



Special Educational Needs and/or Disabilities (SEND) Policy

Approved by: Ryefield Primary LGB **Date:** 17th November 2023

Last reviewed on: 7th March 2023

Next review due by: November 2024

1. What are the aims of the SEND Policy?

This Special Educational Needs and/or Disability (SEND) Policy, and linked SEND Information Report, aim to:

- Set out how Ryefield School will support and make provision for pupils with special educational needs and/or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Answer any questions parents/carers of children with SEND have, regarding the support and provision available at Ryefield School

At Ryefield, we aspire to be an excellent school in every sense of the word. We strive to achieve excellence by providing a challenging, stimulating, caring environment where all children, including those with SEND, can be encouraged to develop to their full potential.

We encourage independence, responsibility, self-discipline and a genuine pride in achievements for all pupils – both individual achievements and ones gained while representing the school. Through well planned and appropriately resourced teaching, we aspire to enable every child to develop academically, physically, morally, and spiritually.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs and abilities. All children with SEND are valued, respected and equal members of the school. Every effort is made to ensure that pupils identified as having SEND are fully integrated into mainstream classes and have full access to the EYFS Curriculum, National Curriculum and all extra-curricular opportunities. As such, provision and aspiration for pupils with SEND are a matter for the whole school.

The SEND aims of the school:

- To enable every child to experience successes and achieve their best outcomes
- To ensure that all pupils have access to a broad and balanced curriculum, including the Early Years Foundation Stage and the National Curriculum
- To provide a curriculum with challenges appropriate to individual needs
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that SEND pupils have the opportunity to take part in all school activities, fully and effectively, with the resources available
- To work in partnership with parents/carers to enable them to make an active contribution to the education of their child
- To work in partnership with specialists and other outside agencies to ensure that individual needs are supported effectively
- To ensure that SEND pupils are involved in decisions affecting their future provision
- To ensure that all staff have access to regular training and advice to support Quality First Teaching

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome these potential barriers to learning, with families, teachers, specialists and pupils working together as a team.

2. Legislation and guidance – What drives the SEND policy and linked Information report?

This policy and the linked information report are 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 Special Educational Needs and/or Disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND Information Report

Ryefield Primary School is part of the Vanguard Learning Trust. This policy complies with our funding agreement and articles of association.

3. Definitions – What does 'special educational needs' mean?

This is the definition of special educational needs (SEN) given by the [Special Educational Needs and Disability \(SEND\) Code of Practice](#):

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

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 within the school

4.1 The SENCO.

The SENCO will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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 body 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 SEND up to date
- Coordinate all the support for children with SEND and develop the school's SEND Policy to ensure all children get a consistent, high-quality response to meeting their needs in school.
- Make sure that class teachers are supported to ensure that parents are involved in supporting their child's learning, kept informed about the support their child is receiving, involved in reviewing how they are progressing and involved in planning their child's support
- Prepare an application for a statutory assessment for an Education, Health and Care Plan where needed
- Organise training for school staff so they are aware and confident about how to meet the needs of all pupils with SEND
- Attend half termly Trust SENCO meetings and advise and support any Trust-wide projects linked to SEND
- Liaise with SENCOs within the Trust and beyond to share good practice and continue striving to improve on current provision at Ryefield School

The SENCO at Ryefield Primary School is Mrs Hayward. She has achieved the Postgraduate Certificate in Special Educational Needs and Disability (National Award for SEN Coordination).

She can be contacted directly via: chayward@ryefieldprimary.org.uk

Mrs Hayward also regularly patrols the Infant and Junior playgrounds before school so please approach her directly if you have a question or wish to meet with her more formally.

4.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Make visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure each child achieves his/her potential in school

The SEND Governor, can be contacted by letter, addressed to the 'SEND Governor', via the Main Office.

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Ensure that the SENCO is part of the Senior Leadership Team at school

4.4 Class teachers

Each class teacher will be responsible for:

- The progress and development of every pupil in their class, including those with SEND
- 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 SEND policy
- Making sure the curriculum is adapted to meet a pupil's individual needs and set appropriate challenges
- Checking on the progress of each pupil and identifying, planning and delivering any additional help a pupil may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO and parent as necessary
- Making sure that all members of staff working with SEND pupils in school are aware of individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress
- Making sure that all staff working with SEND pupils in school are supported in delivering a planned curriculum, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned tasks, interventions and resources

The class teacher can be contacted by speaking to them at the beginning or end of a school day to arrange an appointment. Alternatively, you can email school enquiries ryefield.enquiries@ryefieldprimary.org.uk or phone the Main Office 01895 547036 and ask for a contact request to be left with the class teacher.

