also involved in discussions about what their child needs and how this is to be achieved through the review meetings and multi-agency meetings.

## **9. The Graduated response to identifying and supporting SEND**

At Richard Bonington we use a graduated approach to identify and address a pupil's SEND.

### **Quality First Teaching**

At Richard Bonington Primary and Nursery we use a range of teaching strategies, interventions and resources to ensure children are receiving quality first teaching. This includes: adapting planning for all children within the class, interventions where appropriate, use of supportive ICT, strategies to support ADHD, Autism, communication and Dyslexia, the mastery approach and the lesson structure we have adopted. If this is not enough to meet the needs of a child fully, assessment for SEN may be appropriate. Initial assessment of needs may incorporate:

- Using the teacher's termly assessment data, any pupils who are falling significantly outside of the range of expected achievement in line with predicted performance indicators will be monitored. At the termly progress review meetings the child's difficulties and barriers will be explored, and interventions or actions will be decided up on.
- The child's class teacher will take steps to provide adapted and scaffolded learning opportunities that will aid the pupil's academic progression, a structured conversation will take place with the parents and a one-to-one informal discussion should be had with the child to establish their views. These will enable the teacher to better understand the provision and teaching strategies that need to be applied.
- Once a pupil has been identified as *possibly* having SEN, staff will monitor them closely in order to gauge their level of learning and any strategies put in place will be monitored regularly to establish whether they are helping the child to progress in their learning.
- The SENCO will be consulted for support and advice and may wish to observe the pupil in class.
- Parents will continue to be fully informed about the development and circumstances under which their child is being monitored by the class teacher.
- The information should be recorded on the awareness register, provision map and on a pupil profile.
- At the next pupil progress meeting, or sooner in some circumstances, the pupil's progress will be reviewed.

## **SEND Support**

Where it is determined that a pupil does have a SEND and requires ongoing SEND support, parents will be formally advised of this and this information will be recorded on Arbour and the SEND Support register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and therefore remove barriers to learning. The support process provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. The pupil's views and, where

relevant, advice from external services will also be considered. Parental concerns will be noted on CPOMS and compared with the school's assessment data on how the pupil is progressing. These documents will be saved in the child's 'orange file' on the server and CPOMS.

This SEND support plans, pupil passports and provision maps will require regular review each term or sooner in some cases, to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

Where external agencies are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted following discussion and consent from parents. The initial contact with outside agencies can be done through the following channels: the Healthy Families Team (school nurse) for health issues, the family Springboard meeting for LA SEND services, through the Early Help Unit for attendance or family support, MASH for social care issues and through the NHS or Equals Trust Speech and Language team.

All discussions with parents and the child should be documented, as must all assessments that are carried out with school. These will be kept in the child's orange SEND file.

### **Identification and Assessment methods that can be used:**

- Foundation Stage assessments
- Teacher and TA observations
- Class data/tests etc
- Learning plan reviews
- Half termly/termly class assessments in reading, writing, phonics and maths
- SATS
- NFER tests/White Rose maths tests
- Year 1 phonics screen
- Records from previous settings/schools
- Moderated work across year groups
- Parental concerns
- Progress review meetings
- Structured conversations
- B squared assessments
- Dyslexia Screening Test (Dyslexia Portfolio)
- British Picture Vocabulary Scale (BPVS)

- Health information/reports
- Outside agency reports

All information gathered will be collected within the child's 'orange file'/document vault on Cpoms can be shared with the parents.

## Plan

Planning will involve consultation between the teacher, SENCO and parents. In partnership they will agree:

- the adjustments, classroom strategies, interventions and support that are needed
- the impact on progress, development or behaviour that is expected
- a clear date for review.

We use structured conversations and review meetings to begin with. It is a chance for parents to discuss their child's interests, strengths, areas for development and any potential factors which may impact on his or her learning.

The desired outcome is for a SEND support plan or behaviour support plan to be created which aims to increase the child's enjoyment of school and their progress. This action plan will form the basis of the child's provision and wider outcomes. These may be linked to attendance, emotional well-being, behaviour support, extra-curricular activities and relationships.

All those working with the pupil will be informed of the pupil's needs, the support that is being provided, any successful teaching strategies or approaches and the outcomes that are being sought. This information will also be available in to Supply Teachers.

## Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. **All teachers at Richard Bonington Primary and Nursery School are teachers of children with SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.**

Staff will work closely together to plan and assess the impact of support and interventions and links within the classroom teaching. Further assessment or support will be provided by the SENCO.

## **Review**

Reviews will coincide with parents evenings in Autumn and Spring and transition in Summer. They will also run alongside the class assessments. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and parents through either a structured conversation or multi-agency review meeting, whichever is more appropriate for the pupil. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making the necessary amendments going forward in consultation with parents and the pupil.

