



# Richard Bonington Primary School.

## SEND 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. Our Vision and Intent

At Richard Bonington Primary and Nursery, we are committed to a fully inclusive ethos where all pupils, including those with Special Educational Needs and Disabilities (SEND), are valued, supported and enabled to achieve their full potential.

- We promote a whole-school approach to SEND, where all staff and governors share responsibility and accountability for ensuring high-quality provision and strong outcomes for pupils with SEND.
- We ensure that high-quality, inclusive teaching is the first response to meeting pupils' needs, with effective adaptive teaching embedded within everyday classroom practice.
- We strive to provide a broad, balanced and ambitious curriculum that is accessible to all pupils, with appropriate adaptations that enable pupils with SEND to learn alongside their peers and experience success.
- We are committed to the early identification of SEND and the removal of barriers to learning through the graduated approach: *Assess, Plan, Do, Review*, ensuring provision is responsive, targeted and regularly evaluated.
- We aim to rigorously monitor and evaluate the impact of SEND provision to ensure it leads to sustained progress, improved outcomes and increased independence for pupils.
- We set SMART, ambitious and aspirational targets for pupils with SEND, supporting them to achieve well academically while also developing socially, emotionally and physically.
- We aim to close the gap in attainment and progress between pupils with SEND and their peers, while recognising and valuing individual starting points and achievements.
- We are committed to working in co-production with pupils and their families, ensuring that their views, wishes and feelings are central to decision-making and the planning of support.
- We work closely with external agencies and professionals to secure specialist advice, deepen understanding of individual needs and provide effective, joined-up support.
- We aim to develop pupils' independence, resilience, communication and social skills, preparing them for the next stage of education and for later life.
- We promote positive mental health and emotional wellbeing for all pupils and ensure that support is responsive to the additional vulnerabilities that some pupils with SEND may experience.
- We ensure that pupils with SEND are actively involved in their learning, including contributing to target setting, reviewing progress and reflecting on their achievements.
- We are committed to providing an inclusive, ordinarily available provision that meets a wide range of needs, reducing the need for escalation to specialist intervention wherever possible.

- We invest in the ongoing professional development of all staff, ensuring they have the knowledge, skills and confidence to meet the needs of pupils with SEND effectively.
- We recognise that pupils with SEND may be more vulnerable and therefore ensure that safeguarding practices are responsive and inclusive.
- Ultimately, we aim to ensure that every pupil with SEND feels valued, respected and included, develops a strong sense of belonging, and is supported to achieve their full potential within a safe, nurturing and aspirational environment.

### **3. Objectives**

These objectives are monitored through regular SEND reviews, pupil progress meetings and leadership evaluation to ensure they are achieving a positive impact on outcomes for pupils with SEND.

- To ensure early and accurate identification of pupils with SEND. We will gather information from parents, previous settings and professionals prior to entry wherever possible, and use ongoing assessment in Early Years and across the school to identify needs promptly.
- To monitor the progress and outcomes of pupils with SEND. We will use robust tracking systems and regular review cycles to ensure pupils with SEND make strong progress from their starting points, with oversight from class teachers, the SENCO and SLT.
- To deliver high-quality, inclusive teaching that meets the needs of all pupils. We will ensure adaptive teaching is embedded in classroom practice so that pupils with SEND can access a broad and ambitious curriculum alongside their peers.
- To remove barriers to learning and participation. We will provide appropriate adaptations, resources and environmental adjustments to ensure full access to the curriculum, extracurricular activities and the physical environment where possible.
- To implement the graduated approach effectively (Assess, Plan, Do, Review). We will ensure provision is carefully planned, regularly reviewed and adapted based on its impact on pupils' progress and independence.

- To work in co-production with parents and carers.  
We will involve families at all stages, ensuring clear communication, shared decision-making and support for them to engage in their child's learning.
- To work collaboratively with external agencies.  
We will seek specialist advice where needed and ensure a joined-up approach to meeting pupils' needs.
- To ensure meaningful pupil voice for children with SEND.  
We will actively involve pupils in decision-making about their learning through discussions, reviews and wider participation in school life.
- To develop pupils' independence, confidence and preparation for the next stage of education.  
We will explicitly teach social, emotional, communication and life skills alongside academic learning.
- To ensure staff are well-trained and confident in meeting SEND needs.  
We will provide ongoing, high-quality professional development and support, led by the SENCO and external specialists where appropriate.
- To ensure effective partnership working across the trust and with local schools.  
We will collaborate to support transition, share expertise and ensure consistency in SEND provision and practice.
- To promote a safe, inclusive and supportive environment.  
We will ensure pupils with SEND feel valued and protected, with safeguarding and anti-bullying practices that reflect their additional vulnerabilities.

