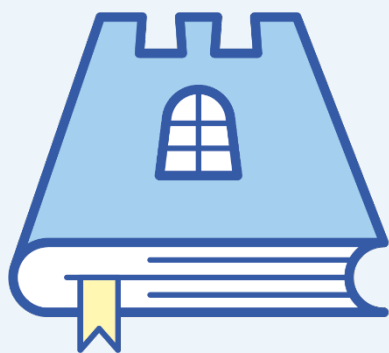


Special Educational Needs & Disability (SEND) Policy

Radcliffe Primary School



The Keep Learning Trust

Creating Chances and Choices

Date of review: September 2026

Approved by: Headteacher

Next review date: September 2027

Document Control	
Title	Special Education Needs and Disabilities (SEND) Policy
Date	September 2026
Supersedes	SEND Policy November 2025
Amendments	Change of named SENDCo Updated graduated approach to be in line with Bury's approach
Related Policies/Guidance	SEND Information Report Personal and Intimate Care Policy Medical and First Aid Policy

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RADCLIFFE PRIMARY'S SEND TEAM

SEND Governor

Shirley Thornton

Head Teacher

Alyson Walsh

SENDCo / Inclusion Lead (SLT)

Stephanie Francis
(NASENCo award)

To contact a member of the Radcliffe Primary, SEND team please email RadcliffePrimary@bury.gov.uk or ring the school office (0161 723 4538) and ask to speak to a member of the SEND team.

This policy has been developed in consultation with staff, governors and the school community to ensure the school fulfils the principles, requirements and statutory duties established by the Special Educational Needs and Disability Code of Practice: 0 – 25 years 2015; The Equality Act 2010; Children and Families Act 2014; The Special Educational Needs and Disability Regulations 2014; The SEND Review: Right Support, Right Place, Right time 2022 and Keeping Children Safe in Education.

This policy should be read in conjunction with:

- SEN information report
- Medical Policy
- Accessibility Plan
- Attendance Policy
- Safeguarding & Child Protection Policy
- Supporting Children with Medical Needs Policy
- Intimate Care Policy
- Complaints Policy

'By working together, we create lifelong chances and choices for all our pupils.'

The Keep Learning's Trust Mission Statement

At Radcliffe Primary, every teacher is a teacher of every child or young person including those with SEND. We celebrate individuality to bring out the best in our children within a safe, secure and inclusive environment. We aim to provide an environment where all children feel valued and aspire to succeed. When learning takes place in such a climate of warmth and support, each individual can grow in self-confidence and self-esteem and make the best progress that they can. In this way, we ensure that our children become confident individuals making a successful transition to secondary school and beyond. Radcliffe Primary is committed to inclusion. Part of the school's strategic planning for improvement is to develop policies and practices that include all learners and build a sense of community and belonging.

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional health, age and maturity. We understand that many children, at some stage in their school career, may experience challenges and/or difficulties which affect their learning, and we recognise that these may be short or long term.

Aims and Objectives

At Radcliffe Primary we will:

- create an inclusive environment that supports the needs of each child.
- provide all children with a broad and balanced curriculum to meet their individual needs, including after school provision.
- employ a rigorous graduated approach so that potential barriers to learning and participation are overcome through early identification, reasonable adjustments, and where appropriate, targeted and/or individualised support.
- develop a growing understanding of a child's individual needs and required support by applying the assess, plan, do, review (APDR) process
- offer children the opportunity to thrive with access to the right support, in the right place, at the right time
- provide a system of liaison opportunities whereby parents/carers have the opportunity to play their part in supporting their child's education.
- ensure that our children have a voice in the process by providing opportunities for children to participate in setting their own targets and reviewing their own learning and progress.
- make clear the expectations and identify the roles and responsibilities of all partners in the process.
- Foster a sense of belonging and community among all pupils, staff, and parents, regardless of their abilities and needs.
- broaden life experiences of children which allows them to flourish and provides choices and chances

Definition of SEND

The SEND Code of Practice (2015) defines Special Educational Needs and Disability (SEND) as: 'a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special education provision is education provision that is additional to, or different from universal provision which other children of the same age access within school.'

They have a learning difficulty or disability if they have:

- 'a significantly greater difficulty in learning than the majority of others the same age; or
- a disability that 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 (2015) identifies four broad areas of Special Educational Needs;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

At Radcliffe Primary, we identify the needs of children by considering the needs of the whole child and we recognise the importance of early identification. If a child is performing below age-related expectations, they will not necessarily have a special educational need. It is our responsibility to appropriately identify these children and to ensure that the reason/s for this are explored so that appropriate support is sought and/or interventions are put in place to help these children to make the progress they are capable of.

We recognise that there are factors which may impact on progress and attainment other than SEND, these may include difficulties in relation to:

- attendance and punctuality
- health and Welfare
- English as an Additional Language
- being in receipt of Pupil Premium Grant
- being a Looked After Child

Moreover, it should not be assumed that pupils who are making expected progress and meeting age related expectations do not have SEND. Radcliffe Primary recognises that there are a number of children who are achieving the learning outcomes appropriate for their age despite a disability or additional need. However, it is important that teachers and support staff are aware of their disability and/or additional need/s in order to provide the appropriate support and to enable these children to continue to achieve their learning outcomes.

