



Special Educational Needs and Disabilities (SEND) Policy

Reviewed by Martin Lucas, SENDCo

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Introduction

This document provides a framework for the identification and provision for children with special educational needs. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision and confidently committed to the agreed strategies. Rosemary Works School is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND). Our expectation is that children and young people with SEND will receive an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

We will use our best endeavours to make sure that a pupil with SEND gets the support they need – this means doing everything we can to meet the pupil's special educational needs. All the teachers in the school are teachers of children with Special Educational Needs. As such Rosemary Works School adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice based on a Quality First Teaching model. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. All children with SEND are afforded the same rights as other children in terms of their admission to school.

Our aims for SEND are to:

- Identify all children who need special consideration to support their physical, social, emotional or intellectual development
- Ensure that these children are given appropriate support to allow every child full access to our curriculum in a positive framework
- Ensure that these children are fully included in all activities of the school
- Involve parents, developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.

Principles and objectives of learning support policy

We seek:

- To provide a broad, balanced and suitably differentiated curriculum relevant to their individual needs
- To show an understanding that supporting difficulties in learning and / or behaviour as part of a high quality mainstream education service
- To be aware that any pupil at some time in their education may have special educational needs
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels
- To be aware that every child is entitled to a sense of achievement
- To identify pupils as soon as possible who will need extra resources and / or teaching help within their school career

- To work in partnership with the child's parents and other external professional agencies to provide for the child's individual needs

Legislation and Guidance

This policy is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators and the special educational needs information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

Named person

The named persons responsible for coordinating learning support at Rosemary Works School is Martin Lucas.

Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. All members of the school community (teaching and non-teaching staff, parents, pupils and the directors) work towards the school aims by:

- Helping with the development of this policy
- Being fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs
- Commitment to a partnership approach to provision

The SENDCo works towards the school's aims by:

- Taking responsibility for devising and implementing this SEND policy through widespread consultation
- Maintaining and evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Maintaining appropriate staff and funding arrangements

The Head Teacher works towards the school's aims by:

- Overseeing provision for children with special educational needs
- Keeping the board of directors fully informed

Class Teachers and support staff work towards the schools aims by:

- Identify the additional needs of individual children in conjunction with the child's parents and Inclusion Manager
- provide learning experiences that are differentiated and appropriated to the needs of the child
- plan for and resource learning to be provided by Teaching Assistants (TAs) and ensure TAs are carrying out work as directed by the class teacher or Inclusion Manager
- provide evidence of assessment, tracking and/or monitoring of progress against specific or individual targets.

This is supported by the following statement taken from the SEND Code of Practice: 0 to 25 years (2015): Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Admissions

Children will be admitted to the school provided the appropriate level of facilities is available to meet their individual needs. The special needs policy document will be used in conjunction with other school policies. All children, including those with special needs, will be expected to follow the behaviour policy.

Facilities for pupils with disabilities at Rosemary Works School

In some cases, we may not be able to accommodate a disabled pupil if we cannot meet their needs. However, there are designated wash rooms that have bars to support the ability to use the facilities independently and additional hand rails have been installed.

Identification

Children are referred to the SENDCo by the class teacher or the children's previous school. The class teacher will express concern to the parents. Once a referral has been made, the head teacher will collate information on the child's special educational need, with reference to the following descriptors:

- Cognition and learning
- Behavioural, emotional and social development
- Communication and interaction
- Sensory and physical development

On the basis of this profile, the inclusion leader may choose to identify the appropriate SEND level for the child and discuss with the class teacher and parents how best to help the child.

“Additional to and different from” support

The identified children are placed on the SEND register at Pupil Profile Support, SEND support or noted as needing an Education, Health and Care Plan (EHCP). The SENDCo, class teacher and teaching assistant identify attainment targets according to the needs of the child and decide

how the child can be best supported to help him/her achieve those targets using the Assess, Plan, Review and Do method.

