



Together we make a difference!

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Roe Farm Primary School

SEND Policy



Version Control				
No:	Date of Amendment:	Author:	Summary of Changes:	Date Shared with FGB:
1.0	September 2023	SBM	H/T changed to Acting H/T Beverley H Lewis - removed	October 2023
2.0	October 2024	SBM	Acting H/T replaced with Co-Head Teachers	October 2024
3.0	May 2026	MDod	Pg 3 – Inclusion Policy replaced with Inclusion, Relationship and Behaviour Policy, incorporating an Inclusion Team within the staffing structure added, Pg 3, 4, 5, 6 & 7 - SENCo replaced with Inclusion Lead Pg 7 – Inclusion Team and SEN Governor updated	May 2026

Approved By:	FGB
Date:	20.5.26
Review Due Date:	12 Months

Roe Farm Primary School

Special Education Needs and Disability Policy

Roe Farm Primary School values the abilities and achievements of all its pupils, and is committed to providing each pupil with the best possible environment for learning.

THE SEND AIMS OF THE SCHOOL

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide an adapted curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that SEND pupils take as full a part as possible in all school activities
- To ensure that parents/carers of SEND pupils are kept fully informed of their child's progress and attainment
- To create an environment where pupils can contribute to their own learning, where they feel safe and listened to.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Definitions of Special Education Needs taken from section 20 of the Children and Families Act 2014.

“A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made”.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority

Special education provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Roe Farm Primary School will have due regard for the Special educational needs and disability code of practice: 0 to 25 years (Last updated 12 September 2024) when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

Special educational needs could mean that a child has difficulties in:

- Communication and Interaction - they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication.

- Cognition and Learning - when children and young people learn at a slower pace than their peers
- Social and Emotional Mental Health – difficulty understanding and managing their own emotions and feelings, difficulty making friends or relating to adults or behaving appropriately in school
- Sensory and/or Physical - such as physical, hearing or visual impairment, which might affect them in school or medical or health conditions which may slow down a child's progress and/or involves treatment that affects his or her education.

Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities. Children making slower progress or having particular difficulties in one area may be given extra help/support or different lessons to help them succeed.

ADMISSIONS

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. In common with other maintained schools, the Local Authority (Derby City Council) administers admissions into the school.

INCLUSION

This policy builds on our School Inclusion, Relationship and Behaviour Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

ALLOCATION OF RESOURCES

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils, within budget constraints.

At Roe Farm Primary School, we have adopted a whole- school approach to SEND policy and practice incorporating an Inclusion Team within the staffing structure. All staff are committed to the principles and aims of this policy. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and Early Years Foundation Stage Curriculum and are integrated into all aspects of the school.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the Inclusion Lead, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Evidence from Early Years assessments
- Their performance in National Curriculum subjects judged against assessment requirements.
- Pupil progress in relation to the National Curriculum objectives in English and Maths
- Interventions and record – keeping for tracking and monitoring purposes following interventions such as speech and language, physical literacy
- Speech and Language link
- Universally Speaking (Early Years)

Where concerns have been identified requests may also be made for Early Years funding to provide support and intervention based on the needs that have been identified. From here, progress and development will be monitored. Where no progress is made, additional support will be requested from external agencies such as Educational Psychologists or Speech and Language Therapists.

Assessments

Assessments made will be through:

- Observations
- Records from feeder schools etc
- Information from parents/carers
- Early Years Assessments
- Target setting
- Formative assessments: Little Wandle (every 6 weeks), Reading assessment grids (half termly)

CODE OF PRACTICE GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

SEND MONITORING

- Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required.
- The class teacher will take steps to adapt the learning and better support the pupil to access a broad curriculum.
- The Inclusion Lead should be informed and consulted to provide support and advice and may wish to observe the pupil.
- Parents/carers will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.
- Termly meetings with families following target-setting reviews.
- For children with an EHC plan, annual reviews take place with families and any relevant external agencies.
- Children will be monitored for a period of time before being placed on the SEND register.

SEND SUPPORT

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four-part process.

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions, which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

Assess

This involves clearly analysing the pupil's need using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents/carers.