#### **4. Roles and Responsibilities**

##### SENCO (Special Educational Needs Co-ordinator)

The SENCO is responsible for the strategic leadership and operational management of SEND provision across the school.

The SENCO must be a qualified teacher and a member of the Senior Leadership Team.

## Key Responsibilities

### 1. Leadership and Strategic Development

- Lead the implementation, monitoring, and review of the SEND policy and practice.
- Contribute to the School Improvement Plan, ensuring SEND remains a key priority.
- Work with the Headteacher and governors to ensure effective allocation of resources.
- Produce termly reports on SEND provision, impact, and outcomes.

### 2. Coordination of Provision

- Oversee the graduated approach (Assess–Plan–Do–Review) across the school.
- Ensure early identification of SEND through robust assessment systems.
- Maintain and regularly review the SEND Support and Monitoring registers.
- Ensure provision is appropriate, evidence-based, and responsive to need.

### 3. Monitoring Progress and Impact

- Track progress and outcomes of pupils with SEND using school data systems.
- Evaluate the effectiveness of interventions and provision mapping.
- Provide feedback to staff to improve outcomes and provision quality.

### 4. Supporting Teaching and Learning

- Advise and support staff in delivering high-quality inclusive teaching.
- Support planning, adaptations, and target setting.
- Contribute to decisions regarding TA deployment and intervention delivery.
- Lead or coordinate SEND training for staff.

### 5. Working with Parents, Pupils and Agencies

- Work in partnership with parents/carers, ensuring involvement at all stages.
- Ensure pupil voice informs planning and review processes.
- Liaise with external agencies and coordinate referrals.
- Lead or contribute to multi-agency meetings.

## 6. EHCPs and Funding

- Coordinate statutory assessment requests and EHCP processes.
- Ensure compliance with statutory timelines.
- Lead applications for additional funding (e.g. AFN/HLN).

## 7. Compliance and Administration

- Ensure accurate and secure SEND record keeping.
- Submit data returns in line with Local Authority requirements.
- Maintain and publish the school's SEND Information Report/Local Offer.
- Keep up to date with national legislation and guidance.

## 8. Safeguarding and Inclusion

- Ensure SEND provision supports safeguarding and recognises vulnerability.
- Promote inclusive practice across all areas of school life.
- Support the Accessibility Plan and Equality Objectives.

### Headteacher Responsibilities

The Headteacher has overall responsibility for ensuring the school meets its statutory SEND duties.

The Headteacher will:

- Ensure compliance with the SEND Code of Practice (2015) and Equality Act (2010).
- Work with governors to allocate sufficient time, staffing, and resources for SEND.
- Oversee the effectiveness of SEND provision and its impact on pupil outcomes.
- Ensure high-quality professional development for all staff.
- Monitor progress and attainment of pupils with SEND and report to governors.
- Promote inclusive ethos, high expectations, and accountability across the school.

### Governing Body Responsibilities

The Governing Body is responsible for strategic oversight of SEND provision.

The Governing Body will:

- Ensure statutory duties under the SEND Code of Practice and Equality Act are met.
- Appoint a qualified SENCO and ensure appropriate status within leadership.
- Monitor effectiveness of SEND provision and outcomes.
- Ensure appropriate funding, staffing, and resource allocation.
- Promote inclusion and equal access for all pupils.

### SEND Governor

The SEND Governor provides support and challenge to ensure accountability.

The SEND Governor will:

- Meet regularly with the SENCO to review provision, impact, and priorities.
- Monitor implementation of the SEND policy.
- Scrutinise SEND funding and value for money.
- Ensure SEND remains a standing agenda item at governing body meetings.
- Report back to the governing body to inform strategic decisions.

### Class Teacher Responsibilities

Class teachers are accountable for the progress and development of all pupils, including those with SEND.

Teaching and Learning

- Deliver high-quality, inclusive teaching with appropriate adaptations.
- Plan and implement the graduated approach (Assess–Plan–Do–Review).
- Ensure SEND provision is clearly reflected in planning.

Assessment and Monitoring

- Identify pupils with SEND early and take appropriate action.
- Monitor progress and adapt provision accordingly.
- Maintain accurate and up-to-date documentation.

