



Rawdon St Peter's C of E Primary School

Special Educational Needs and Disabilities Policy

Approved:	18 th June 2026
Reviewed:	June 2027
Committee:	Full Governing Body



Love and Friendship



Honesty



Endurance



Thankfulness



Fairness



Respect

Vision Statement

John 10:10 Life in all Its Fullness

At Rawdon St Peter's we inspire, nurture and immerse ourselves in the world around us, exploring and embracing new opportunities. We promote love and friendship, honesty, endurance, fairness, thankfulness and respect, preparing us for new situations and challenges that life can bring. As God taught us, we love ourselves, each other and welcome everyone, exploring cultures and beliefs together.

At Rawdon St. Peter's C of E Primary School, we learn together, love together and grow together through our key values.



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Respect

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The Early Years Statutory Framework
- The National Curriculum in England for Key Stage 1 and 2
- Safeguarding & Child Protection Policy
- Keeping Children Safe in Education
- Accessibility Plan
- Teachers' Standards 2012

This policy was co-created by the school's SENDCO in partnership with the Senior Leadership Team.

Definition of Special Educational Needs and Disabilities

A child is defined as having a Special Educational Need in the following cases:

- If they have a significantly greater difficulty in learning than the majority of children of the same age.
- If they have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the same local authority area.

There are four categories of Special Educational Need:

- Communication and Interaction
- Cognition and Learning
- Social and Emotional and Mental Health
- Sensory and Physical

Introduction

We are committed to giving all of our children every opportunity to achieve their full potential and have high expectations for all pupils. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, which enables the prompt identification and removal of potential barriers to learning. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that our school promotes the individuality and diversity of all of our children, irrespective of ethnicity, attainment, age, disability, gender or background, and enhances the ethos of our school's mission statement.

We pay particular attention to the provision for and achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups
- Travellers, asylum seekers and refugees
- EAL learners
- Learners with SEN or social, emotional or mental health needs (SEMH)
- Learners with disabilities
- Learners who are more able in one or more areas
- Learners who are looked after by the local authority
- Learners who have complex health needs
- Young carers
- Learners who are in families under stress
- Learners who are at risk of disaffection and exclusion

As well as striving to fully include all our own children here at St Peter's, we also have a very successful Inclusion Partnership with Green Meadows Academy. This involves children with more complex learning needs being fully included in our school and accessing our curriculum alongside their peers in mainstream education. Children are included in classes as appropriate and, through a programme of careful planning and assessment, are provided with a variety of differentiated learning opportunities. We are very aware of the great benefits that accrue for all pupils involved through the academic and social interactions that naturally occur between children at Rawdon St. Peter's and those in Orchard Provision.

Aims and Objectives

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of children within our school. We aim to:

- Provide for pupils with SEND and inclusion needs in line with current relevant legislation and the SEND Code of Practice
- Provide an inclusive and supportive learning environment, in line with Rawdon St. Peter's key Christian values
- Provide the broad, balanced curriculum to which all pupils are entitled, whatever their individual needs
- Recognise that all staff are responsible for the early identification, assessment, monitoring, teaching and inclusion of pupils with Special Educational Needs and disabilities (SEND) and recognise that this is an integral part of raising standards.
- Have high expectations of pupils with Special Educational Needs and Disabilities, supporting all pupils to make good progress, attain well and flourish.
- Include all pupils with SEND fully in the educational and social life of the school
- Promote a positive self-image and self-esteem amongst all pupils, and a positive view of SEND amongst all pupils
- Ensure equality of opportunity for children with SEND and other vulnerable groups, and eliminate prejudice and discrimination
- Enable all pupils with SEND to be actively involved in their own learning.
- Work closely with parents as equal partners
- Work closely in partnership with outside agencies and other schools to support individual needs on an ongoing basis and at key times such as transition
- Provide early intervention and continued monitoring
- Provide appropriate support as needed, in addition to quality first teaching

Responsibility for co-ordination of SEND/Inclusion provision

The SENDCo, working closely with the head teacher and Senior Leadership Team, has responsibility for the day-to-day operation of the school's Inclusion and SEND policy and for co-ordinating provision for pupils with inclusion needs and SEND.

The SENDCo is Mrs Jay Oliver, the Assistant SENDco is Natasha Whincup and the governor with SEND responsibility is Mr Peter Marsh.