The child is at the heart of the process, and as a result the views of the child will always be considered. School staff endeavour to work closely with parents/carers to ensure the best outcomes for children.

Role and responsibilities

SEND Governor: Shirley Thornton

Responsible for:

- making sure the school has an up to date SEND Policy and SEND Information Report
- making sure that the necessary adaptations are made for all children who attend the school, including those with SEND
- making sure that the appropriate provision is in place for all children who attend the school, including those with SEND
- monitoring provision, standards and expenditure through regular reports to the Governing Body, termly meetings with SENDCo, analysis of data and visits to school.

Head Teacher: Alyson Walsh

Responsible for:

- the strategic management of all aspects of school, this includes the support for children with SEND.
- ensuring the needs of all children are met by working closely with the SENDCo and all staff.
- ensuring parents/carers are satisfied with the quality of education that their child/children receive/s.
- informing the Governing Body of any relevant updates in relation to SEND.

SENDCo: Stephanie Francis

Responsible for:

- co-ordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- ensuring that parents/carers are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
- liaising with outside agencies who may be coming into school to help support a child's learning e.g., Speech and Language therapists.
- updating the school's SEND register (a system for ensuring all the SEND needs of children in this school are known) and making sure that there are up to date records of a child's progress and needs.
- providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- transition planning for children with SEND.
- managing performance management for support staff.

Class Teachers

Responsible for:

- the progress of all children and identifying, planning and delivering any additional help a child may need via the 'Assess, Plan, Do, Review' (APDR) process and letting the SENDCo know as necessary.
- working with the SENDCo to seek advice and support and to review the progress of children in their class.
- planning interventions in collaboration with support staff and sharing and reviewing these with parents/carers at least twice per year.
- ensuring that all staff working with children in school are helped to deliver the planned work/programme, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist support and specially planned work and resources.
- ensuring that the school's SEND Policy is followed in their classroom

Teaching Assistants

Responsible for:

- carrying out interventions as appropriate.
- keeping intervention records up to date.
- regularly feeding back to the teacher so that this can be fed into planning and target setting.
- contributing to pupil progress and annual review meetings

Radcliffe's Graduated Approach

At Radcliffe Primary we follow the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2015). This approach is embedded in whole school practice for all children and every teacher at Radcliffe is responsible for 'adapting teaching to respond to the strengths and needs of all... [children]'. (Teachers' Standards, 2012). The identification of SEND is built into the overall approach to monitoring and tracking of children's progress.

Radcliffe Primary adopt a four-stage graduated approach

Stage 1: No additional support (Quality First Teaching/Universal Support)

Stage 2: SEND Concern (Notice, Check, Try)

Stage 3: SEN Support

Stage 4: SEN Support Plus/EHC Plan

This is outlined further in the School's SEND Information Report. The school has a graduated approach flowchart to support all stakeholders to understand the process. This flowchart can be found on the school website.

Stage 1 - No additional support - Where children's needs are being met and they are achieving through adaptive, Quality First Teaching and Ordinarily Available Inclusive Provision (OAIP)

Stage 2 – SEND Concern - Where staff, parents or a child have identified an area/s of potential need.

To explore and address identified potential needs, we apply a notice, check, try approach which involves the completion of a notice, check, try grid. This allows staff, the child and parents/carers to record what they have noticed, what they already know and from this make a plan to try. This will be reviewed within eight weeks. For some children this result in them returning to stage 1 as what has been put in place may have addressed the concerns or enables the child to get back on track. For others, another cycle of notice, check, try may be required. If concerns/needs are still present then a child may move to stage 3.

Stage 3 – SEN Support – Where a child is not making adequate progress, despite having access to an adapted curriculum and having received teacher planned support/intervention and additional resources.

With parent/carer permission, they will be added to the school's SEND register. An individual 'Assess, Plan, Do, Review' (APDR) grid will be drawn up and the child will be recorded as 'SEN Support'. The additional support that the child is receiving is monitored and reviewed on a regular basis.

With parent/carer permission, school may seek the advice and assessment from other agencies such as but not limited to; speech and language, the school nurse, the outreach team, educational psychologists and occupational therapy.

For these children, there may be the possibility of a future referral for SEN Support Plus funding or an Education Health Care Plan (EHC Plan).

Stage 4 – SEN Support Plus/Education Health and Care Plans (EHC) - These are children who have complex and long-term needs and who have been referred for Support Plus Funding or an EHC assessment and as a result have received Support Plus Funding or an EHC Plan (EHCP).

Specialist support/advice from other agencies will have been sought and ongoing support from these agencies/professionals may be required to ensure appropriate support and intervention are in place, and appropriate resources are being accessed.