Working with Others

- Work closely with TAs to ensure effective support.
- Engage with parents and external agencies.
- Conduct review meetings and contribute to EHCP processes.

## Inclusive Practice

- Implement evidence-based strategies (e.g. dyslexia-friendly, autism-inclusive).
- Plan for wider school day (transitions, lunchtimes, trips).
- Promote independence and pupil voice.

## Safeguarding and Confidentiality

- Maintain secure records in line with GDPR.
- Share relevant information with the SENCO.
- Ensure pupil voice is heard

## Teaching Assistants (TAs)

All staff contribute to the graduated approach (Assess–Plan–Do–Review) and uphold high expectations.

TAs will:

- Work in partnership with teachers to support pupils effectively.
- Understand pupil needs and planned provision in advance of lessons.
- Deliver targeted interventions and record impact (including pre/post assessments).
- Support pupils to achieve SMART targets.
- Implement inclusive strategies (communication, ADHD, dyslexia, autism).
- Promote independence, resilience, and engagement.
- Provide feedback to teachers on progress and barriers.
- Support assessment processes where appropriate.
- Maintain confidentiality and secure record handling.
- Provide peer support to other TAs when appropriate.

## Midday Supervisors and Non-Teaching Staff

All staff contribute to an inclusive, safe and supportive environment.

Staff will:

- Be aware of pupils with SEND and relevant needs.
- Maintain confidentiality at all times.
- Follow guidance from teachers and SENCO when supporting pupils.
- Implement agreed strategies during unstructured times.
- Promote inclusion, respect, and positive behaviour.

- Ensure pupils are safe, supported, and engaged at lunchtime.
- Report concerns, including bullying linked to SEND.
- Attend relevant training where appropriate.

## **5. Admission Arrangements**

Richard Bonington Primary School is committed to ensuring an inclusive approach to admissions and welcomes all children, including those with special educational needs and/or disabilities (SEND).

Admissions are made in accordance with national legislation, including the School Admissions Code, the Children and Families Act 2014, and the Equality Act 2010. Admissions are administered in line with the school's published admissions arrangements and oversubscription criteria, which do not discriminate against children with SEND.

The school does not discriminate against pupils on the basis of SEND or disability and fulfils its duties under the Equality Act 2010 to make reasonable adjustments, including the provision of auxiliary aids and services, so that disabled pupils are not placed at a substantial disadvantage. This is supported by the school's Accessibility Plan.

Where the school is named in a pupil's Education, Health and Care Plan (EHCP), the school has a duty to admit the pupil. The school will work closely with the Local Authority and parents/carers to ensure that the provision specified within the plan can be delivered effectively.

Prior to admission, where information about a pupil's needs is available, the school will:

- Work collaboratively with parents/carers, previous settings and relevant professionals
- Gather and review all relevant information to understand the pupil's needs
- Plan appropriate provision, support strategies and reasonable adjustments

- Ensure staff are informed and prepared to meet the pupil's needs

Where needs are identified after admission, the school will put appropriate support in place as soon as possible, in line with the graduated approach.

For pupils with more complex or significant needs, the school will work in partnership with parents/carers, external agencies and the Local Authority to ensure appropriate provision is in place to meet the pupil's needs.

The school is committed to ensuring that all pupils are able to access a high-quality education in an inclusive environment, with support tailored to their individual needs.

## **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 SEND File and CPOMS documents which the new teachers are expected to have accessed on the server prior to the new academic year.

Richard Bonington Primary 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 or the Visual/Hearing Impairment team so an audit of the building can be made with a child's specific needs in mind.

## **8. Allocation of resources**

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 and SENCO. 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.

## **9. Identification of SEND and Graduated response**

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

## Graduated Response and Quality First Teaching

At Richard Bonington Primary and Nursery School we are committed to ensuring that all pupils receive high-quality, inclusive teaching, which is the first and most important step in meeting the needs of pupils with SEND. This reflects the expectation that high-quality teaching, adapted for individual pupils, is the primary driver of progress.

Quality First Teaching at our school is characterised by:

- Adaptive teaching which responds to the strengths and needs of all pupils
- Carefully sequenced and ambitious curriculum planning, enabling all pupils to access learning
- Use of evidence-informed strategies to remove barriers to learning
- Implementation of inclusive approaches, including communication-friendly, ADHD-aware, autism-inclusive and dyslexia-friendly practice
- Effective use of resources and assistive technology to support access and independence
- A consistent lesson structure and mastery approach, supporting depth of understanding
- Ongoing formative assessment, ensuring teaching is responsive and gaps are addressed promptly.