- An Individual Pupil Profile is drawn up, identifying the pupil's strengths and areas for development. Records are kept of the work undertaken by the child, and of the progress made towards achieving his/her targets
- Reviews are regularly undertaken by the SENDCo, class teacher, teaching assistants, parents and children and Pupil Passports are devised where necessary and appropriate. Pupil Passports will be reviewed on a termly basis.
- Additional Annual Reviews, with parents in attendance, are held for children with an EHCP

Parents are kept informed of all the discussions and decisions concerning their child. They are invited to attend regular meetings with the class teacher and SENDCo and can make additional appointments at any time.

Levels of intervention – summary of descriptions

The school adopts a gradual response to children who have special educational needs, recognising that there is a continuum of special educational need.

Pupil Profile Support

The pupil will require support that is additional to or different from the differentiated curriculum provided for all pupils. The support will be catered for within the resources of the mainstream school, enabling curriculum access and independent learning and will be linked to areas identified in the Individual Pupil Profile.

SEND Support

The pupil has significant levels of SEND which requires additional support to be targeted specifically at the pupil's needs. This will be detailed in a Pupil Passport which is reviewed termly. The school will engage with external services on behalf of the pupil as appropriate, building on arrangements for pupils with Pupil Profile Support.

EHCP Support

For pupils with the most complex needs, we work collaboratively with families and external agencies to secure and implement Education, Health and Care Plans (EHCPs). Pupils with an EHCP will be supported through following the recommendations for support identified in their in the plan. We are committed to ensuring that pupils with EHCPs have access to the full curriculum and are fully included in all aspects of school life. This may involve:

- Liaison with other schools, outreach services and external agencies
- The provision of aids to support learning
- Adaptation of the material presented to a group within the class
- The provision of 'additional to and different from' support directly linked to individual targets which break learning down into steps manageable by the particular child
- A personal support plan aimed at modifying behaviour
- Periodic withdrawal either individually or as part of a group

- Reallocation of a child to a year group in which their chronological age does not match that of the rest of the group. Such a move would be made exceptionally, where it is beneficial for a child's social or emotional development and relationships with peers. It would always follow consultation with parents.

This support and progress made towards identified goals and outcomes will be reviewed termly as part of the Assess, Plan, Do and Review process. An Annual Review will be held where all stakeholders, including parents and relevant professionals, can contribute to the process and establish agreed targets and outcomes within the EHCP framework and plan.

We work closely with secondary schools to ensure a smooth transition for pupils with EHCPs, with meetings arranged to discuss individual needs and provision

Providing curriculum access and inclusion

- Teaching SEND pupils in mainstream classes
- Ensuring that all pupils with SEND join all the activities of the school so far as this is reasonably practical
- Ensuring that a differentiated curriculum is offered to pupils in accordance with the teaching and learning policy of the school

Where appropriate this may involve:

- Liaison with other schools, outreach services and external agencies
- The provision of mechanical aids to support learning
- Adaptation of the material presented to a group within the class
- The provision of "additional to and different from" support directly linked to individual targets which break learning down into steps manageable by the particular child
- Support for pupils with SEMH challenges through programmes such as Drawing and Talking at school, or through First Steps support through CAMHS
- Liaising and working alongside therapists such as Speech and Language Therapists
- A personal support plan aimed at modifying behaviour
- Periodic withdrawal either individually or as part of a group
- Reallocation of a child to a year group in which his / her chronological age does not match that of the rest of the group. Such a move would be made exceptionally, where a child's social or emotional development makes relationships with peers difficult. It would always follow consultation with parents

Strategies

Suitably differentiated work - in teacher delivery, support provided and expected pupil outcome - in order to facilitate full and equal access to the curriculum:

- Working in a variety of groups
- Providing opportunities for success
- Pupils should be involved planning their own learning through self-assessment and target setting

The effectiveness of the implementation of the policy is measured by:

- Movement down the stages of the register

- Improvements in reading / spelling ages
- Performance in GL English, Maths and CAT tests
- Value added residual data

Support for pupils with Social Emotional and Mental Health (SEMH) needs

We recognise that pupils with mental health needs require tailored support within our SEND provision. Our approach aligns with government guidance on [Promoting and Supporting Mental Health and Wellbeing](#) in schools, ensuring that early intervention and whole-school strategies support well-being and learning. This includes strategies to promote good mental health, as well as targeted support and referral when needed.

