

Red Hill C of E Primary School

Special Educational Needs and Disability (SEND) Policy

2026-2028



Amendment history:

Date	Issue	Status	Reason for Amendment	Person Responsible
16 March 2016	1	Issue approved by FGB	Update	SEND Coordinator
March 2019	2	Issue approved by FGB	Update	SLT/ SENDco
January 2022	2.1	Issued	Minor Amendment Personnel/name change update	SLT/ SENDco
January 2023	3	Issued	Update of information (SEND CoP, new procedures, monitoring) and change of layout/format	SENDCo
July 2024	3.1	Issued	Updates include name of SENDCo and updated transition procedures.	SENDCo
June 2025	4	Issued	Updates to names SENDCO	SENDCo
May 2026	5	Issued	Updates to include detail on graduated approach process	SENDCo

This version was ratified by the T&L Committee on 5th May 2026.

Red Hill C of E Primary School: Our Vision and Values

At Red Hill C of E Primary School, our offer is underpinned by our school vision statement, ***“we look to Jesus as our example in our aspirations for excellence and enjoyment in all that we do. We believe that everyone is unique and everything is celebrated.”*** **“God created you to be amazing (Ephesians 2:10)”**

As a C of E school, our school vision and our school values are embedded in all aspects of learning for each child. Our school motto of ***“Excellence. Enjoyment. Everyone. Everything”*** aspires for each and every child to achieve to their full potential, to leave our school with fond memories and times of enjoyment, to be involved in an inclusive and accepting environment, and to develop the belief that anything is achievable. This is implemented through an inspiring and inclusive curriculum which supports the needs of all pupils, appropriate to their individual needs, talents and personal qualities, as set out in the *National and Early Years Foundation Stage (EYFS) Curriculum* and stated in the *Equality Act 2010*. We aim to ensure that all pupils with special educational needs and disabilities (SEND) reach their full potential through setting high expectations, are fully integrated into school life and make a successful transition to Key Stage 3.

Our local authority, Worcestershire County Council, have also published a ‘local offer’ outlining provision available across all primary schools within the authority. For more information on this, please access the following website: <http://www.worcestershire.gov.uk/sendlocaloffer>

Definition of Special Educational Needs and Disabilities

The Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, January 2015), defines SEND as:

A child that has a Special Educational Need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he / she has:

- a) Significantly greater difficulty in learning than the majority of children the same age; or
- b) A disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

The SEND Code of Practice identifies four key areas of SEND:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This could include specific speech difficulties or their level

of understanding and following social rules of communication. Children and young people with Autism are likely to have particular difficulties with social interaction.

Social, Emotional and/or Mental Health Needs

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may have difficulty in managing their relationships and may behave in ways that affect their learning or the learning of others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate support. Learning difficulties cover a wide range of needs, including Moderate (MLD) and Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical or sensory impairment. Specific Learning Difficulties (SpLD) affect one or more specific aspects of learning.

Sensory and/or Physical Needs

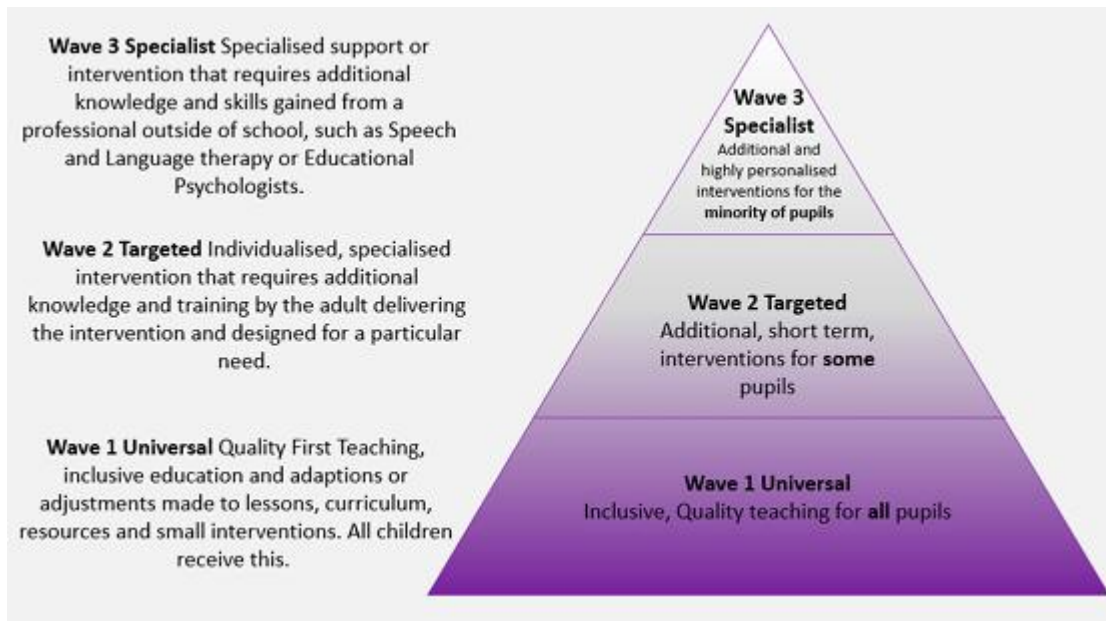
Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with sensory and/or physical needs may require specialist support and/or equipment to access their learning.