Leaders and teachers ensure that all pupils, including those with SEND, are supported to achieve well and access the full curriculum.

Where a pupil is not making expected progress, despite access to high-quality teaching, the school implements a graduated response, as outlined in the SEND Code of Practice:

Assess – Plan – Do – Review

## **10. SEND Support**

Where it is determined that a pupil has Special Educational Needs and/or Disabilities (SEND) and requires provision that is additional to or different from Quality First Teaching, they will be placed on the SEND Support Register.

Parents/carers will be formally informed, and this will be recorded on the school's information systems. The purpose of identification is to ensure that effective, evidence-informed provision is implemented to remove barriers to learning and improve outcomes.

SEND Support follows the graduated approach, as outlined in the SEND Code of Practice (2015):

Assess – Plan – Do – Review

This is a cyclical process, ensuring that provision is continuously refined in response to the pupil's progress.

### Assess (Identification and Analysis of Need)

A clear analysis of the pupil's needs is undertaken using a range of robust and triangulated evidence, including:

- Teacher assessment and professional judgement
- Prior attainment and progress over time
- Comparisons with peers and national expectations
- Observations by teachers and teaching assistants
- Views of the pupil and parents/carers
- Information from previous settings
- Advice from external professionals (where applicable)

Assessment will consider the whole child, including:

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

The school uses a range of assessment tools, including:

- Statutory and internal assessments (e.g. phonics screening, SATs, NFER)
- Ongoing class-based assessment in reading, writing and mathematics
- Standardised assessments (e.g. BPVS, dyslexia screening)
- Bsquared and other specialised assessment frameworks
- External agency reports and health information

All concerns, including parental views, are recorded and contribute to a holistic identification process.

Where appropriate, and with parental consent, the SENCO will coordinate referrals to external services (e.g. health, speech and language, early help, or local authority services).

### Plan (Targeted and Outcome-Focused Provision)

Planning is carried out collaboratively between the class teacher, SENCO, parents/carers, and the pupil.

Planning will identify:

- Specific, measurable outcomes (SMART targets)
- Adaptations to teaching and learning
- Targeted interventions and support strategies
- The expected impact on progress, attainment, and wider development
- A clear review date

Provision is typically documented through SEND Support Plans.

A structured conversation with parents ensures that their views, as well as the pupil's strengths and needs, inform planning.

All staff working with the pupil will have access to relevant information to ensure consistency and quality of provision, including supply staff where appropriate.

Provision focuses on:

- Removing barriers to learning
- Supporting access to the full curriculum
- Promoting independence, resilience, and engagement
- Improving both academic and wider outcomes (e.g. wellbeing, attendance, social development)

### Do (Implementation of Support)

The class teacher retains overall responsibility and accountability for the pupil's progress, even where additional support is delivered by teaching assistants or through interventions.

Key principles:

- Support is integrated into classroom practice wherever possible
- Interventions are evidence-based, time-limited, and carefully monitored

- Teaching assistants are deployed effectively to add value to learning, not replace teacher input
- Provision is delivered with consistency and fidelity

The SENCO:

- Provides guidance, modelling, and support
- May observe teaching and learning to strengthen provision
- Ensures that interventions align with classroom learning

Staff work collaboratively to:

- Monitor progress regularly
- Adapt teaching in response to pupil needs
- Ensure strong links between interventions and classroom learning

### Review (Evaluating Impact and Next Steps)

Provision is reviewed termly or more frequently where needed, in line with:

- Pupil progress meetings
- Parents' evenings
- Structured conversations or review meetings
- Multi-agency meetings (where appropriate)

The review will evaluate:

- Progress towards agreed outcomes
- The effectiveness and quality of provision and interventions
- The pupil's engagement, independence, and wellbeing

The views of parents and the pupil are central to the review process to ensure all stages the process are collaborative.

Following review:

- Provision is refined, adapted, or intensified where needed
- Decisions are based on clear evidence of impact
- Next steps are agreed collaboratively

Where a pupil continues to make limited progress despite well-targeted support, the school will consider:

- Involvement of external specialists
- More specialised assessment
- Whether the pupil may require an Education, Health and Care Needs Assessment

All outcomes and agreed actions are recorded in:

- SEND Support Plan reviews
- Provision map evaluations
- School tracking systems

## **11. SEND Support register**

The SENCO maintains an accurate and regularly reviewed register of pupils identified as requiring SEN Support, in line with the SEND Code of Practice (2015). Identification is based on a pupil's special educational needs and the provision required, rather than solely on the presence of a diagnosis or ongoing assessment.