Every child with an EHCP will have a regularly reviewed APDR grid and an annual review of their EHCP. All professionals involved with the child will be invited to the annual review and up to date reports and assessment will be requested. At the annual review, the child, parents/carers, school staff and any outside agencies supporting the child will have the opportunity to share what is going well, what needs to be worked on and identify progress made towards short term and long-term outcomes as outlined in the child's EHCP.

Supporting Children and Families

Radcliffe Primary will support children and their families by:

- keeping parents/carers up to date about their child's progress and discussing any concerns about their child with them.
- providing opportunities for parents/carer to discuss any SEND concerns about their child with the class teacher, SENDCo and/or the deputy/head teacher.
- ensuring that parents/carers and children have easy access to the Local Authority (LA) Local Offer through the school's website.
- providing a SEND Information Report on the school's website.
- ensuring that families are provided with links with other agencies to support both the family and the child when appropriate.
- signposting parents/carers to services that will meet the needs of their child.
- ensuring that families are able to access information about admission arrangements.
- ensuring that families are informed about access arrangements for tests when necessary.
- planning effective transition between phases and key stages and arranging additional visits or social stories/transition booklets where necessary.
- ensuring parents/carers are able to access the policy for managing medical conditions of children.

Links and Support Services

As outlined in the school's SEND Information Report, school liaises with the following services:

- School Nurse and Health Visitors
- Speech and Language Therapists
- Physiotherapists and Occupational Therapists
- First Point Family Support Services
- Children and Adolescent Mental Health Service (CAMHS)
- Bury's Education Health Care (EHC) Assessment and Review Team
- Educational Psychology Service
- The Outreach Team
- School Attendance Team
- When appropriate, Children's Services and Bury's Virtual School for Children in Care and Children with a social worker

Monitoring Children with SEND

At Radcliffe Primary, all staff are responsible for supporting all children, including those with SEND. The school's SEND Team ensure that children who are on the SEND register are receiving the appropriate provision and we assess and review this through:

- child's voice
- parent/carer voice
- review of APDRs • pupil progress meetings.
- book looks.
- classroom observations & drop-ins.
- termly review of intervention plans where evidence of targeted support is used to review progress, identify next steps and create a new plan.
- Annual review of EHC plans as prescribed in the SEND Code of Practice. All stakeholders are invited to be involved and parent and child views are collected alongside school and other agencies.
- specialist services or outside agencies involvement and assessment. Both parents and children are involved in the process of discussing the appropriate services required to meet needs.
- SEND Planning meetings with outside agencies.
- termly meetings between the SENDCo and Governor responsible for SEND.
- regular SEND report to Governors

Criteria for Exiting the SEND Register

Through the review part of the 'assess-plan-do-review' process, if a child has made significant progress which puts them back in line with their peers (and ensuring all stakeholders agree) the child can be removed from the SEND register

If a parent/carer no longer wants their child to be on the SEND register, then they can arrange to speak to the SENDCo.

Children with Physical Needs, Medical Needs and/or Intimate Care Needs

Radcliffe Primary recognises that children at school with physical needs and/or medical conditions should be properly supported so that they have the opportunity to fully access education.

Children in our school with physical and/or intimate care needs will have their needs met and monitored. Where appropriate they will have an Individual Health Care Plan. This will be written by the SENDCo in conjunction with the parents/carers, the child and any health professionals involved with the child.

Please refer to the school's Medical Policy and Intimate Care Policy for further information.

Training and Resources

In order to maintain and develop the quality of teaching and provision, all staff at Radcliffe Primary are:

- encouraged to undertake training and development.
- The SENDCo will attend training in relation to any LA and Department for Education (DfE) updates
- A portion of the school's SEND budget will be set aside each year to provide resources to support children with SEND and to help cater for ways to adapt the curriculum in the classroom. This support includes a dedicated SENDCo and Teaching Assistants who carry out support and intervention
- programmes, the input of outside agencies were deemed appropriate and resources in the form of
- books and equipment. Use of resources is outlined in the school's SEND Information Report.

Storing and Managing Information

- Record keeping procedures follow the school's confidentiality policy and are GDPR compliant.
- All documents are stored securely on CPOMS

- Records are transferred to the receiving school when a child leaves Radcliffe Primary School. Parents/Carers are informed of this.

Accessibility and Facilities

- There is a disabled toilet/changing facility in the EYFS building and one in the main school building
- There is a medical room with a rise and fall physio bed, a close-comat toilet, a shower and an alarm.
- There is an accessible ramp, with an attached rail, up to the main school office and a ramp to access the EYFS/KS1 dinner hall

Complaints Procedure

As a school, we seek to work closely with parents/carers and children to ensure the provision for individual children is appropriate and we endeavour to resolve any matters of complaint effectively and efficiently.

Dependent on the nature of the complaint the parent will be advised to contact:

- the Class Teacher
- the SENDCo
- the Assistant Head Teacher
- the Head teacher
- the Governors (The SEND Governor will be informed of all complaints, relating to SEND, received by the school)

In the event of the issue not being resolved, complaints regarding SEN provision at school should be made in line with the Trust's complaint policy.