Aims and Objectives

The aims of this policy are to:

- ✓ Provide a clear structure for agreed SEND procedures as set out in the *SEND Code of Practice 2015*.
- ✓ Ensure every child has access to a broad and balanced curriculum
- ✓ Set high ambitions and stretching targets for all pupils
- ✓ Pupils needs are met through the 3 waves of intervention model
- ✓ Pupil progress is monitored towards these targets
- ✓ Ensure additional or different provision is regularly reviewed
- ✓ Ensure the approaches used are having the required impact on progress
- ✓ Identify the roles and responsibilities of staff in providing for children's special educational needs
- ✓ Close communication with external agencies
- ✓ The SEND Policy is evaluated and monitored by staff and Governors on an annual basis
- ✓ Staff, Governors and parents are aware of the school's SEND and Inclusion policies

3 Waves of Intervention Model



At Red Hill C of E Primary School, we meet the needs of children and provide an inclusive environment through the 3 waves of intervention model outlined in more detail below.

Wave 1

Wave 1 includes “inclusive quality first teaching for all”, or ‘quality first teaching’ (QFT) which meets the learning needs of all pupils in the classroom. This involves high-quality teaching which is supported by effective whole-school policies and frameworks, is targeted to meet all pupils’ needs and build on prior learning. This may also include scaffolds, adapted learning tasks, use of resources, toolkits, wobble cushions, fidget toys etc.

Wave 2

Wave 2 involves specific, additional and time-limited interventions for some pupils. These interventions aim to accelerate progress in order to meet age related expectations and are carried out within a group of children with similar needs.



Wave 3

Wave 3 describes highly personalised and targeted interventions for the minority of children. These include interventions that aim to accelerate progress or promote best possible outcomes through one-to-one or specialist interventions. Provision at Wave 3 is likely to draw on specialist advice through agencies such as; health visitor, school nurse, speech & language therapy, occupational therapy, paediatrician, umbrella pathway, complex communication team, physical team, learning support team, sensory impairment team, educational psychology, Perryfields PRU behaviour team. Learning may be adapted through the adjustment of learning objectives and approach to teaching, and/or individual support.

Initial SEND concerns and monitoring

At this stage, before a child is identified as having a SEND need, an 'Assess, Plan, Do, Review' document will be actioned by the classteacher/SENDCo to begin to gather evidence on what universal strategies and provision are in place and monitor this over an agreed period of time.

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Assess Plan Do Review planning sheet

This is for a child who is not on the SEND Register who you have concerns about.

Pupil's name:

Class:

Assess
What are the child's needs/barriers to learning?
Where are they working at in Reading, Writing and Maths?