A medical diagnosis or referral does not automatically result in placement on SEN Support. Where a pupil's needs can be met through high-quality teaching, appropriate adaptations, and reasonable classroom adaptations (Quality First Teaching), they may not require additional SEN provision at this stage.

In such cases, the school may identify the pupil as part of a monitored SEND Awareness list. This ensures that staff remain informed of potential or emerging needs and that the pupil's progress is carefully tracked and reviewed. If evidence indicates that a pupil is not making expected progress despite Quality First Teaching, the school will follow the graduated approach (assess–plan–do–review) and consider placement on SEN Support.

## **12. SEND support plans**

Teachers are responsible for planning, delivering and reviewing provision for pupils with SEND, in line with the SEND Code of Practice (2015) and the graduated approach: assess–plan–do–review.

For pupils identified as requiring SEN Support, a SEND Support Plan must be in place and reviewed at least termly. This plan must clearly set out the special educational provision that is additional to or different from that ordinarily available as part of high-quality teaching.

Each SEND Support Plan will include:

- Clearly defined SMART outcomes (specific, measurable, achievable, relevant and time-bound)
- The provision, interventions and strategies in place
- Identified areas of need, which may include:
  - Communication and interaction
  - Cognition and learning (e.g. reading, writing, phonics, maths)
  - Social, emotional and mental health
  - Sensory and/or physical needs (including fine and gross motor skills)
  - Behaviour, independence and self-regulation

A Pupil Passport forms part of this document and reflects a person-centred approach, capturing:

- The pupil's voice, strengths and interests
- Identified barriers to learning
- Strategies and reasonable adjustments that support access to learning

Where behaviour is identified as a need linked to SEND, a Behaviour Support Plan may be implemented. This must be aligned with the SEND Support Plan to ensure a coordinated and consistent approach, in line with statutory guidance which recognises that behaviour can be an indicator of unmet SEND.

### Setting Outcomes and Targets

Outcomes must be based on robust assessment of need and informed by a range of appropriate sources, including:

- The National Curriculum (2014)
- EYFS Development Matters and Early Learning Goals
- Pre-Key Stage Standards
- External agency advice and specialist reports
- Recognised assessment frameworks: B Squared- Progression steps, Autism Steps, Engagement Steps and Boxall Profiles)

In line with the SEND Code of Practice:

- Outcomes must focus on longer-term development and independence, not just task completion
- Targets must be broken down into small, achievable, sequential steps
- Provision must be evidence-informed and matched to need

Outcomes and provision must be coproduced with parents/carers and, wherever possible, the pupil, ensuring their views, aspirations and experiences inform planning and review.

### Accountability, Monitoring and Impact

Teachers remain responsible and accountable for the progress and development of all pupils in their class, including those receiving SEN Support.

The SENCO will:

- Support staff with assessment, planning and review
- Monitor the quality and impact of provision
- Ensure consistency and fidelity to the graduated approach

Provision and outcomes will be regularly reviewed to ensure:

- Pupils are making expected or better progress from their starting points
- Support is adjusted promptly where impact is limited
- There is clear evidence of improved outcomes over time, in line with Ofsted expectation

## **12. Access to the Curriculum, Inclusion and Enrichment**

All pupils, including those with SEND, are entitled to a broad, balanced and ambitious curriculum. The school is committed to ensuring full inclusion, enabling pupils with SEND to access learning alongside their peers and participate fully in all aspects of school life.

Barriers to learning are proactively identified and addressed through high-quality teaching and appropriate adaptation, ensuring that pupils can engage with the curriculum and make progress from their starting points.

Access is primarily achieved through inclusive Quality First Teaching, including:

- Adaptation of teaching, content and outcomes
- Use of scaffolds, modelling and structured support
- Flexible grouping and responsive teaching
- Use of appropriate resources, visuals and assistive technology

Where necessary, pupils receive provision that is additional to or different from that normally available, in line with the graduated approach (assess–plan–do–review).

The SENCO, alongside the Senior Leadership Team and governing body, monitors the effectiveness of inclusive practice and provision across the school. The curriculum is regularly reviewed to ensure it continues to promote inclusion, participation and progress for all pupils.