5. SEND at Ryefield

5.1 The categories of SEND

Ryefield Primary School provides additional provision for the four areas of need outlined in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#):

- **Communication and Interaction**, for example, stammering, speech pronunciation difficulties, Autistic Spectrum Disorder (ASD), social communication difficulties
- **Cognition and Learning**, for example, Dyslexia, Dyspraxia, Dyscalculia, working memory difficulties
- **Social, Emotional and Mental Health**, for example, anxiety, depression, Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder

- **Sensory and/or Physical Needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

The linked Ryefield SEND Information Report for parents, details additional provisions for these areas of need at Ryefield Primary School. This report can be found in the Policies section of the school website.

5.2 Identifying pupils with Special Educational Needs and assessing these needs

Class teachers will assess each pupil's current skills and levels of attainment on entry, taking note of any previous setting assessments. Assessment tools used in school range from Language Link in Reception, Phonics Screening in Key Stage 1 and PiXL diagnostic assessments in Key Stage 2

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline scores
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between that of their peers
- Widens the attainment gap

Pupils who are not working at the expected academic standard for their year group are identified and discussed during termly Pupil Progress meetings. These are conducted with year group teaching teams, the SENCO and the Deputy Headteacher.

If a pupil is identified as not making predicted academic progress, the class teacher will make a decision about whether to monitor this using Quality First Teaching or set up a specific, academic intervention session. These intervention sessions may take place for a short period or over a longer period of time. However, please note that **all** children learn regularly in small groups in class (sometimes with teaching assistants) in order to support progress in learning.

The class teacher will discuss a pupil's progress with parents at termly parents' evenings or more regularly, depending on the concern. At these meetings, parents can ask about their child's progress and any additional support being given. If a pupil is not making expected progress, the class teacher and SENCO will discuss with parents any concerns they may have, any further interventions or referrals to outside professionals deemed appropriate and discuss how school/parents/pupil could work together, to support any gaps in learning. Pupils working at a level below their current key stage may have a potential barrier to learning and will be on the SENCO's radar for a possible special educational need assessment. This assessment is carried out by an educational psychologist; parents, pupils and teaching staff all play an active role in these specialist academic assessments.

The identification of special educational needs also includes looking at difficulties in areas other than academic skills – communication and interaction difficulties for example can also prove to be potential barriers to learning. In these cases, specialist support from Speech and Language Therapists or the Child Development Centre is sought by the SENCO, alongside liaising with parents, pupils and teaching staff.

The SENCO will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them, as outlined in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Pupils with more complex needs, requiring long-term interventions or provision are put on the school's SEND Register, with the permission of parents/carers. This register is a list of pupils with complex needs or a disability, which require long-term support or provision, which is monitored by the SENCO. Pupils are removed from the list once pupils have mastered skills or strategies needed to overcome their specific barriers to learning. This is also done with the consent of both parents and pupils.

The SEND Register

The criterion for the SEND Register was completed in consultation with outside agencies, local SENCOs, the SEND Governor, the school's Senior Leadership Team and a LBH SEND Adviser. Ryefield's SEND Register also takes regard of the guidance within the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

Ryefield SEND Register Identification and Classification is as follows:

A pupil will have one or more of the following specific, potential barriers to learning and/or identified complex needs:

- be working at a pre key stage level, or 2 years below expected standard in their year group with no justifiable factors or significant progress being made (new to the country with English as an Additional Language is an example of a justifiable factor)
- have a diagnosed condition/disorder which could potentially be a barrier to social, emotional or academic attainment and progress
- have a long term, complex need, diagnosed by an educational or medical specialist
- needs £6,000+ spent in provision offered annually to facilitate inclusive learning in the classroom
- is a significant threat to the health and a safety of themselves/staff/peers and therefore requires additional provision
- has an Education, Health and Care Plan (EHCP)

SEND Register Pupil Passports/Pupil Voice sheets are used to bring together the views and aspirations of children, parents and teachers.

Slow progress and low attainment will not automatically mean a pupil is recorded as having a special educational need. Pupils may continue receiving school-based support and interventions without being on the SEN Register.

The Core Offer

At Ryefield School, Quality First Teaching is the first step in responding to students who have or may have SEND. We believe, in line with the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) that additional intervention and support cannot compensate for a lack of good quality teaching. The majority of students at Ryefield make progress that is in line with, or better than National averages with such teaching principles in place. Through regular observations and Pupil Progress meetings, the Senior Leadership Team carefully review the quality and impact of teaching of all students including those at risk of underachievement. This includes reviewing teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the special educational needs they most frequently encounter.