- Copies other children's work in all subjects
- Struggles to concentrate
- Struggles to listen well
- Struggles to look at the person talking
- Fiddles with hair/clothing/objects constantly
- Rocks on seat, spins on one leg of the chair
- Fall off seat
- Will make a wild guess at an answer
- Will ask to go to the toilet in every lesson
- Doodles in or on book or another child's book
- Draws on the desk
- Distracts easily – is focussed on what he/she is doing after school, holidays etc
- Will play with pens on the table if no one is watching
- Will often write on his/her skin or lips
- Struggles to finish work
- Doesn't know what he/she has to do
- Spreads arms across table when sitting on the floor
- On the carpet she will hold feet and rock back and forth
- Little core strength – floppy sitting on carpet/chair
- When lining up will often push children or hit them
- Ties to kiss children
- Often sticks tongue out at children

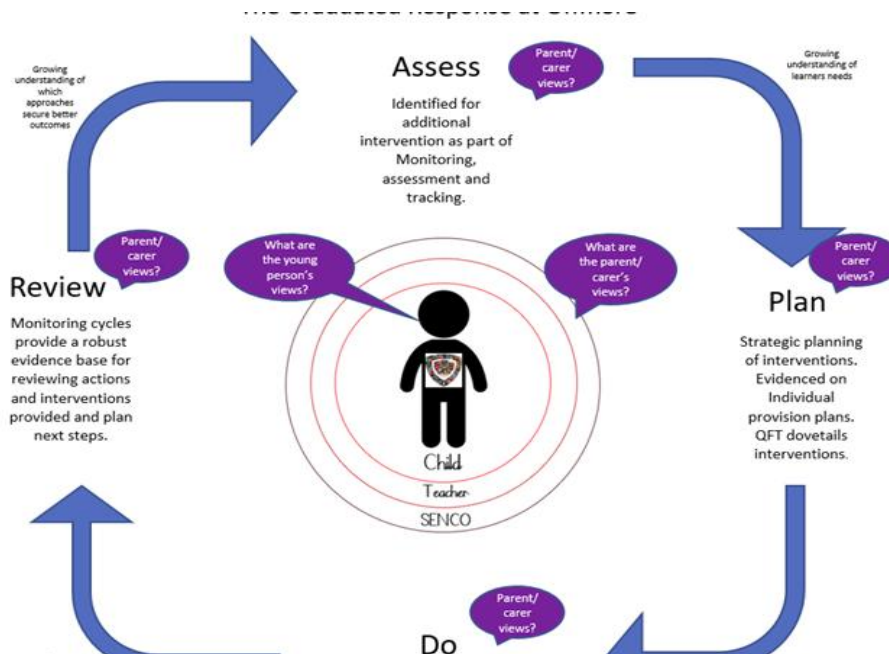
Outline concerns/observations as bullet points:

Plan
What can we put in place to support this young person?
What outcomes do we want to achieve?

Do		Review (usually at the end of a half term)	
Actions Taken	Date	Outcome	Date

SEN Support

Where a child is identified as needing SEN provision under one or more of the 4 areas outlined within the code of practice, we intend to remove any barriers to learning and adopt a graduated approach with four stages of action:



Assess

Staff monitor children's attainment and progress which aids them to identify children who are failing to make progress and may perhaps require support in a specific area of need. Our first response to children who may have SEND, involves quality first teaching with adapted approaches to the curriculum where appropriate. We may draw upon external agencies for advice and assessment opportunities. This may include health visitor, school nurse, speech & language therapy, occupational therapy, paediatrician, umbrella pathway, complex communication team, physical team, learning support team, sensory impairment team, educational psychology, Perryfields PRU behaviour team.

Plan

When a child is placed into the SEN support category and on the school SEND register, the class teacher and SENDCo will agree interventions and support with the parents. This will be documented on the child's individual provision map (IPM) which outlines any teaching strategies or interventions that will be required to support the child to make progress throughout the term. When a child has an IPM, parents will be invited to attend an initial target setting meeting.

Do

Our school SENDCos oversee and co-ordinate the 'Graduated Response' cycle in our school. The SENDCo works closely with class teachers to ensure that provision is aimed at the appropriate levels for all of our children with SEND. Parent engagement is also important within this cycle with attendance at meetings to provide their views of their child's strengths and areas for development.

Review

Reviewing the impact of provision is ongoing for class teachers and SENDCos. Progress and provision are evaluated and discussed at termly SEN meetings with parents. It is important that parents attend these meetings. We gather the views of the pupils (age appropriate) and parents which inform and contribute to the planning and new targets that are set.