The school works in partnership with a range of external agencies and services, as appropriate, to ensure provision is well-informed, coordinated and responsive to individual need.

### Access to Enrichment and Wider Opportunities

The school ensures that pupils with SEND have equal access to:

- The full curriculum offer
- Enrichment activities, clubs and sports
- Educational visits and residential experiences
- Physical education and wider school experiences

Pupils with SEND are actively encouraged and supported to participate.

Reasonable adjustments are made to enable access, including:

- Adapting activities and resources
- Providing additional adult support where required
- Working with external providers to ensure inclusive practice
- Working with parents

The school promotes inclusive participation and ensures that all pupils feel valued, included and able to contribute. Parents and pupils are also signposted to appropriate community opportunities.

### Educational Visits and Off-Site Provision

All educational visits are carefully planned to ensure inclusion and safety for pupils with SEND. This includes:

- Consideration of individual needs
- Early collaboration with parents/carers
- Liaison with providers to ensure appropriate adjustments
- Risk assessments and, where necessary, personalised plans

Additional staffing or reasonable adjustments are provided where required to support access.

The school is committed to enabling all pupils to participate. Where there are significant health and safety considerations, decisions are made in the best interests of the pupil, informed by risk assessment and consultation with parents and relevant professionals.

### Monitoring and Impact

The effectiveness of provision in supporting access to the curriculum is regularly reviewed, ensuring that pupils with SEND:

- Make progress from their starting points
- Achieve positive outcomes
- Develop increasing independence over time

### Dyslexia-Friendly Practice

The school aims to be a dyslexia-friendly environment, ensuring that pupils with literacy difficulties are supported effectively within everyday classroom practice.

This is achieved through:

- Ongoing staff training and awareness
- Consistent use of inclusive, evidence-informed teaching strategies
- Classroom environments and teaching approaches that support all learners, including those with dyslexia
- Access to appropriate resources and assistive technology
- Clear pupil profiles (e.g. pupil passports) to support understanding of individual needs
- Adaptation of planning, teaching and feedback to remove barriers
- Regular monitoring of progress to ensure needs are met within the classroom wherever possible
- A strong focus on pupil voice, confidence and self-esteem
- Effective communication with parents/carers
- Ensuring whole-school policies reflect and support inclusive practice for pupils with dyslexia

### **13. Evaluating the Impact of SEND Provision**

The school is committed to the continuous evaluation and improvement of SEND provision, ensuring that support leads to positive outcomes for pupils. The effectiveness of SEND provision is monitored through the graduated approach (assess–plan–do–review), with pupil progress reviewed regularly to ensure that provision is appropriately matched to need and adjusted where necessary.

#### Monitoring Progress and Outcomes

Pupil progress is regularly tracked and analysed by teachers, the SENCO and senior leaders. This includes:

- Monitoring progress from individual starting points
- Comparing outcomes for pupils with SEND against their peers
- Reviewing the impact of specific interventions and strategies

This ensures that provision is evidence-informed and responsive, in line with the SEND Code of Practice.

#### Quality of Teaching and Provision

The quality of teaching for pupils with SEND is a key focus for school leaders.

Monitoring activities may include:

- Lesson observations, learning walks and drop-ins
- Review of planning and classroom practice
- Evaluation of the effectiveness of interventions and the deployment of support staff

These processes ensure that SEND provision remains high quality, inclusive and consistently delivered across the school.

#### Leadership, Governance and Accountability

The SENCO is part of the Senior Leadership Team and works closely with leaders and governors to monitor and evaluate the effectiveness of SEND provision.

- SEND priorities are reflected within the School Improvement Plan (SIP) and reviewed regularly

- The SENCO meets with the link governor for SEND to review provision and outcomes
- The governing body fulfils its statutory duty to publish information about SEND provision annually, ensuring transparency for parents and carers

### Pupil, Parent and Staff Voice

The school actively seeks and values feedback from pupils, parents/carers and staff to inform development of SEND provision. This may include:

- Pupil and parent voice activities
- Opportunities for informal and formal feedback
- Ongoing communication with families

This ensures that provision is person-centred and responsive to the experiences of those it supports.

## **14. SEND Information Report**

The school publishes an annual SEND Information Report in accordance with the SEND Regulations 2014.

This report provides detailed information about:

- The implementation of the SEND policy
- The types of SEND provision available
- How the school supports pupils with SEND
- Arrangements for assessing and reviewing progress

The SEND Information Report is available on the school website.