If the progress is not as you would expect given the amount of intensive intervention, external specialist input should be considered, with parental permission. The review outcomes, including input from external agencies, parents and the pupil **must** be recorded on the learning plan reviews and provision map outcome.

## **10. SEND Support register**

The SENCO maintains a record of which children are on SEND Support. If a child has a diagnosis or is being assessed, it does not necessarily mean they need to be on SEND support. If a child's needs can be met through regular classroom teaching and minor adjustments, they may not require additional SEND support. If this is the case the child would be placed on our SEND Awareness list rather than SEND support. This allows staff to be aware that the child may have a SEND and to monitor their progress carefully.

## **11. SEND support plans, Behaviour support plans, Provision maps and Targets**

Teachers are required to produce a SEND support plan and to record provisions in place termly to show the interventions, strategies and support that a child on SEND support is receiving. The outcomes will be based on areas such as: reading, writing, phonics, maths, fine/gross motor skills, emotional or social development, personal organisation, behaviour, communication etc. They also produce a Pupil Passport which includes all the strategies that work for the child, their like and interest and barriers to learning.

To support staff, parents and pupils in identifying appropriate outcomes the following documents may be a useful starting point: The National Curriculum 2014, the Foundation Stage Early Learning Goals, assessments/reports from outside agencies, Portage assessments, B Squared and the pre-Key Stage standards. In all instances the overall aim must be broken down into small achievable steps, they must be agreed with the pupil and with the parents.

The B Squared tools, Autism Education Trust Framework and other SEMH tools are useful resources to support breaking down national curriculum and Early Learning goals into small steps.

## **12. Access to the curriculum**

At Richard Bonington Primary and Nursery School pupils with SEND are fully included in the class and are given the opportunities to participate in all activities, accessing the curriculum through SEND provision.

### Wave 1: Quality First Teaching

This includes:

- appropriate adaptations,
- appropriate resources
- use of Rosenshine's principles of learning
- RBPS lesson structure
- high quality planning and delivery
- flexible grouping within class
- high expectations
- setting of precise, realistic expectations and goals,
- support from class teacher or TA,
- effective and appropriate homework,
- applying dyslexia friendly classroom strategies and resources
- use of supportive ICT
- use of signs, symbols and visuals
- universal SEMH approaches to building relationships

### Wave 2- School based targeted intervention

- use of individual and group interventions run by teachers and teaching assistants
- in class support from teaching assistants
- structured conversations with parents
- pre-teaching individuals or groups
- use of/access to specialist aids or equipment for physical disabilities
- short term Interventions using outside agencies: e.g. speech and language therapy, 1:1 work with the school nurse,
- ELSA interventions
- Adapted curriculum

### Wave 3- Specialist SEND Support

- support from specialist outside agencies
- implementation of strategies/programmes set by inclusion service professionals,

- an alternative curriculum
- 1:1 teaching assistant support

## **12. Inclusion of pupils with SEND**

At Richard Bonington Primary and Nursery School we are an inclusive school. All pupils are included in all activities, with the appropriate adaptations and provisions made to enable them to do so. The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed by the governing body, the SLT, the SENCO. We aim to ensure that it promotes the inclusion of all pupils. The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard' meetings, Early Help Unit, the Multi-Agency Safeguarding Hub (MASH), the Healthy Families team and the Speech and Language Team. Equal's Trust also has a specialist inclusion lead who support schools closely.

At Richard Bonington Primary and Nursery School we ensure children with SEND are invited and encouraged to attend extra-curricular clubs and off-site visits. Clubs such as Boccia, a disability sport, are run for able-bodied and disabled children to promote inclusion. All children are welcomed and supported at the wide range of clubs on offer at the school. External providers for sports clubs are made aware of the needs of the children attending their clubs and we offer support to enable SEND pupils to access such clubs. We also signpost pupils and parents to external sports clubs, and those for other interests, both for able bodied children and those specifically targeted at children with SEND and disabilities.

Off-site visits, including residential visits, are carefully planned around each individual cohort. All visits take into account the needs of SEND pupils. Careful planning with parents and staff attending the visit takes place well in advance. Extra staff are put in place if needed. A personal emergency evacuation plan is created for pupils with SEND or a disability when visiting another building and a personal risk assessment is completed when needed by the lead member of staff to ensure the safety of all pupils. Outside providers are informed of the pupil's needs when necessary, in the strictest confidence, to ensure the child can access the activity. However, if the health and safety risks of a trip appear too great for a pupil's particular needs this would need to be the highest priority.