It is Ryefield's aim that all learning challenges within the classroom are pitched with appropriately

challenging levels so that all students are able to access the curriculum according to any individual needs. Appropriate resources and teaching styles are used to facilitate collaborative and independent tasks. We know that the benefit of this type of differentiation is that all students can access a lesson and learn independently at their level, with opportunities to challenge themselves further. Student progress is regularly assessed through formative approaches that happen in the classroom and through summative assessments such as Pupil Progress and PiXL data.

5.3 Consulting and involving pupils and parents

As with all pupils at Ryefield School, the views and the wishes of pupils and parents regarding their education and aspirations are discussed at appropriate times throughout the academic year – informally at parent/teacher meetings after school or more formally during termly Parent Evenings. These discussions determine the support that can be facilitated both at home and at school. Class teachers, pupils and parents can also discuss whether school can provide support by adapting the Core Offer, including Quality First Teaching, or whether something different or additional is needed. We involve parents as soon as we identify a pupil who may have a potential barrier to learning – focusing on the support/resources required to facilitate progress and attainment.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Ryefield School takes into account parent/carer concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

SEND specific parent meetings such as My Support Plan reviews and EHCP Annual Reviews take place at school with the support of outside agencies such as Occupational Therapists and Speech and Language Therapists.

The SENCO has many open lines of communication with parents. She is routinely in the playgrounds before and after school, she has a flexible timetable to meet with parents at a time which suits them, she is available for discussions during open evenings, parent workshops, teacher/parent meetings and uses ZOOM or email for those parents who find it difficult to come to school.

The SENCO will provide parents with the contact details for any agencies or services outside the school who are or could potentially work with their child. The SENCO will also facilitate sessions which enable parents to meet with the professionals who support the school and ask questions about the type of support that is provided. Educational Psychologists, Hearing Impairment specialists, Speech and Language Therapists and CAMHS Children's Wellbeing Project practitioners are examples of specialists who have delivered parent sessions at Ryefield School.

If a pupil needs more specialist input, requiring more than £6000 spent by the school to facilitate inclusive learning, parents/carers or the school, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer, Hillingdon website at:

<https://hillingdon.gov.uk/article/4409/Levels-of-support#Education,%20Health%20and%20Care%20Plans>

This application is completed in full partnership with pupil, parent and SENCO involvement. In preparation for making a request for an Education and Health Care Plan, the SENCO will involve parents and the pupil in the process of developing a My Support Plan. The My Support Plan will be used to collect evidence about the progress the pupil is making, the additional support or 'provision' that the pupil has received and the outcomes of providing this additional support. During the reviews

of the My Support Plan, the pupil, teacher, parents alongside the professionals that have been involved, will all contribute. This information will be shared with the Local Authority at the point at which a request is made for an Education and Health Care Plan. On gathering all relevant advice about a pupil's progress or needs, the LBH SEN team may issue an EHC Plan outlining proposed outcomes and the additional provision to be provided or funded.

Liaison With Parents/Carers

The school works in partnership with parents of pupils in accordance with guidance in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#). If the SENCO has an initial concern about a student's progress, parents will be invited to discuss this with the teacher at the earliest opportunity.

- Pupil and parents' views will also be sought when a My Support Plan or Pupil Passport is created
- Parents and pupils are encouraged to review support and interventions put in place at meetings arranged at their convenience. Their comments are taken into consideration when deciding upon future actions
- In terms of an EHCP Annual Review, parent and pupil comments are sought prior to the review report being drafted and incorporated into the final report
- Pupil's views will be sought and taken into account during the review process and at other key times throughout the year

Whilst teaching assistants take a very valuable role in a pupil's education, Ryefield School would prefer that questions regarding a pupil's learning and progress are directed towards the child's class teacher first. The class teacher is fully involved in any support offered and makes the decisions, in conjunction with parents, on the type of support and interventions needed. A pupil may receive support from a number of adults, and a conversation with the class teacher or SENCO will give parents a fuller picture than may be obtained from a single supporting adult. As a school community, we welcome regular dialogue between parents and all staff.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** as set out as guidance in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment, attendance and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment and subsequent plan and actions will be reviewed regularly, according to the complexity of needs.

All teachers and support staff who work with SEND pupils will be made aware of individual needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required

via Pupil Passports. The SENCO will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress, during Pupil Progress meetings.