## **15. Requests for an Education, Health and Care (EHC) Needs Assessment**

A request for an Education, Health and Care (EHC) needs assessment can be made by the school, parents/carers, or other professionals, in line with the Children and Families Act 2014 and the SEND Code of Practice (2015).

An EHC needs assessment may be requested where a pupil has significant and/or complex special educational needs and it is evident that the support available through SEN Support is not sufficient to meet those needs. This may also be appropriate where a coordinated multi-agency approach is required to assess needs, plan provision and determine appropriate resources.

## Decision to Request an Assessment

The decision to request an EHC needs assessment will be made following a graduated approach, where:

- Assess–plan–do–review cycles have been implemented over time
- Evidence demonstrates limited progress despite appropriate, evidence-based support
- Advice from relevant external agencies has been sought

This decision will be taken in partnership with parents/carers and, where appropriate, the pupil.

If parents/carers wish to request an EHC needs assessment independently, the school will provide appropriate guidance and signpost to impartial advice services (e.g. SENDIASS).

## Local Authority Decision-Making

Following a request, the local authority (LA) will decide whether to carry out an EHC needs assessment.

If the LA decides not to proceed, parents/carers have the right to appeal this decision through the SEND Tribunal.

If the LA agrees to assess, the SENCO will coordinate the collection and submission of evidence, including:

- Educational assessments and progress data
- Records of provision and its impact
- Advice from external professionals

## Issuing an EHC Plan

Following the assessment, the LA will decide whether to issue an Education, Health and Care Plan. An EHC plan will be issued where it is determined that the pupil's needs cannot be met from the resources normally available within mainstream provision.

Where an EHC plan is issued:

- The school, parents/carers and relevant professionals will contribute to the development of the plan
- The plan will specify the pupil's needs, outcomes and provision

Parents/carers have the right to appeal the content of the EHC plan, including the provision and placement named.

### Review of EHC Plans

EHC plans are reviewed at least annually, in partnership with:

- Parents/carers
- The pupil
- School staff
- Relevant external professionals

The Annual Review process evaluates:

- Progress towards outcomes
- The effectiveness of provision
- Whether any amendments are required to better meet the pupil's needs

### **16. 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),

## **17. Training and Professional Development**

The school is committed to ensuring that all staff are appropriately trained and up to date in relation to SEND, enabling them to deliver high-quality, inclusive teaching for all pupils.

The SENCO engages in ongoing professional development and attends local authority networks and briefings to remain informed about current national and local developments. This information is shared with staff to ensure that practice across the school reflects current guidance and evidence-informed approaches.

Staff training is planned and delivered in line with:

- The School Improvement Plan (SIP)
- The evaluation of SEND provision and outcomes
- Emerging needs within the school

The SENCO provides regular training and support for staff and coordinates contributions from external agencies and specialists, where appropriate. This ensures that staff develop the knowledge and skills required to meet a wide range of needs.

The school recognises that all staff have a role in supporting pupils with SEND.

Training and support are therefore provided for:

- Teachers
- Teaching assistants
- Support staff, including midday supervisors

Where specific needs arise, targeted training and specialist advice are provided to support individual pupils and groups (e.g. autism, communication and interaction, SEMH needs).

## **18. Partnership with External Agencies**

The school works in partnership with a range of external agencies and support services to ensure that pupils with SEND receive coordinated, specialist and effective support, in line with the SEND Code of Practice (2015).

Decisions to involve external services are made through the graduated approach (assess–plan–do–review) and are based on a clear understanding of the pupil's needs. Parents/carers are fully involved in this process, and consent is obtained prior to any referral or information sharing.

The SENCO liaises with appropriate professionals to ensure that advice is:

- Accurately reflected in planning and provision
- Shared with relevant staff
- Monitored for impact on pupil outcomes

Where a pupil has more complex or multiple needs, a multi-agency approach may be required. In these cases, professionals work collaboratively with the school and family to ensure that support is well-coordinated and responsive.

The school works with a range of services, as appropriate, including:

- Health services (e.g. school nursing, paediatric services, therapy services)
- Educational support services (e.g. Educational Psychology, specialist teaching services)
- Social care and early help services
- Mental health services
- Voluntary and community organisations

Parents/carers are also signposted to the Local Offer and other external sources of support to help them access information and services.

