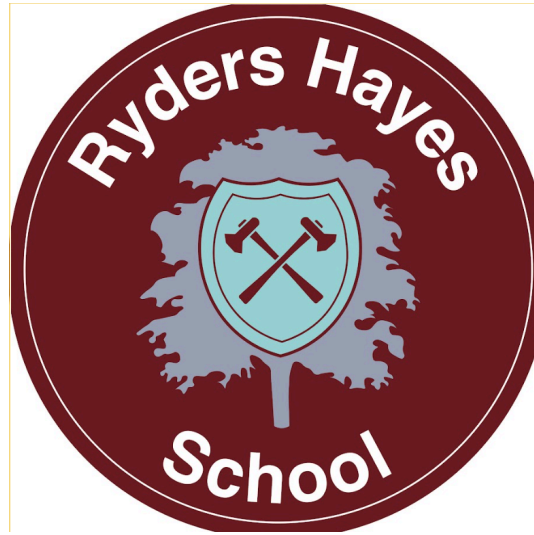


Ryders Hayes School

A Primary Learning Academy



SEND Policy

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Date : January 2024

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Ryders Hayes Mission

To nurture and facilitate the growth of our pupils and their learning; equipping them with the skills and attributes to embrace the challenges of a rapidly changing world. To enjoy success for today and be prepared for tomorrow, by instilling the values of “Do the right thing to be the best that you can be.”

Our SEN policy

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

Aims

- provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years July 2014 (updated May 2015).
- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- To ensure all children can access a balanced curriculum, differentiated where appropriate.

- To ensure that all pupils with SEND can fully access the curriculum and school site by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- To develop a close working relationship with parents.

2. Legislation and 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 coordinators (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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Louise Deeley, supported by Lorna Pheasant.

They 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 governing board 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 SEN trustee

The SEN trustee will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO 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. SEND Information Report

This policy should be read in conjunction with the SEND information report, published on the school website and reviewed annually.

5.1 Graduated response Pathway



Ryders Hayes School

SEND Graduated Response Pathway

The following pathway sets out our approach to identifying children with Special Educational Needs.

'Every teacher is responsible for the teaching and learning of children with Special Educational Needs.' This pathway operates alongside our assessment continuum.

Definitions:

Special Educational Needs:

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 learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational provision or training that is ***'additional to, or different from'*** that is generally for others of the same age in a mainstream setting in England.

Disability:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is *'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as *asthma, diabetes, epilepsy, and cancer.*

SEN Code of Practice for Special Educational Needs 2014

Transition to the Special Needs Code of Practice begun in 2014. This revised process puts the child at the centre of the planning and provision for Special Educational Needs. Gathering views from the pupils and parents school coordinates a plan to address the needs of a child.

School based support

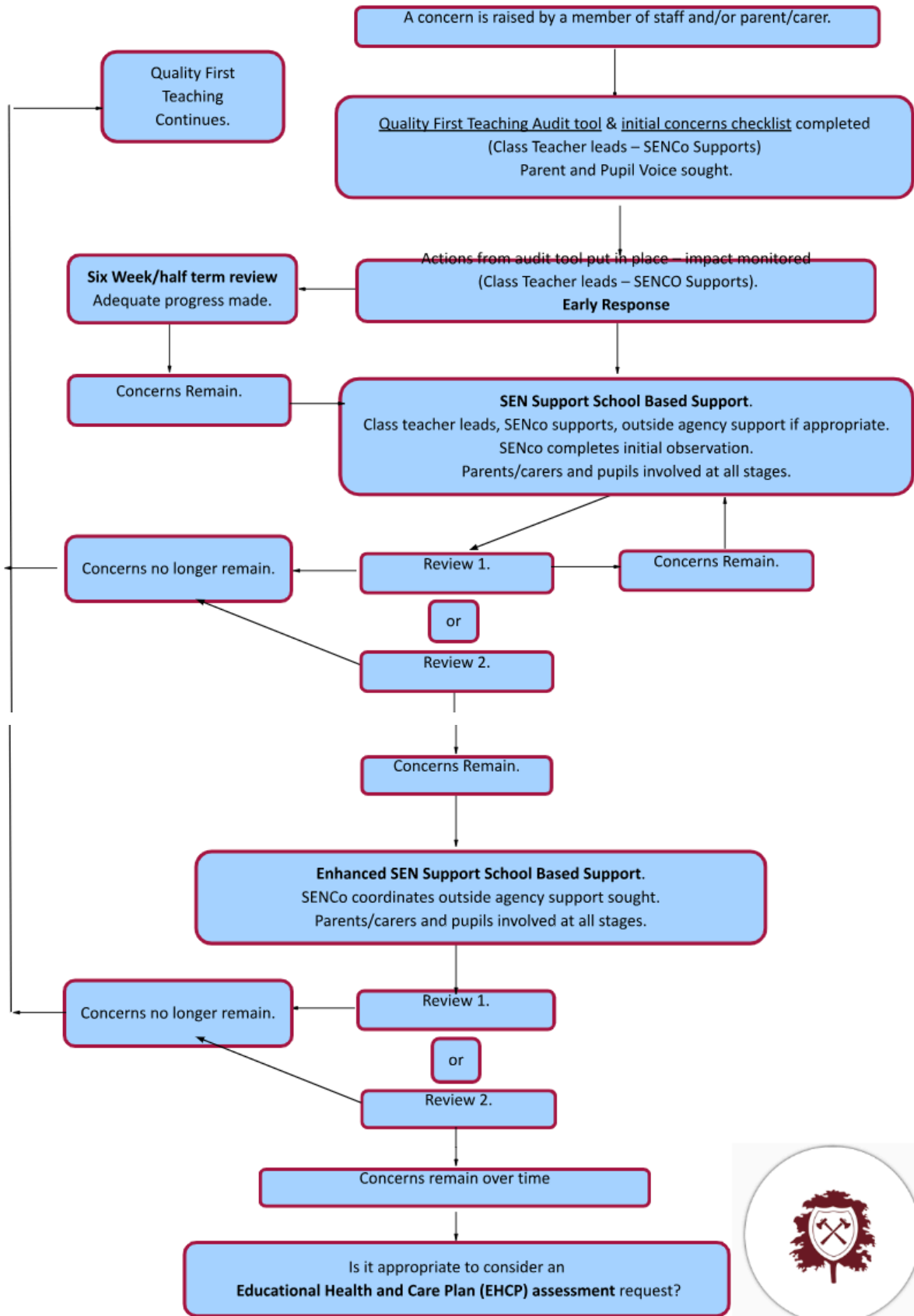
Children who have been identified to extra support is needed. Plan put in place to reach individual targets for child and reviewed termly with class teacher and parents. This plan is called an 'Assess, Plan, Do and Review'. At Ryders Hayes School we capture this document as a PLP – Personal Learning Plan.

Children may also access support from agencies outside school such as Educational Psychology or Speech and Language Therapy.

Education Health and Care Plan

Educational Health and Care plans support children from birth up until the age of 25 years in this new reform. Children may receive support and interventions from outside agencies and a PLP will be needed to outline how we will support the pupil's needs. Termly reviews will take place with the SENco, class teacher and parents. Any other adults involved supporting the pupil will also be invited to this review.

Graduated response - Ryders Hayes



6 Complaints

Complaints about SEND provision are dealt with within the normal framework of the school's complaints procedure.

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
- Mental Health protocol
- Safeguarding and Keeping Children Safe in Education.