



# SEND & Inclusion Policy

<b>Staff Responsible:</b>	<b>Mrs D Richardson</b>
<b>Date of Issue:</b>	September 2024
<b>Review Date:</b>	September 2025

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### 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Ribbon Academy we believe that every child, whatever his or her ability, should have the opportunity to access every area of the curriculum to enable him / her to achieve personal potential academically, socially and emotionally and fully participate in school life. We believe every teacher is a teacher of every child including those with SEND. Our school strives to have high aspirations and expectations for all focusing on outcomes for children and not just hours of provision and support given.

### 2. Legislation & Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

### **3. Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

### **4. Roles & Responsibilities**

#### **4.1 The SEND**

The SENCO is Mrs Deanne Richardson.

She will:

- Work with the headteacher and SEN trustee to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and board of trustees to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### **4.2 The SEND Trustee**

The SEND Trustee is Mrs Elaine Chandler who will:

- Help to raise awareness of SEN issues at board of trustee meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the board of trustees on this

- Work with the headteacher and SEND to determine the strategic development of the SEN policy and provision in the school

### **4.3 The Head Teacher**

The Head Teacher is Mrs Ashleigh Sheridan who will:

- Work with the SEND and SEN trustee to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class Teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. SEN Information report**

### **5.1 The kinds of SEN that are provided for:**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SEND to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

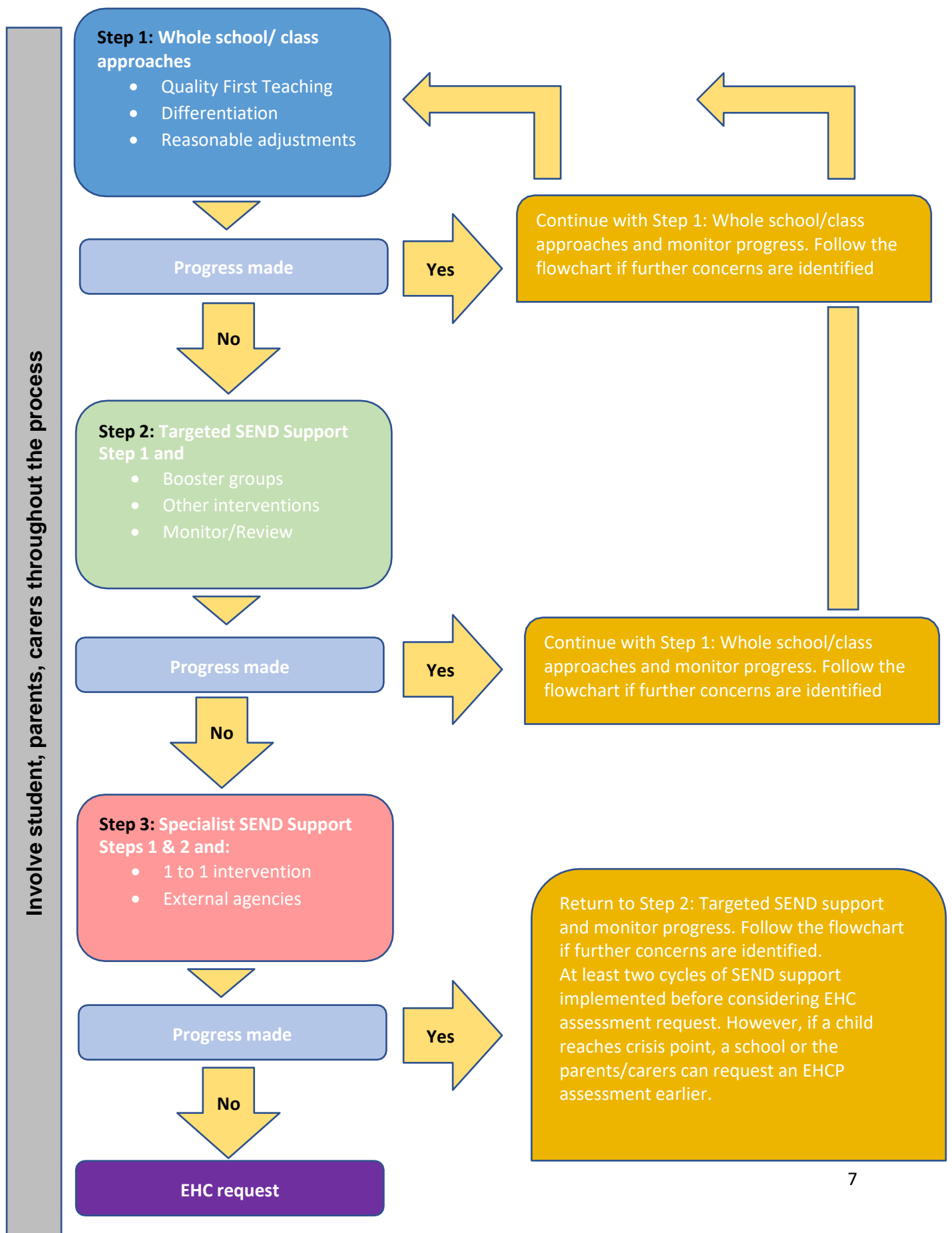
The assessment will be reviewed regularly.