The school recognises that effective communication and information sharing between professionals, families and school staff is key to ensuring high-quality SEND provision and positive outcomes. Any concerns raised by external professionals are shared with the SENCO and parents/carers, and appropriate action is taken in a timely manner

## **19. 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.

SEND Support Review will be held each term and are 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, and pastoral lead 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.

The school works in partnership with the Local Authority and contributes to the Local Offer.

The Local Offer sets out the services and support available for children and young people with SEND and their families.

Parents and carers can access the Local Offer via the Local Authority website. The school will support families in accessing this information where required.

## **20. Links with other schools**

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 Redhill family of schools and through Equal's Trust SEND network.

## 21. Safeguarding Pupils with SEND

The school recognises that pupils with special educational needs and disabilities (SEND) may be more vulnerable to safeguarding risks, including abuse, neglect, bullying and exploitation. Additional barriers may include communication difficulties, social isolation, dependency on adults, or reduced ability to recognise or report harm.

All staff understand that safeguarding is everyone's responsibility and that extra vigilance is required when working with pupils with SEND.

### Inclusive Safeguarding Practice

The school ensures that safeguarding arrangements are fully inclusive by:

- Ensuring pupils with SEND are able to communicate their views, wishes and feelings through appropriate support and adjustments
- Using a range of communication strategies and tools where needed (e.g. visuals, alternative communication systems, trusted adults)
- Recognising that behavioural changes may be an indicator of underlying safeguarding concerns
- Monitoring attendance, wellbeing and engagement closely

### Staff Responsibilities

All staff:

- Receive regular safeguarding training, including how safeguarding applies to pupils with SEND
- Are aware of the additional vulnerabilities of pupils with SEND
- Understand that concerns may be harder to identify and require careful interpretation
- Record and report concerns promptly in line with school procedures

### Leadership and Oversight

The SENCO works closely with the Designated Safeguarding Lead (DSL) to:

- Share information where there are safeguarding concerns
- Ensure appropriate support and risk management plans are in place
- Contribute to multi-agency working where required
- 

### Working with Families and External Agencies

The school works in partnership with parents, carers and external agencies to ensure that safeguarding concerns are addressed effectively and in a timely manner. Information is shared appropriately, in line with safeguarding and data protection requirements.

## 22. Equality, Inclusion and Equal Opportunities

The school fulfils its duties under the Equality Act 2010, including the duty to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations between individuals

The school will make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage.

We are committed to promoting equality, inclusion and high expectations for all pupils, in line with the Equality Act 2010. We are determined that every pupil, including those with SEND and disabilities, is able to access a broad, balanced and ambitious curriculum and achieve their full potential.

All staff share responsibility for fostering an inclusive ethos in which differences are respected, barriers to learning are removed, and all pupils are supported to participate fully in school life. This SEND policy operates in conjunction with the school's Equality Policy and Accessibility Plan, ensuring a coordinated approach to meeting statutory duties.

The Headteacher and senior leaders are responsible for ensuring that these duties are effectively implemented and monitored.

### Inclusive Practice and Pupil Entitlement

We believe that all pupils are entitled to:

- Access the full curriculum and wider school opportunities
- Receive appropriate support and resources to meet their individual learning needs
- Be encouraged to make choices and express their views, in line with person-centred practice
- Engage in self-assessment and reflection to support their learning
- Be taught by staff who hold high expectations for all learners

Provision is adapted to ensure that pupils with SEND or disabilities are not disadvantaged and are able to make progress from their starting points.

## Disability Equality and Inclusion

The school takes a proactive approach to meeting the needs of pupils with disabilities and SEND, including:

- Implementing our Accessibility Plan to improve access to the curriculum, environment and information
- Making reasonable adjustments to ensure pupils can participate fully in school life
- Promoting positive attitudes and representation of disability and SEND through the curriculum and wider school experiences

Pupils are supported to develop an understanding and respect for diversity, including differences in learning and ability. The school actively promotes a culture of acceptance, inclusion and mutual respect.

## Anti-Bullying and Safeguarding

The school has a zero-tolerance approach to bullying, including bullying related to SEND or disability. This is addressed through:

- The curriculum
- Assemblies and wider school activities
- The school's behaviour and anti-bullying policies

All incidents are taken seriously and addressed promptly to ensure that pupils feel safe, valued and supported.

### **23. 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 annually.

This policy should be read in conjunction with:

- The Accessibility Plan
- The SEND Information Report
- The Safeguarding and Child Protection Policy

Policy to be reviewed June 2027