## **Dyslexia**

At Richard Bonington we aim to be a dyslexia friendly school. This involves:

- continuous training for staff
- use of recognised interventions
- ensuring our classrooms and classroom practice include all children, particularly in regard to dyslexic needs,
- purchase of appropriate resources to support dyslexic children,
- profiles of children with difficulties in this area,
- recognition in our planning and marking
- use of data to monitor and try to reduce the number of dyslexic children needing support outside of the classroom,
- consideration of children's views and self-esteem in regard to their experiences of being dyslexic
- increased communication with parents
- ensure policies and procedures take in to account the needs of dyslexic pupils.

### **13. Evaluating the success of provision**

In order to make continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. Parent and pupil questionnaires are carried out, an informal parent SEND support group twice a year or termly if possible, the SENCO is part of the SLT, staff meeting time is given to SEND each term and vulnerable groups/individuals are highlighted on staff briefings.

Pupil progress is monitored on a half termly basis in line with the SEND Code of Practice.

The head teacher carries out observations, learning walks and drop-ins with the focus of quality first teaching. The SENCO also carries out drop-ins focussing on provision for SEND pupils, interventions and use of teaching assistants in planning and teaching. Teaching assistants are also monitored within these observations and drop-ins focussed on their delivery of interventions and support within the classroom.

The use of data on OTrack and Bsquared, allows the SENCO and SLT to analyse the progress of SEND children individually and compared with their peers.

Objectives linked to SEND provision are woven throughout the School Improvement Plan (SIP). The SLT monitor the SIP termly to ensure objectives are being achieved.

The SENCO meets with the SEND governor to evaluate the school's SEND provision.

There is a requirement on the Governing Body to ensure that the school reports annually to parents on the workings of the school's provision for SEND. This will be met within the Governors Annual Report to Parents in July each year.

#### **14. Requests for an Education, Health and Care Plan (EHC plan)**

An assessment for an EHCP can be requested by the school or a parent. An EHCP may be necessary where a child has complex needs or there is a lack of clarity around the needs of the child and a multi-agency approach to assessing that need, planning provision and identifying resources, is required.

The decision to make a request for an EHCP will be taken at a progress review meeting in consultation with parents and usually with the outside agencies that are involved with the pupil. If the school feels a child's needs are being fully met within our SEND support system but a parent wishes to apply for an EHC plan, they can be sign-posted to ASK US Nottinghamshire for further advice on the matter.

A decision will be made by ICDS (Integrated Childrens Disability Services) about whether the child is eligible for an EHC plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan. It is the role of the SENCO, supported by the outside agencies, to coordinate and complete any documentation that the school needs to submit.

If it is decided by the panel that the child's needs are not able to be met by the support ordinarily available to schools. Then the school and the pupil's parents will be involved in producing the EHC plan.

Parents have the right to appeal against the content of the EHC plan. Once the EHC plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

## **15. Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the education, care or welfare of their child, the first point of contact is always the class teacher and in the first instance they will try to resolve the issue. If a solution is not found, then the SENCO can be contacted, and a discussion or meeting will be held.

If a solution is still not found, the head teacher will be informed and a meeting time agreed.

If the problem cannot be solved at this point, then the chair of governors and the inclusion lead along with the compliance lead from the Equal's Trust will be informed.

If still not solved at this point, then the complaint should be put in writing to the governing body,

At any point a parent may wish to seek advice from a parent support group, such as ASK Us Notts.

Any complaint will be investigated through appropriate means which may involve:

- meetings or discussion,
- assessments of the child concerned,
- analysis of records of previous discussions, review meeting minutes, reports and questionnaires.
- careful analysis of performance against provision maps and targets,
- involvement of outside agencies (including parent support agencies),

## **16. In-service training (CPD)**

At Richard Bonington we aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to pupils with SEND. The Redhill Academy Family of schools Springboard meeting happens termly where the SENCOs are informed of local and national developments.

The SENCO delivers training and organises for outside agencies to come in to deliver training at least termly during staff meetings, this is matched to the SIP priorities and those identified through the evaluation of SEND provision. The school recognises the needs to train *all* our staff therefore the SENCO

ensures that when needs arise outside agencies can be brought in to work with teaching assistants, Midday supervisors and individual teachers to support them with individual pupil's needs or with training on specific needs e.g. autism.

## **17. Links to support services, outside agencies and voluntary organisations**

The school has very strong working relationships and links with external support services in our local area in order to support our SEND pupils and aid school inclusion.

Parents will always be informed of the decision to seek involvement from a service and the appropriate consent form must be signed. Often the first port of call is a discussion about the child's needs with either the Healthy Families Team or at the family of schools SEND Springboard meeting, this is to establish which service would best meet the child's needs.