As part of our commitment to supporting pupils with SEMH challenges, we:

- Provide targeted interventions such as *Drawing and Talking* and work closely with external agencies, including CAMHS (Child and Adolescent Mental Health Services) and First Steps, to offer additional specialist support.
- Foster a whole-school approach to mental well-being, including staff training on recognising early signs of mental health difficulties and promoting positive emotional regulation strategies in the classroom.
- Recognise and support pupils experiencing Emotional Based School Avoidance (EBSA). We work closely with families to understand and address barriers to attendance, using strategies such as early morning check-ins, staggered arrival and departure times, quiet spaces for transitions, and gradual reintegration plans where needed.
- Ensure that reasonable adjustments are made to accommodate pupils' needs, including flexibility in the curriculum, access to pastoral support, and personalised support plans developed in collaboration with the child and their family.
- Adopt a positive, proactive approach to behaviour that integrates mental health and well-being, with a focus on prevention, early identification, and targeted support. For more information, please refer to the government's guidance on [Mental Health and Behaviour in Schools](#).

Our aim is to provide a safe and supportive learning environment where all children feel valued, understood, and able to engage fully in school life.

Complaints

In the case of a complaint regarding special needs provision, then procedure outlined in the school complaints policy will be followed. A copy of this policy is available on the school website or upon request from the school office

SEND INSET (in-service training and education)

- The SENDCo will attend appropriate courses and conferences as they arise
- Other teachers and teaching assistants will attend SEND courses which interest and have a particular bearing on children they are supporting
- Regular staff meetings will focus on whole school priorities and provide opportunities to learn how to support our learners more effectively

- In-house training during INSET days for specific training needs – this may involve a visiting external specialist

External agencies

Liaison with external agencies occurs as and when it is required, using the appropriate referral channels.

Partnership with parents

- Ensuring that all parents are aware of the school's arrangements for SEND, including the opportunities for meetings between parents and SENDCo.
- Informing parents when a child is placed on the Special Needs Register and offering an opportunity for discussion and exchange of information
- Regular consultation with all parents of children with SEND
- Valuing parents' wishes for their children
- Inviting parents input regarding their child's progress and areas for development

Partnership with pupils

The school encourages pupils to share concerns, discuss strategies and review progression, thus seeing themselves as equal partners with the school. The way in which the children are encouraged to participate in the decision-making process reflects their growing maturity. They will be asked for their views when reviewing pupil passports or during an Annual Review for their EHCP.

Liaison with other schools

- Making every effort to contact other nursery classes and playgroups for discussion of children with SEND before they enter Reception Class
- Contacting the previous school of any child with SEND entering the school at a point other than Reception Class to determine how the child will be inducted to enable us to benefit from previous knowledge of that child
- Planning meetings involving the SENDCo and the prospective class teacher to ensure that the school has all the relevant information regarding the needs of any child entering the school. In addition, we are always willing to be consulted by receiving schools at any point after a child has transferred if we can give assistance to support the child's continuing development. This is particularly important at when transferring to secondary school.

At secondary transfer a meeting with the representative of the receiving school is usually arranged so that information concerning the educational needs of the child can be discussed.

If a child has an EHCP, a provisional recommendation is made in the year previous to transfer so that parents can consider options at the same time as other parents. The child's EHCP is then amended by 15th February of the year of transfer in the light of the recommendations of the Annual Review, the parents' views and preferences and the response to consultation by the LEA with the school concerned. All arrangements for a child's placement will be completed no later than the beginning of March before transfer.

Where possible, the SENDCo of the receiving school will attend the final review of the pupils with EHCPs for whom a particular school has been named.

Mechanisms for Review and Evaluation of this Policy

- A review of the policy will take place annually taking into account:
 - Academic progress of pupils with SEND
 - Improved behaviour of the children where appropriate
 - Pupil attendance
- It is responsibility of the Board of Directors to ensure that it is carried out
- Where necessary name and details will be updated