Individual Provision Map (IPM)

Once a child has been identified as having SEND, the SENDCo and class teacher in consultation and collaboration with parents / carers, must decide what the most appropriate course of action should be. An IPM is devised and discussed with the child and their parents, on a termly basis. The IPM contains:

- a) short-term targets set for the child which can be measured and are timely. We call these SMART (specific, measurable achievable, relevant, time-bound)
- b) teaching strategies to be used;
- c) the provision to be put in place;

- d) A review of the targets.
- e) Parent and pupil view

IPMs are a working document used by class teachers to meet the children's needs through SMART targets which are reviewed on a termly basis with the SENDCo in school. Class teachers review the target by adding evidence of the progress being made and any additional notes or observations. The class teacher will then set new SMART targets for the child with the support of SENDCo and external agency advice. Class teachers will gain the view of the child each term (age appropriate)

Parents/carers are informed and consulted with their child's progress through termly review meetings with the class teacher. Class teachers will share the IPM with the parent/carer, welcoming contributions and a parent/carer view is also gained. All documentation is stored on our Edukey portal.

An example of an IPM input page can be seen below:

The image displays two screenshots of the IPM input page. The left screenshot shows the 'Assess' section with a green header. It contains two text boxes: 'Areas of strength' and 'Areas of concern'. Below these is an 'Add field' dropdown menu with a 'Select field...' option and an 'add field' button. The right screenshot shows the 'Plan' section with a blue header. It features a table with columns: 'Area of concern', 'Target', 'Success criteria', 'Strategies & Provisions', and 'Key staff'. Above the table are buttons for 'add target from the library', 'add blank target', and 'reorder'. Below the table are two text boxes: 'Parent / Guardian contribution' and 'Pupil contribution', with an 'add additional field' button below them.

Pupil Passport Profile

In addition to an IPM, when a child is placed on the SEND register, the classteacher in collaboration with the SENDCo will create a pupil passport. This outlines the child's strengths, areas of development as well as any additional information to ensure that all adults working in the classroom understand the child's needs. An example of this can be seen below;

My One Page Profile



I like...

- Colouring
- Art and painting
- Running
- Rugby
- Sensory circuits
- Playdough and fine motor
- RAP club

Things I am good at...

- PE
- Running
- Sensory circuits
- Colouring
- Cutting
- Imaginative stories

Things I find difficult...

- Phonics, reading and maths
- Sitting still and listening
- Not disturbing the class
- Maintaining friendships
- Not getting angry
- Using children's toilet

Things that help me...

- A visual timetable
- Brain breaks
- Sensory circuits
- Working with an adult or in a small group
- Clear boundaries
- Rewards and positive reinforcement
- Quiet environment and calm box

ABCC charts

For some children who display behavioural needs, we may use an ABCC chart illustrated below. This enables us to observe and unpick any behavioural patterns and/or triggers which may be affecting the child's learning.



ABC (Antecedent, Behaviour, Consequence) Chart

Date/Time	Activity	Antecedent	Behaviour	Consequence/support given
Date/Time when the behaviour occurred	What activity was going on when the behaviour occurred?	What happened right before the behaviour?	What did the behaviour look like?	How was the behavior managed? What support was given?
Example	Eg lego with 2 others or getting changed	Child x sat by x or x told not to go outside	What was it? Eg hit, talk, pull, shove etc. Who against eg child initials or adult	Zone board/timer for reflection Emotional regulation – time with adult, safe space, hug/reassurance

Education, Health and Care Plans (EHCP)

An Education, Health and Care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans

identify educational, health and social needs and set out the additional support to meet those needs.

If the child or young person has not made expected progress despite following the graduated approach cycle repeatedly, we will consider in complex, extreme cases requesting an Education, Health and Care needs assessment. The SENDCo will work closely with parents and the pupils throughout the assessment process. Parents are integral to this process. Following a request for an assessment, the Local Authority must determine whether an EHC needs assessment is necessary within six weeks.