Review meetings

Parents and pupils can regularly meet with the class teacher or SENCO, to review progress and set new targets throughout the year. Representatives from external support agencies are also invited, if appropriate. The SENCO and SEND Learning Support Adviser are available at the discretion of parental need, to discuss progress other areas linked to skills for learning – social communication skills, fine motor skills, wellbeing and working memory skills for example.

For students with an EHC Plan, an Annual Review will take place with pupils, parents, outside agencies, SENCO, and teachers. Outcomes outlined in the EHCP will be officially reviewed every year and new action plans put in place. A copy of the annual review report is sent to all invitees, including parents/carers, and the LBH SEN Team.

If the pupil is in Year 6, the SENCO of the chosen secondary school is invited to attend, as part of the transition process.

5.5 Supporting pupils moving between phases and preparing for adulthood

The SENCO will share information with the school or other setting a pupil is moving to. Students who have SEND and are transferring from KS2 to KS3 – the secondary school will automatically be informed to ensure that relevant staff are aware of specific needs. Relevant staff from the secondary school will be invited to visit pupils at Ryefield to meet with them in their familiar environment during the Summer term. During this time, Ryefield also provides a range of transition support activities including supported school visits. Transition resources can include personalised social stories, unique information booklets with photos of key people and places in the educational setting, extra visits to the school with Ryefield staff, transition sessions in the Hub focusing on any areas of potential need or concern (by pupils, parents or teaching staff). The SENCO will liaise with pupils and parents to ensure their specific wishes are facilitated where possible.

The SENCO will meet with the secondary setting SENCO in the Summer term to share key information to facilitate a 'best outcome' transition.

The SENCO works closely with SEND Register pupils and parents/carers to ensure that individual needs are catered for. Transition arrangements for other pupils in need are made during the Summer Term with the views of both parents and pupils used as a framework for specific measures.

SEND pupils moving year groups will receive equivalent transition strategies as those moving to new schools. Group sessions focusing on transition within the school begin in the Hub in the Summer term. When school staff know which class SEND children will be transferring to, specific transitional activities are planned between the SENCO and teaching teams. Pupil views regarding what are the best ways to transition to the next year group form a key part in any plans. Transition activities and resources are reviewed every year to ensure improvements are made where necessary. Pupil views on this process form a major part of any changes or improvements.

The PSHE curriculum provides all pupils with sessions and discussion opportunities linked to preparation for adulthood. Ryefield recognises the importance of pupils being able to communicate confidently and effectively for a range of purposes and with a variety of people, both familiar and not familiar. With this in mind, Ryefield has a dedicated SEND Support Officer who supports speech and language, and social communication sessions for pupils in need throughout the school – from Year 1 to Year 6. This SEND Support Officer also facilitates peer-led Well-Being support throughout the school as well as providing small group and individual counselling sessions linked to social, emotional and mental health difficulties. These sessions have added benefit during transition times where more

individualised transition sessions are facilitated.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching (including Quality First Teaching) is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils needs and abilities. Students will have access to a balanced and challenging curriculum throughout the key stages. See the school's website for more curriculum information.

To enable access to the curriculum for pupils with SEND, the school will provide:

- Specialist teacher for small group Literacy sessions in Years 5 and 6
- Learning support assistants and teaching assistants to support where appropriate
- Pupil Passports, EHC plans and My Support Plans to support teaching staff with strategies and SEND targets
- Dedicated Hub sessions with SEND-trained staff to develop communication, wellbeing and social skills
- Visual timetables in each classroom, individual visual supports where appropriate
- Intervention and support resources in each learning space
- Specialist equipment where appropriate
- Dedicated pods for individual and small group interventions
- Dyslexia friendly classrooms throughout the school

These are examples of support/resources in place for pupils, including those with SEND:

- PiXL therapy interventions
- Precision Teaching
- Read Write Inc books and sessions
- Fresh Start Phonics
- Hub Speech and Language groups
- Hub Social Communication groups
- Speechlink language groups
- Hub Wellbeing sessions
- Widgit resources
- Third Space Learning Maths online tutoring
- MyMaths online tutoring programme
- Lexia Reading and spelling online tutoring