Arrangements for Co-ordinating SEND Provision

All staff are responsible for the identification, assessment and monitoring of pupils with SEND. This process is co-ordinated and monitored by the SENDCo. We analyse the attainment of all pupils throughout school and track their progress using our data and tracking systems and through data conversations. In this way, we are able to identify at an early stage pupils who are not making expected progress or whose attainment is low.

We may carry out further assessments to gain information about a pupil's strengths and needs. Assessments are analysed and interventions are put in place to address needs. The interventions take the form of a staged approach:

- Wave 1 - adaptive teaching through Quality First Teaching
- Wave 2 - group support
- Wave 3 - group and individual support, with guidance from outside agencies

The pupils receiving Wave 2 or Wave 3 intervention are identified as being at 'Additional SEN School Support'. A small number of pupils, with complex and long-term needs, may go on to be assessed for an Education, Health and Care Plan.

Pupils, and the interventions that they may be receiving, are identified on an Individual Learning Support Plan, which is reviewed each term. Support for a pupil may be co-ordinated through an Early Help Plan. There may be a number of services involved with a child and their family; these are brought together, and outcomes are agreed, implemented and reviewed through this process.

The SENDCo will:

- Work with colleagues, pupils, parents and outside agencies to identify needs, plan for these needs and monitor learning outcomes.
- Oversee and maintain the records of all pupils with SEND and those with additional needs
- Attend courses and keep up to date with developments within SEND and inclusion.
- Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for these pupils.
- Liaise regularly with parents and carers of pupils with SEND, both informally and at other meetings
- liaise with external agencies such as Speech and Language Therapists and Educational Psychologists in matters relating to pupils with SEND
- Liaise with the SEND governor
- Organise and attend Annual Reviews for pupils, liaise with parents and keep the head teacher informed of the outcomes.
- Alongside the Learning Mentor and Senior Leadership Team, manage transition arrangements for vulnerable pupils to local high schools.
- Oversee the Funding for Inclusion (FFI) process each year and apply for funding for those children who meet the relevant criteria.

Pupils recognised as having Special Educational Needs have a RSP Learning Support Plan. These are the responsibility of the class teacher but will be monitored and reviewed regularly by the SENDCo and shared with parents.

Admissions arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Please see the school's Admission Policy. Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. Prior to starting school parents/carers of children with an EHC Plan will be invited to discuss the provision that can be made to meet identified needs.

Specialist SEND Provision/ Links to support services

The school makes good use of outside agencies, seeking support and advice to maintain high standards of provision. Links and partnerships are developed with Children's Services for Leeds City Council and other agencies to provide support and advice to enable the school to meet pupil needs effectively.

We access support from:

- Complex Needs Service including Educational Psychology Team (termly planning meetings)
- Deaf and Hearing Impairment Team
- Visual Impairment Team
- Speech and Language Therapy Service
- STARS supporting pupils with autism
- Children's Social Care
- School Nursing Team
- CAMHS
- Occupational Therapy service
- Area Inclusion Partnership
- Aireborough Extended Services
- Mindmate

In school, our Learning Mentor offers a range of pastoral support to help our more vulnerable pupils. This can be either in a group or on a one-to-one basis. Some of the support available focuses on behaviour, anger management, improving self-esteem, and developing social skills and friendship groups.

Facilities for pupils with SEND or who are disabled.

Our Accessibility Plan allows us to ensure that our school is accessible to all. There are key stage group rooms in both Key Stage buildings, which are used by class teachers, learning support assistants and learning mentors to deliver interventions and support as appropriate.

In Key Stage 2, the school also has the Palm Room, a quiet space which children can use for self-regulation and reflection. Stairs in the Key Stage 2 building are marked clearly to support pupils with visual impairment, and upstairs classrooms are carpeted to support pupils with hearing impairment.

Allocation of resources for pupils with SEND

SEND and inclusion needs are identified across the school and noted on the cohort provision map. Support from the school SEND budget is allocated in accordance with these needs and is reviewed on a termly basis. Some pupils who meet the criteria may be allocated High Needs Top Up Funding through FFI or their EHC Plan. Funding received for children is spent according to their needs and recommendations made by professionals. This may include a higher level of support, nurture groups, speech and language support, specialist equipment and/or training for staff.