Evidence will be gathered from school and external agencies in order to support the request. Parents will be informed by the Local Authority following a panel meeting of the outcome of the needs assessment and where successful, a finalised EHCP will be issued for a child or young person from 0-25 years. If unsuccessful, children with special educational needs will have their needs met in school through the available provision.

EHCPs are used to monitor the progress of the child including future aspirations. They are reviewed annually focusing on child's progress against the E targets and whether they remain appropriate. In addition to the annual review process, termly IPM meetings will also take place as the IMP targets will be aligned to the targets within the EHCP document.

Roles and Responsibilities

Special Educational Needs and Disabilities Co-ordinator (SENDCo)

Red Hill C of E Primary will ensure that the Special Educational Needs Co-ordinator (SENCo) is a qualified teacher in school and that a designated member of staff must achieve the National Award in Special Educational Needs Coordination within three years of appointment.

In our school, the Special Educational Needs and Disabilities Co-ordinator (SENDCo) is Lucy Jones. Jolanda Simmonds our Headteacher is also a qualified SENDCo. The role of the SENDCo includes:

- Overseeing the day to day operation of the school's SEND policy
- To identify pupils with SEND through school tracking
- To keep records of pupil's progress
- Co-ordinate provision
- Liaise with class teacher at least termly
- Assist in target setting and writing of an IPM
- Oversee records of individual pupils
- Provision mapping for SEND
- Managing resources for SEND
- Liaise with other external agencies, parent/carers, SEND link governor
- Liaise with the Headteacher regarding funding / resources
- Informing parents / carers of the SENDIASS (give information advice and support service.)
- Maintain a register / list of SEND pupils for overview
- Maintain own professional development regarding SEND
- Raise awareness of all staff members in school regarding SEND

Head Teacher

Red Hill C of E Primary School's Head Teacher is Jolanda Simmonds. Her roles include:

- To be responsible for the day to day management of all aspects of the school life including provision for children with SEND
- To liaise with the SENCO
- To keep the Governing Body informed on the working of the policy
- To ensure that all members of staff receive appropriate training

Class Teacher

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Other roles and responsibilities of a class teacher are:

- To understand and implement the content of the SEND policies and documents in place for our school
- To inform the SENDCo about a child with learning difficulties beyond those which can be addressed within quality first teaching
- To write and review IPM targets for the children in their class
- To monitor and assess children with SEND
- To consult with parents/carers about concerns
- To liaise with SENCo regarding next steps
- To plan and deliver quality first teaching including a differentiated and adapted curriculum where needed
- To keep up to date with relevant information and implement recommendations
- To maintain a SEND friendly classroom

Teaching Assistants

The roles and responsibilities of a TA include:

- To provide additional support to individual pupils or groups of pupils with SEND
- To assist in the delivery and assessment of agreed targets set for children with SEND
- To liaise with class teachers, external agencies and SENDCo
- To attend or contribute to meets when requested by class teacher or SENDCo

Governing Body

The SEND roles and responsibilities of the school's governing body are:

- In cooperation with the Headteacher, to determine the school's general policy and approach to provision for children with SEND
- To establish the appropriate staffing and funding arrangements
- To maintain a general oversight of the school's work
- To ensure that the quality of SEND provision is continually monitored

- To follow their statutory duties as outlined in the SEND Code of Practice 2015

Transition

We recognise the importance of providing smooth transitions for children, especially those with SEND. This includes welcoming new pupils in reception, the running of transitions between year groups and preparing for Key Stage 3 when attending secondary school. We offer smooth transition processes by:

- Communication with settings, such as future or previous settings
- Visiting main feeder nurseries and visiting individual settings if there is a SEND concern
- Settling in sessions for our Reception starters
- New intake meeting held for Reception parents
- A transition plan and procedures are in place to support children with SEND
- Teachers spend time to handover their class with the new teacher
- Extra arrangements made such as visits to new classroom, meeting the new teacher, own transition booklets/information
- Whole transition day where children move to their new class
- Social stories are used
- Relevant paperwork and information are passed on to others
- Opportunities for visits to new schools or from new staff

Evaluation of Policy

The Governor with responsibility for Special Educational Needs will regularly monitor the special needs provision and ensure that the policy is applied in practice. The SENCo will ensure that the policy is monitored and regularly updated.