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc
- Adapting our resources and staffing
- Using recommended aids, such as reading rulers, coloured overlays, PECS symbols, visual timetables, dyslexia-friendly fonts, dyslexia-friendly writing paper, pencil grips etc
- Differentiating our teaching styles by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud for example
- All hearing impaired children have their own equipment and are monitored in school by the LBH Hearing Impairment Team. Spare batteries for hearing aids are kept in the Medical Room
- The school has been adapted with ramps, a lift and disabled access toilet facilities – providing access for all children throughout the school. The school operates with regard to the [Equality Act 2010](#), the [Children's and Families Act 2014](#) and the [SEND Code of Practice](#)
- The school has been adapted to facilitate 1:1 and small group work in quiet spaces called Pods. The school also has a Hub which is a dedicated room for small group interventions including speech and language, social communication skills, mindfulness and wellbeing

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as PiXL therapies and Precision Teaching. We also have a highly trained SEN Support Adviser who delivers Speech and Language sessions, Social Communication sessions, Wellbeing and counselling support throughout the school.

Teaching assistants will support pupils on a 1:1 basis or in small groups when appropriate and according to need. Teaching assistants do not always work with SEND pupils – teachers take full responsibility for their progress in learning and therefore aim to strike a balance with learning support opportunities.

Ryefield works with the following agencies to provide support for pupils with SEND:

- LBH Hearing Impairment Team
- NHS Occupational Therapy Team
- NHS Speech and Language Therapy team
- LBH School Nurse
- LBH Virtual School (to determine the arrangements for supporting children who are looked after by the local authority and have SEND)
- LBH Inclusion Team
- YoungMinds
- LBH Early Intervention and Prevention Services
- Educational Psychologist (privately sourced)
- LBH Educational Adviser
- LBH Education Health Care Officer (EHCO)
- LBH Stronger Families Early Help Assessment team

5.9 Expertise and training of staff

Inset sessions are regularly timetabled to provide training on aspects linked to SEND identification and provision. These often include SEND specialists such as educational psychologists or speech and language therapists. SEND specialists from the London Borough of Hillingdon Inclusion Team are also regularly invited to deliver training to staff.

Ryefield School has a team of teaching assistants, who are trained to deliver teaching support across the key stages. Teaching assistants are assigned in order to facilitate the highest achievement levels

possible for all children in each year group. Teaching assistants sometimes run targeted intervention sessions to embed vital learning skills, support development and accelerate progress. These sessions are recorded on data such as PiXL RAG sheets which are used to inform future intervention therapy planning and support strategies. The impact of these intervention sessions is monitored termly during Pupil Progress meetings.

5.10 Securing equipment and facilities

The SENCO, Headteacher, SEND Governor and parents work in partnership to ensure that appropriate equipment and facilities are in place to secure an inclusive learning environment for all pupils. Removing potential barriers to learning is a key element to the role of the SENCO.

- All classrooms are accessible for children with disabilities
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has staff trained to support pupils with a range of needs.
- Specialised provisions provide space and equipment for the identified needs for children with specific difficulties e.g. sensory rooms and visual timetables for children with ASD.
- The SEND Support Adviser is based in the Hub classroom. She is highly trained in supporting pupils with more complex SEND. The SENCO and SEND Support Adviser work in partnership with specialists and outside agencies to ensure strategies and equipment remain appropriate for current needs of individual SEND pupils.
- The school's approach to inclusion includes the active process of securing and improving equipment and facilities to support pupils with SEND.

The EYFS, Key Stage 1 and lower Key Stage 2 blocks are on ground level. The first floor of a Key Stage 2 block is accessible to children with a physical disability via a lift. There are appropriate toilet facilities in each Key Stage block to facilitate wheelchair access. The school is constantly reviewing accessibility with the Occupational Therapy Service and parents with pupils with a physical disability. We welcome their advice and feedback and make every reasonable adjustment suggested.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term during Pupil Progress meetings
- Reviewing the impact of interventions during Pupil Progress meetings
- Using pupil questionnaires such as PASS (Pupil Attitudes to Self and School)
- Monitoring by the SENCO (classroom and playground observations, meetings with SEN Support Adviser/ teachers/ parents/ pupils, liaising with specialists and outside agencies)
- Using PiXL assessments to measure progress and attainment
- Holding Annual Reviews for pupils with EHC plans
- SENCO visits to other educational environments to compare the effectiveness of SEND provision
- SENCO actively seeking feedback from parents and pupils on the effectiveness of SEND provision via phone/email correspondence or comments made during reviews

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to our pupils from Reception onwards, including our before-and after-school clubs
- All pupils are encouraged to go on our residential trips following the statutory risk assessment procedures
- All pupils are encouraged to take part in sports day/school plays/special workshops which are facilitated by the school or the other Vanguard Trust schools
- No pupil is ever excluded from taking part in these activities because of their SEN or disability

5.13 Support for improving emotional and social development

Ryefield's Headteacher is a qualified Mental Health First Aid Trainer and can deliver high quality mental health and wellbeing training to all school staff as well as parents and outside agencies.