Identification and review of pupils' needs

A pupil may join Rawdon St. Peter's School having already been identified as having SEND or concerns may arise once the pupil is at school – identified by the parent/carer or school staff. These may relate to progress against curriculum objectives and/or presentation in school in terms of social, emotional, and mental health.

Information is gathered about the pupil which may include:

- the analysis of progress data/ tracking progress over time
- classroom-based assessment and monitoring arrangements
- parental concerns
- information from previous schools when a child joins us mid-year
- information from other services
- undertaking, when necessary, a more in-depth individual assessment
- involving an external agency where it is suspected that a special educational need is significant.

A staged approach is then undertaken:

Adaptive Teaching through Quality First Teaching – concerns are addressed by adapting Quality First Teaching strategies, e.g. adapting teaching styles, using specific resources to support learning and questioning to check for understanding. Progress is monitored as usual.

Additional SEND support – where a child is not making progress, Adaptive Teaching strategies will continue to be used alongside additional support through intervention – Wave 2 groups or Learning Mentor input. The child will be placed on the SEND register and will work towards identified outcomes. Progress will be monitored through their Learning Support Plan.

Additional SEND support from outside agencies – if the child is not making progress, despite the support already in place, advice may be sought from outside agencies. They may offer advice about targets and strategies or specialised assessment. The pupil will work towards individual outcomes. The outside agencies will review progress with the school and parents, through their learning support plan.

All children who are on the SEND register have a Learning Support Plan which details any personalised provision and targets to ensure that they continue to make progress alongside their peers.

Education Health Care Plan

A school may make a request, in agreement with parents/carers, to the Local Authority to make a statutory assessment in order to determine whether to draw up an Education, Health and Care Plan. This is likely to be for a child who has more long-term severe or complex needs and who is not making adequate progress, despite a period of additional school support. The EHC Plan will outline the pupil's needs and the provision required to meet those needs. There will be an Annual Review of the plan.

Funding

Children who have an EHCP may or may not be allocated funding. This is dependent on their needs and the provision set out in their plan.

Some children have FFI (Funding for Inclusion). This is a historic system used in Leeds. Children with FFI will be awarded an EHCP over the next 2 years as part of a city-wide approach.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENDCO and members of the Senior Leadership Team.
- ongoing assessment of progress made by intervention groups
- work sampling
- scrutiny of planning
- termly progress meetings with staff and Senior Leadership Team
- informal feedback from staff, pupil and parent feedback
- pupil progress tracking using assessment data (whole-school processes)
- monitoring progress against targets
- records maintained by Learning Mentor
- head teacher's report to governors
- regular meetings between SENDCO and SEND governor

Access to the curriculum

School endeavours to:

- Set suitable learning challenges
- Respond to pupils' diverse and individual needs
- Attempt to overcome potential barriers to learning and assessment

The school strives to ensure that quality first teaching is available to all pupils and this is monitored closely throughout the year. Flexibility in the curriculum for pupils with SEND and Adaptive Teaching according to need ensures all children can access the curriculum at their own level. The SENDCO, Teachers and LSAs work together to maximise effective access.

The school can, where appropriate, modify an individual's access to the statutory assessment arrangements. This will be done only under exceptional circumstances, such as where the assessment procedure is inappropriate for that pupil, e.g. where the pupil is working significantly below the level of that assessment or where the assessment would cause considerable emotional distress. We would ensure that every effort has been made to provide the necessary support from within the school's resources before considering such action.

Inclusion of pupils with SEND

It is the responsibility of all teachers to include pupils with SEND within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum, achieve well, make excellent progress and flourish.

In line with the Disability Discrimination Act 1995 (as amended by the SEN and Disability Act 2001 and the Disability Rights Commission's A Guide for Schools 2002), we endeavour to:

- Treat current and prospective disabled pupils equally.
- Make reasonable adjustments as appropriate

Evaluating the success of provision for pupils with SEND

The SENDCO, in partnership with the Senior Leadership Team and the Governing Body, monitors and reports on the success of SEND provision for pupils with SEND in a variety of ways:

- Analyse progress data for pupils with SEND.
- Analyse attendance and exclusion data for pupils with SEND.
- Monitor progress against SEND priorities in the School Improvement Plan.

The SENDCO will meet with the SEND governor to discuss inclusion and current SEND priorities.