Some children may require more than one service to meet all their needs. In this instance there is often a multi-agency meeting called. The following services will be involved as and when is necessary:

- Healthy Families Team (formerly the School nurse)- medical concerns , hygiene, puberty, OCD, behaviour, anxiety, social care concerns etc.
- Community Paediatrician – accessed through the NST-neurodevelopmental Support TEam service for ASC and ADHD concerns
- MHST or CAMHs- Child and Adolescent Mental Health
- SALT- speech, language and communication
- Be U Notts
- SFSS (School and Family Support Services): cognition and learning team, Autism/communication and interaction team, Early Years team, Physical and Sensory team referrals through Springboard meetings each term.
- Family SENCO.
- PDSS- physical disability support services
- Early Help Unit- initial support for vulnerable children/families
- Targeted Support Services- attendance, behaviour, risk of exclusion.
- MASH- Multi-Agency Safeguarding Hub- social care referrals
- Education Psychologist- - Children in care, risk of exclusion, support around EHCPs and Specialist settings,
- Occupational therapists
- Physiotherapists
- The Children's Development Centre (CDC) at the City Hospital

- Inclusive technologies-ICT support for SEND pupils
- Heath Related Education Team
- Other Voluntary organisations/Charities such as: Dyslexia Action, Parent Partnership

Parents too can access a wide range of services through looking at the website for Nottinghamshire County Council's Local Offer:

<http://nottinghamshire.sendlocaloffer.org.uk>

We recognise that sharing knowledge and information with our support services is the key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

### **18. Working in partnership with parents**

Our policy is to ensure that there is always an open, friendly, welcoming environment for children and parents. We believe that a close working relationship with parents is vital in order to ensure:

- early identification and accurate assessment of SEND leading to the correct intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

All parents will be given information about their child's progress and development at Parent's Evenings bi-annually in the Autumn and Spring terms, through their annual report in July and through informal messages and conversations. Parents may also request to speak to a teacher if they have a query or concern about their child.

As part of our parent's evening meetings for parents of children with SEND, they will be offered a longer appointment which will be used to gather the parent's views and follow the assess, plan, do review cycle. Some children with SEND may require a multi-agency review meeting termly which is to discuss targets, progress and development. These meetings take the place of 'parents evening'.

Twice per year an informal drop in support Group is held for parents of children with SEND via our coffee mornings. This is an informal meeting where parents can share ideas, experiences and have a chat. The SENCO, TA SENCO and pastoral TA will attend and there may be a specific topic that parents/carers wish to discuss e.g. transition, dyslexia, ADHD strategies

etc. Letters are sent out to invite all parents of pupils with SEND and the dates are also published on the newsletter.

Information booklets, letters and local training and events for pupils and parent will be sent out when appropriate.

## **19. Links with other schools**

See also Section 7- Transition and Section 15 In-service Training CPD.

At Richard Bonington Primary and Nursery School we believe in sharing good practice, resources, training and development of our staff. We do this through the family of schools and through other Equal's Trust schools.

## **20. Equal Opportunities**

Our aim is that all children reach their full potential through a challenging and stimulating curriculum. Embodied in this aim is the entitlement of every child to receive equal opportunities. All staff are responsible for contributing to the ethos of the school which supports this aim. This SEND policy runs alongside our disability, access and equality action plan and the Equality policy. All school policies for every area of the curriculum encompass this aim. The head teacher will be responsible for the implementation of the school's equal opportunities policy.

As a school we believe that every child is entitled to have:

- access to the full curriculum,
- access to resources according to their learning needs independent of age or stage of development,
- the opportunity to make decisions and choices when learning,
- the opportunity to see answers to questions which s/he has raised,
- the opportunity to participate in self-assessment and the recording of his/her achievements,
- a teacher who has high expectations of what he/she can achieve.

This school confirms its opposition to unfair discrimination in employment and commits itself to a comprehensive policy of equal opportunity. The aim of the policy is to ensure that recruitment, selection, training and promotion of staff are based solely on the criteria of merit and ability and that no job applicant or employee will receive less favourable treatment on the grounds of gender, race, ethnic or national origin, marital status, domestic

circumstances, age, sexuality, disability, trade union activity, political or religious beliefs.

### **Disability and Equality**

At Richard Bonington Primary and Nursery school several member of staff including the pastoral team, Senco and headteacher work to ensure our disability, equality and access action plan are in place.

We want all pupils see and hear about positive role models who may be disabled or have SEND. Assemblies and opportunities within the curriculum are used to promote the achievements of children and adults with SEND and disabilities, this maybe a famous person or a member of the school community. Work is done at least annually on the issue of bullying. Specific attention is paid to bullying in regard to disability and SEND. At Richard Bonington pupils are taught to accept differences in each other's learning and achieving, to support each other and to respect those differences.

### **Disclaimer**

It should not be assumed that there will be no changes affecting either the arrangements generally described in this policy or in any particular part of them. The policy is valid at the time of publishing and will be reviewed regularly.

Policy to be reviewed March 2026