Children may then be given additional interventions and these will be recorded and monitored to identify whether progress is being made over a six-week period.

Where a need has been identified relevant referrals will be made to appropriate agencies e.g. speech and language, educational psychologist.

Plan

Planning will involve consultation between the teacher, Inclusion Lead and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review.

Parental/carer involvement will be sought, to reinforce or contribute to progress at home. This plan will be recorded in the form of a Target Planning and Reviewing document. The document will be updated and reviewed at least termly.

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching.

The Inclusion Lead will support with further assessment of the pupil's strengths and weaknesses.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the pupil and their parents/carers. The class teacher, in conjunction with the Inclusion Lead, will revise the support outcomes and based upon the pupil's progress and development make any necessary amendments going forward, in consultation with parents/carers and pupils.

REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN

If despite input and support, no progress is made and a significant need has been identified under one of the following areas; Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties or Sensory and/or physical need then an Education, Health, Care Needs Assessment may be requested by the school, parent/carer, health or social care.

This will occur where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach is needed then an application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/carers
- The pupil (where appropriate)
- Teachers
- Inclusion Lead
- Teaching Assistants
- Educational Psychologists
- Support agencies for specific area of need
- Social Care Professionals
- Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Derby City Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision made by the Education Health Care panel.

Education, Health and Care Plans

a) Following statutory assessment, an EHC Plan may be provided by Derby City Council, if it is decided the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved in developing and producing the plan. Parents/carers have the right to appeal against a decision not to issue an EHC Plan.

b) Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers, professionals external to the school, representatives from the Local Authority and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

SEND PROVISION

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments. The records provided help the school to design appropriately adapted learning programmes.

For pupils with identified with SEND, the Inclusion Lead/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum that is adapted accordingly to enable them to access a broad curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents/carers in a joint home-school learning approach

ENGLISH AS AN ADDITIONAL LANGUAGE

For those pupils whose first language is not English, teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

STAFFING

Inclusion Lead – Natasha Thompson/Matt Dodson

Inclusion Team: Emily Horobin – SEN Teacher, Kerrie Hawley – HLTA/Teaching Assistant, Kelly Fletcher – Teaching Assistant, Ben Allston – Teaching Assistant, Nikki Newsome – Teaching Assistant

SEND Governor – Beverley Humphrey-Lewis

TRAINING

We aim to keep all staff up to date with relevant training and development. The Inclusion Lead will attend additional training to support their role. The Inclusion Lead, with the senior leadership team, ensures that training opportunities are matched to the school development priorities.

PARTNERSHIP WITH PARENTS/CARERS

Roe Farm Primary School firmly believes in developing a strong partnership with parents/carers that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs, and this gives them a key role in the partnership.

We develop these partnerships by:

- keeping parents/carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents/carers
- giving parents/carers opportunities to play an active and valued role in their child's education making parents/carers feel welcome
- ensuring all parents/carers have appropriate communication aids and access arrangements providing all information in an accessible way
- encouraging parents/carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents/carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents/carers aware of the Parent Partnership services.

EVALUATING THE SUCCESS OF OUR SEND POLICY

The SEND Governor will meet at least yearly with the Inclusion Lead and audit policy and provision. A monitoring report will be presented to the full governing body. Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting targets when reviewed.
- School tracking systems
- Regular monitoring of target setting review sheets
- Careful monitoring to ensure interventions in place are effective

In addition, the school will publish an annual SEND Information report, which can be viewed on the school's website detailing the key SEND information for the year.

COMPLAINTS PROCEDURE

Any complaint concerning SEND should be sent directly to the Inclusion Lead or Co-Head teachers in the first instance. If parents/carers remain dissatisfied they should follow the procedures laid out in the school's Complaints Policy which is on the school's website www.roefarm.co.uk

LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEND pupils. When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- School nurse

- Community paediatrician
- Speech and Language therapists
- Physiotherapists
- Occupational therapists
- Hearing impairment services
- Visual impairment services
- Primary behaviour support
- Mental health support
- Bridge the Gap

In addition, links are in place with the following organisations:

- The Local Authority
- Education Welfare Officer
- Social Services
- SENDCos/Inclusion Leads in other Derby schools