Ryefield's SEND Support Officer assesses, plans, delivers and reviews individual and group sessions focusing on key emotional and social development skills in the Hub. She liaises with parents, teachers, specialists from the LBH Inclusion Team and other outside agencies to inform and improve on the learning and strategies provided.

Ryefield's SEND Support Officer is also a 'Wellbeing Champion' and was part of the LBH Inclusion Team SCERTS (Social Communication, Emotional Regulation, Transactional Support) programme

The SENCO, Family Support and SEND Support Officer and Family Support Team work in partnership with other school staff to support improving emotional and social development in all pupils.

The school facilitates outside agencies such as CAMHS and LBH Early Intervention and Prevention Services to use Ryefield School as a venue to support parents with pupils who may have emotional or social development concerns.

Please see Ryefield School's Mental Health and Wellbeing Policy for more detailed information about our support for Social, Emotional and Mental Health needs.

5.14 Complaints about SEND provision

The parents/carers of pupils with disabilities have the right to make disability discrimination claims if they believe that Ryefield School has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Complaints about SEND provision at Ryefield School should be made to the SENCO in the first instance and then to the Headteacher. Unresolved complaints will then be settled via the procedures outlined in the MAT Complaints Policy, which can be found via the school's website.

5.15 Contact details of support services for parents of pupils with SEND

The Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 years of age, across education, health and social care.

Details of the London Borough of Hillingdon Local Offer can be found here:

<https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>

Special Educational Needs Independent Support Service or SENDIASS (who support families through the SEN processes and procedures such as EHCP applications), can be contacted via email at

sendiass@hillington.gov.uk or by phone **01895 277001**

Hillingdon Parent Carers Forum is a local support network for parents/carers of children and young people aged 0-25 with additional needs and disabilities. They can be contacted at:

hillingtonpcf@gmail.com or by phone **07783 579678**

Other local SEND support opportunities for pupils and their parents include:

SEND support for Parents

<https://www.hillingdon.gov.uk/4536>

SEND Support for families with Autism

<https://www.autismlinks.co.uk/support-groups/group-support-london/hillingdon-autistic-care-support?region=>

SEND support for families with hearing or visually impaired children or young people

<https://careandsupport.hillingdon.gov.uk/Services/258>

Support for Social Emotional and Mental Health needs such as anxiety, stress, trauma

<https://youngminds.org.uk/>

Support with Speech Language and Communication needs

<https://www.cnwl.nhs.uk/services/community-services/hillingdon-talks>

Other useful local service links include:

Hillingdon Parent Carers Forum: www.hillingdonpcf.com

Hillingdon Autistic Care and Support: www.hacs.org

LBH Early Support Team: earlysupportteam@hillington.gov.uk

LBH Children with Disabilities Team: **01895 556644**

LBH Sensory Intervention Team- Hearing Impairment: **01895 556633**

Hillingdon Paediatric Speech and Language Therapy Service: [01895 488200](tel:01895488200)

Young Carers Support: <http://www.hillingdoncarers.org.uk/YoungCarers>

SEND Family Support: www.sendfs.co.uk

6 Monitoring arrangements

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the local governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Behaviour
- SEND Information Report for Parents/Carers
- Intimate Care Policy
- Medical Needs Policy
- Mental Health and Wellbeing
- Accessibility Plan
- Equality
- Dyslexia
- Personal Emergency Evacuation Plan

8. Safeguarding children with SEND

In the latest version of Keeping Children Safe in Education (2023) schools are advised to take into account the safeguarding needs of children with SEND.

There is a concern that, for children with SEND, their SEN or Disability needs are seen first and the potential for abuse second.

Ryefield Primary School's policy and practice reflects the additional safeguarding challenges for children with SEN and/or Disabilities. These challenges include:

- Awareness that behaviour, mood and injury may relate to possible abuse and not just to their SEN or disability
- Higher risk of peer group isolation
- Disproportionate impact of bullying
- Difficulties with communication

Ryefield Primary School ensures that children with SEND have a greater availability of mentoring and support through Hub sessions, SEN Support Adviser touch base sessions, Family Support Team input with families and SENCO's specialist support.

The SENCO is also part of Ryefield's Safeguarding Team and attends all safeguarding meetings.