Complaints procedure

We endeavour to work in partnership with parents/carers to facilitate positive outcomes for pupils with SEND. However, if parents have concerns and would like to complain about the school's SEND policy or practice, they should contact the class teacher, SENDCO or, if appropriate, the head teacher. They may seek advice from the Special Educational Needs and Disability Information Advice Support Service (SENDIASS). If a concern is not resolved, parents may follow the school's complaints procedure, as detailed in the school's Complaints Policy.

In-service training

We regularly self-evaluate our inclusion and SEND strengths and areas for development. Priorities are identified and built into the School Improvement Plan.

The school has a commitment to staff development in the area of SEND to ensure that both teachers and support staff effectively meet the needs of pupils. Training is arranged in response to children's needs.

In-house or outside agency training is arranged as prioritised in the School Improvement Plan.

The SENDCO attends Cluster meetings which provide updates on current SEND priorities.

Working with Parents/Carers

The school will liaise with parents/carers and make them aware of any barriers to learning which can develop at any time in a child's education. Initially, it will be the responsibility of the class teacher to inform parents/carers of any difficulties their child/children develop and explain how the school is meeting the child's needs (see staged approach). Those children with more severe learning difficulties may be referred to an outside agency by the SENDCo and parents/carers will be kept regularly involved throughout this process.

Parents and carers who have concerns about their child's learning needs are warmly encouraged to speak with us. We value working in partnership with families to understand each child's needs, share perspectives and agree on appropriate next steps to support their learning and development. Parents can raise concerns by contacting our SENDCo via the school office or by booking an appointment at one of our half-termly SEND Surgery sessions, where there is an opportunity to discuss any questions or concerns in more detail.

The Parents/Carers of those children with an Education Health and Care Plan are invited to participate in an Annual Review in which the provision made for the pupil and the pupil's progress is reviewed. Reviews of Education, Health and Care Plans take the form of Person-Centred Reviews. Ways in which parents/carers can support their child at home are discussed. Parents/carers are also encouraged to take part in the curriculum evenings which are held throughout the year. Parents/carers are sign-posted to other sources of support e.g. STARS drop in events.

The Learning Mentor often works closely with parents in helping them to help their child. Where a parent may need additional support and advice a referral can be made to Aireborough Cluster.

The LEA SEND (Special Educational Needs and Disability) Local Offer is available at <http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>. Rawdon St. Peter's SEND Local Offer (SEND Information Report) is available on the school website.

Links with other schools

We benefit from strong links with other schools as part of the Aireborough Learning Partnership. Cluster SENDCO meetings are held on a termly basis and expertise and experience can be shared to help support provision in our individual schools.

We particularly endeavour to facilitate a smooth transition for any pupil with SEND joining or leaving the school and liaise with relevant parties to ensure appropriate sharing of information to aid the transition.

EYFS staff visit nurseries and make home visits to aid transition to Reception class, sharing information regarding SEND and inclusion needs. The school liaises with the high schools to which the Year 6 pupils are transferring. Staff from receiving high schools are invited to attend Year 5 and Year 6 review meetings, including Annual Reviews. Additional secondary transition visits are arranged for identified vulnerable pupils and pupils with SEND.

Inclusion of pupils with English as an Additional Language

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage.

We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place.

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

Inclusion of Pupils who are Looked After in Local Authority Care

Our school recognises that:

Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report: 2003) why children who are looked after in local authority care often fail to make expected progress at school:

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher for looked after children. The name of the current designated teacher at our school is Mrs Jay Oliver. The responsibilities of our designated teacher include:

- liaising with the child's social worker to ensure that there is effective communication at all times
- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- ensuring that children who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months

- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review (these are usually held at six-monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer from Leeds City Council) with social workers and, where necessary, the carers and a member of the Virtual School team.
- celebrating the child's successes and acknowledging the progress they are making.

Glossary of Terms

EAL – pupils who have English as an Additional Language

EHCP – An Education and Health Care Plan is a legal document which outlines the provision which must be made for a child with complex special educational needs. The EHCP replaced the 'Statement of Educational Needs' from September 2014.

FFI – Funding for Inclusion, which is the system through which Leeds schools have their SEND funding allocated to children with a range of needs.

High Needs Top Up Funding – Additional SEND funding which can be applied for from Leeds City Council in order to meet children's profound and complex needs.

CLA – Children who are in care are often referred to as Looked After Children.

PEP – Personal Education Plan, for Children Looked After – agreed between carers, school and social worker, and reviewed regularly.