In order to effectively plan and communicate the support we are providing in school, to ensure the needs of our learners are met, we utilize the Durham County Council SEND Support Plan format. On at-least three periods within the academic year, the SEND support plan is reviewed by the class teacher, and shared with the parents/carers to review the progress made, identify next step or continued actions, and agree the plan to put in place. At this point, parent voice is highly important to ensure the plan is agreed by both parties. Both the previously reviewed plan and the new plan are collated and signed by both parties. These plans are then made readily available in the Team's SEND folder for reference in the classroom.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## Graduated Response flow chart

The flow chart gives an overview of the support that will



## **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We ensure vulnerable pupils are provided with a robust transition package, during the summer term, before transferring to Key Stage 3. In addition to this, any child moving schools (who has additional needs) will be offered time to visit their new school. The SEND from Ribbon plans meetings to meet with the Head teacher and/or SEND at any receiving school.

## **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Nesy;
- Plus 1
- Power of 2;
- PECS
- Nurture Provision
- Speech and Language Link

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work (where appropriate, after advice from the local authority only), teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, coloured paper etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning**

We have teaching assistants (known as Teaching & Learning Partners) who are trained to deliver interventions such as Plus 1 and Power of 2 (see above for further information).



In addition, we have support assistants. Teaching assistants and Support Assistants may support pupils on a 1:1 basis when identified through SEN assessment (in conjunction with the local authority)

Teaching assistants and support assistants will also support pupils in small groups when children are identified as working below their age-related expectations.

We work with the following agencies to provide support for pupils with SEN:

- EPS;
- CAMHS;
- Place 2 Be;
- Cognition & Learning Team;
- Speech & Language Therapists;
- Young Carers
- ASC Team
- Communication and Interaction Team

### **5.9 Expertise and training of staff**

Our Inclusion Team has a wealth of experience. Our SENCo – Mrs Deanne Richardson – has the National SENCo Award and Senior Mental Health Lead award. Our Place 2 Be School Based Manager – Karen Roe - has 10+ years experience working for Place 2 Be. In addition, our Family Support Advisor – Kathryn Maddison - has a wealth of experience supporting families at both county and school level over many years.

We use specialist staff for Speech & Language, Occupational Therapy, Place2Be & Physiotherapy.

Both external and internal training is provided as part of our CPD package to ensure our Inclusion Team, SLT, classroom teachers and support staff have the most up-to-date knowledge and information to support our children.

### **5.10 Expertise and training of staff**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions on a termly basis
- Using pupil questionnaires
- Monitoring by the SEND
- Holding interim and annual reviews for pupils with EHC plans

### **5.11 Enabling pupils with SEN to engage in activities available to those in school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our

before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- Any child with disabilities is supported through the joint planning with the local authority
- We ensure the Equality Act (2010) is adhered to and therefore all pupils, regardless of any characteristic, is supported in school
- ☐ As a school, we have a wide range of facilities including a sensory room, wheelchair swing and accessible changing facilities & classrooms
- The school's accessibility plan is available from the Site Manager, Mr John Murray

### **5.12 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Access to Place 2 Be

We have a zero-tolerance approach to bullying.

### **5.13 Working with other agencies**

If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral made by the SENCO to specialist services such as:

- Educational Psychologist Service
- Educational Welfare Officers
- Physical and Disability Support Service
- Social Services
- School Nurse
- Child & Adolescent Mental Health Service
- Place 2 Be (Child Play Therapy)
- ASD Team
- SALT Service

When a referral is made to one of the agencies above, a SEN Support Plan will be written. This will involve a meeting between parents, child and all professionals concerned.

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

#### **5.14 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the Mrs Deanne Richardson, SENCO, in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **5.15 Contact details of support services for parents of pupils with SEN**

Support services can be found

<http://www.countydurhamfamilies.info/kb5/durham/fsd/localoffer.page>

#### **5.16 Contact details for raising concerns**

Concerns should be raised with the Head Teacher, Mrs Ashleigh Sheridan, via 0191 517 5900 or [p3517.admin@durhamlearning.net](mailto:p3517.admin@durhamlearning.net)

#### **5.17 The local authority offers**

Our local authority's local offer is published here:

<http://www.countydurhamfamilies.info/kb5/durham/fsd/localoffer.page>

### **6. Monitoring arrangements**

This policy and information report will be reviewed by Mrs Deanne Richardson every **year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the board of trustees.

### **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions