Russell Lower School Special Educational Needs and Disability Policy

Date agreed by Governors Spring 2026

Date for renewal: Spring 2027

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all stakeholders

2. Vision and values

- We are an inclusive school and strive to support all children to enable them to make the best possible progress and achieve their potential. To accomplish these aims, we provide all pupils with access to a broad and balanced curriculum with high quality teaching.
- We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters school.
- We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils.

3. Legislation and guidance

- This is 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 SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans,

SEN co-ordinators (SENDCOs) and the special educational needs (SEN) 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
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

- A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

- They have a **learning difficulty or disability** if they have:
    - A significantly greater difficulty in learning than most others of the same age, or
    - A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- **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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Provisions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Speech, Language and Communication Needs (SLCN) - Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Autism Spectrum Condition - Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties (SpLD), which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties (MLD) – where a child has noticeably more difficulties accessing education than their peers. • Severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	Children may experience a wide range of social or emotional difficulties, which can manifest in many ways, for example as challenging, disruptive or disturbing behaviours, or by the pupil becoming withdrawn or isolated. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder (ADHD) • Attachment disorder

AREA OF NEED	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) • A physical disability (PD) • These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENDCo

The SENDCo at our school is **Mrs Sarah Knight**, who achieved the National Award for SEN Coordinators in 2018 and has attended a range of professional development around the area of SEND.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and adaptive/ differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- With the agreement of the headteacher, advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- Liaise with local nurseries, pre-schools and other schools to identify the specific needs of any incoming pupils in order to provide an appropriate transition and provision upon their arrival at Russell Lower.

- When a pupil moves to a different school: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- Monitor written MAPS (My Action Plans) via an online provision mapping tool.
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Monitor the impact of provisions via an online provision mapping tool so that we can focus on only those provisions which are evidence-based and/or proven to have positive outcomes or provide staff with training/support where needed
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for:

- Publishing information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Making sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

6.3 The SEND link governor

The SEND link governor is: Mrs Melanie Norman

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted or differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any learning support assistants (LSAs) or specialist staff to plan, implement and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them (using termly MAPs)
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents play a vital role in the education of their child. The school strives to foster close working relationships with parents of all children. At all stages of the special needs process, the school keeps parents fully informed and involved. The school will endeavour to engage sensitively and effectively with parents, to resolve any concerns or complaints in the best interests of the child.

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to attend parent's evenings in the Autumn and Spring terms to review the provision that is in place for their child
- Invited to contribute to or comment on termly MAPs showing the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The school (with appropriate advice from CBC) will provide parents with appropriate information about other CBC services, national/voluntary organisations etc. which might be able to provide information, advice or counselling.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any significant changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. Initially the identification of a pupil with special educational needs will be by the class teacher, parent, health or social services professionals. This is usually carried out through observations and teacher assessments. This will build on information from previous settings,

where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make. A SEND Cause for Concern Form will be completed (Appendix 3)

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

This may include progress in areas other than attainment, for example, wider development or social needs. We consider the needs of the whole child including such factors as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- Eligibility for Pupil Premium Grant
- Being a Looked After Child
- EAL
- Being a child of a Service man/woman

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of difficulty with '**Ordinarily Available Provision - quality first teaching**' (see Appendix 1 Whole school provision plan/Graduated Approach).

If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

The RUSSELL SEND SUPPORT PATHWAY document explains this process. (Appendix 4)

We will formally notify parents if it is decided that a pupil will receive special educational provision via a Consent to add to the register letter. (Appendix 2).

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's class teacher and the SENDCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents and the pupil, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on a MAP (My Action Plan) and will be available on the school's online Provision Mapping Tool.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively. At Russell we adopt a **Graduated Response** as outlined in the SEND Code of Practice and follow Central Bedfordshire Council's **Graduated Response for SEND**.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed at least termly. We will evaluate the impact and quality of the support and interventions.

This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

The teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators using the Engagement Model or Pre-key Stage standards where appropriate. The SENDCo may carry out more specialised assessments in order to gain a more holistic view of the child's needs.

8.4 Levels of support

Ordinarily Available Provision (OAP)

The additional needs of most CYP can be met by inclusive **high-quality teaching (HQT)** and reasonable adjustments (DfE "What are reasonable adjustments?")from the funding and resources that are already or "ordinarily" available in their mainstream school or setting, along with the universal health and care services that are available to all. This is known as "Ordinarily Available Provision" (OAP). CYP without a SEN, those at SEN Support (children who require more than is ordinarily available), and CYP in receipt of an EHCP should also receive Ordinarily Available Provision as part of their package of support, as this OAP should be available to ALL children whether they have SEN or not and the impact of this should be monitored.

School-based SEN Support

Pupils receiving SEN provision will be placed on the school's SEND register.

Support for children using OAP and that at SEN Support is tailored to the needs of an individual child or young person (CYP) and is provided through a variety of means. These means are detailed throughout the Graduated approach with examples of reasonable adjustments that can be made through OAP, and examples of more tailored support for an individual child at SEN Support. The majority of CYP in educational settings will have their needs met through provision that is available to all. Some children will need more targeted provision, and a very small minority will require support that is much more specialised and targeted.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health, and Care needs assessment. To inform the decision the local authority should expect to see evidence of the action taken by the school as part of SEN Support. It should be noted that CYP do NOT require a formal diagnosis of SEN, they do NOT need to be working a certain number of years below of their peers, nor does the local authority require a specific number of rounds of APDR. However, there is an expectation (in line with the SEND Code of Practice) that to support making a robust decision the request for an EHCNA would involve submitting evidence that: purposeful steps have been made to support a CYP at SEN Support or there is evidence that there has been a rapid decline in the CYPs presentation that will require a high level of ongoing support.

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The school or parent may request an EHC Needs Assessment through the local authority. The authority will decide whether a plan is to be issued. If a plan is not issued, the child will continue to be supported at **SEND Support.**

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the Local Authority (from the high-level needs funding block of the dedicated schools grant).

On the census pupils with an EHCP will be marked with the code E.

EHCPs must be reviewed at least annually (6 monthly for children under statutory school age).

8.5 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

9. Expertise and training of staff

SEND training will be provided as appropriate to teaching and support staff. The headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. The school will ensure that staff are up to date on current policy and practice concerning special educational needs.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services (Hearing impairment, Vision Impairment, Special School Outreach, SEMH support)
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Admission and accessibility arrangements

11.1 Admission arrangements

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

11.2 Accessibility arrangements

- Schools are required under the Equality Act 2010 to have an accessibility plan.
- At Russell Lower School we work hard to ensure that our culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treated with respect. We provide pupils with the opportunity to experience, understand and value diversity.
- Please refer to our separate Access, Disability and Inclusion Plan (Available from the office or on the school website) which covers how we will
- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

12. Complaints about SEND provision

Any complaints about special educational need support given by the school, will be dealt with in accordance with the school's Complaints Policy. (Available from the office or on the school website). Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by the SENDCo **annually**.

It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies, documents and resources

This policy links to the following documents

- SEN information report
- Admissions Arrangements
- Access, Disability and Inclusion Policy
- Behaviour policy
- Supporting pupils with medical conditions and children with health needs who cannot attend school policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy
- SEND Code of practice: 0 : 25 years
- Central Bedfordshire SEND Local Offer
- A Graduated Approach to SEND
- Guidance on SEND in the Early Years: A Graduated Approach

Appendix 1 – whole school provision plan/Graduated Approach

	Ordinarily Available **PROVISION (OAP)** **Quality First Teaching** This level of support should be available to all CYP with SEN or no SEN.	**Ordinarily Available** **SEN SUPPORT** **Children at this stage require a MAP** Continue with any relevant strategies from OAP. This support may also be used when CYP accesses an EHCP.
	Further strategies for support can be found in the CBC Graduated Approach	
Cognition and Learning	Adaptive/Differentiated Curriculum Increased scaffolding Increased use of physical/concrete resources or visual aids Adapted or differentiated delivery & resources Visual Whole class emotions register In-class support from LSAs as required Use of writing frames Phonics groups Talk Partners Steps to success Paired / guided Reading	Termly MAP with SMART focussed targets - review Group support in English and maths – either within class or small group work outside of class Catch up programmes - Switch-On, Precision Teaching etc. 1:1 Activities (Additional reading, writing, maths support) 1:1 precision teaching – intense English/maths Withdrawal groups (across the KS with specific focus) Access to ICT for recording purposes Additional personalised support in class Multi-sensory intervention (handwriting/fine motor skills) Memory skills training Small group work – numicon/writing development Tailor made/specialist resources Consider whether referrals need to be made to the outreach team or specialist services for further support (EY SEND, ASD Outreach, Ed Psych) Highly differentiated phonics group

	Ordinarily Available **PROVISION (OAP)** **Quality First Teaching** This level of support should be available to all CYP with SEN or no SEN.	**Ordinarily Available** **SEN SUPPORT** **Children at this stage require a MAP** Continue with any relevant strategies from OAP. This support may also be used when CYP accesses an EHCP.
	Further strategies for support can be found in the <u>CBC Graduated Approach</u>	
Communication and Interaction Including: • Receptive language • Expressive language • Limited attention span with communication /interaction difficulties • Autism	Adaptive/Differentiated Curriculum Increased scaffolding Structured school and class routines Increased visual aids Visual timetable Modelling and role play Visual Whole class emotions register In-class support from LSAs as required Simplified language use Use of symbols - Widgit Phonics groups Talk Partners/Peer support Access to a calm space Emotion Coaching Russell Recharge Flexible approach to transitions In-class sensory breaks	Termly MAP with SMART focussed targets - review Group support from LSA with focus on speech and language Additional personalised support in class 1:1 Speech and language support, in class or withdrawal Communication boards Use of ICT to support Withdrawal groups (across the KS with specific focus – phonics/SALT/social skills) Social Stories Now/Next, Visual organiser Work system/tray system Support for alternative forms of communication e.g. Makaton Tailor made/specialist resources Access to ICT – Writing with symbols (Widgit) Personalised workstation Sensory breaks/Sensory Circuits Zones of Regulation Support from external agencies e.g. Ed. Psych., EY advisory, ASD team, Speech and Language team

	Ordinarily Available **PROVISION (OAP)** **Quality First Teaching** This level of support should be available to all CYP with SEN or no SEN.	**Ordinarily Available** **SEN SUPPORT** **Children at this stage require a MAP** Continue with any relevant strategies from OAP. This support may also be used when CYP accesses an EHCP.
	Further strategies for support can be found in the <u>CBC Graduated Approach</u>	
Social, Emotional and mental health difficulties Including: • behaviour, • attention difficulties, • attachment difficulties, challenges in making and maintaining healthy relationships • presenting as significantly unhappy or stressed • patterns of non-attendance	Whole school and class reward system Interactive Emotions display Emotion Coaching Daily Russell Recharge Network hand Pupil Wellbeing scale Whole school Behaviour policy Whole school / class rules Increased visual aids In-class support from the LSAs as required Circle time PHSCE Values Explicit teaching of social skills De-escalation/self-regulation strategies Growth Mindset "Power of Yet"	Termly MAP with SMART focussed targets - review Group or 1:1 support from LSA using provisions such as Talkabout. Withdrawal groups (across the KS with specific focus) Social Stories Individual reward system Pastoral Support Sensory Circuit Personalised support in class Movement breaks Meet and greet/Key adult support Sensory Circuit Home-school record Adapt curriculum and allocate resources with adult support Support from external agencies e.g. Ed. Psych., EY advisory, ASD team, Jigsaw

	Ordinarily Available **PROVISION (OAP)** **Quality First Teaching** This level of support should be available to all CYP with SEN or no SEN.	**Ordinarily Available** **SEN SUPPORT** **Children at this stage require a MAP** Continue with any relevant strategies from OAP. This support may also be used when CYP accesses an EHCP.
	Further strategies for support can be found in the CBC Graduated Approach	
Sensory / and or physical difficulties Including: • hearing impairment • vision impairment • sensory processing • fine motor skills • gross motor skills • fatigue due to a physical disability • accessing buildings/curriculum due to a physical disability • multi-sensory impairment	Staff awareness of implications of physical impairment Adaptive/Differentiated Curriculum Increased scaffolding Differentiated delivery & resources – writing slope, adapted scissors, pencil grip etc. Additional resources e.g. sound loop Differentiated outcomes & expectations Increased visual aids Visual Whole class emotions register In-class support from LSAs as required Handwriting support Sensory Circuit	Termly MAP with SMART focussed targets - review Group support from LSA Additional personalised support in class Withdrawal groups (across the KS with specific focus) Additional Handwriting sessions (beyond whole class / year group teaching) Sensory Circuit Physiotherapy programme Motor skills programme – provided by outside organization Enlarged resources, reading books Writing slope Coloured overlays/background, increased font on all slides Support from external agencies e.g. Ed. Psych., EY advisory, ASD team, OT, Vision/Hearing Impairment team

FOR FURTHER INFORMATION ON EACH AREA OF NEED AND THE RECOMMENDED STRATEGIES FOR ORDINARILY AVAILABLE PROVISION OR SEND SUPPORT, PLEASE REFER TO THE CBC GRADUATED APPROACH,

Appendix 2: Adding to the Register letter



Dear Parent / Carer,

All schools are required to give pupils the opportunity to work at a level and pace, within the normal class organisation, to suit their needs. However it may be that on occasions a child will need access to learning programmes which allow them greater support, different activities, or extra equipment, to help them to make progress in school.

Where a child is experiencing a particular difficulty with work or behaviour at school, the class teacher will discuss this with parents and the child's name is added to the list of children on the Special Needs (SEN) Register. The child will remain on this list until such time as the difficulty has been overcome. This is to allow them access to the extra provision to improve their progress in school.

For children placed on the SEN register, provision will be outlined through an Individual Pupil Profile (IPP) and a My Action Plan (MAP), where the child is given specific targets to support them with their difficulties. Usually there will be an initial assessment in order to determine their current attainment/scores. Outside agencies may also be called upon to help both support the child and the school in best meeting the child's needs.

The progress of your child will be discussed termly (at parent consultation evenings), although parents are welcome to discuss progress at other times, as arranged with the class teacher. We encourage parents to participate and support the school with the strategies suggested and may ask them to help their child with extra homework where appropriate.

The Central Bedfordshire Council website ensures parents have access to information, advice and guidance in relation to the special educational needs of their children. For more information:

https://www.centralbedfordshire.gov.uk/localoffer/

https://www.snappcf.org.uk/

We hope that you will feel happy to sign the attached form and return it for our records.

Yours sincerely,

Mrs Sarah Knight
SENDCo

Parental Consent – Special Needs Register

Child's name……D. O. B. ……....

Year group …… Class Teacher ……..…..

I/we have discussed the progress of my child and agree to him/her receiving extra provision and being added to the Special Needs Register.

Signed …… Date ……...

Print name ……Parent/Carer

Appendix 3: SEND Cause for Concern Form

Russell Lower School

Challenge • Enjoy • Respect • Succeed

SEND Cause for Concern Form

Child Name:	**Age:**	**Date of Birth:**
Class:	**Teacher:**	
Parents:	**Form Completed on/by:**	

Any existing SEND: Yes/No ***(Give Details of Area of Need)***

Main Areas of Concern:

- Communication & Interaction ☐
- Cognition & Learning ☐
- Social, Emotional & Mental Health ☐
- Sensory and/or Physical ☐

Briefly describe the difficulties that the pupil is having accessing the curriculum:

Briefly explain what measures have been put in place to support the pupil (ordinarily available provision, personalisation, adaptations to planning & curriculum …) :

Please detail any other relevant information about the pupil:

Please detail any conversations held with parents/other teaching staff & LSAs:

Agreed actions to be taken by Teacher/Support staff:	**Agreed actions to be taken by SENDCo: (inc. date added to the SEND register if appropriate)**

Appendix 4: Russell SEND Support Pathway

RUSSELL SEND SUPPORT PATHWAY

Are you concerned that your child may be showing signs of a special educational need, disability or neurodiversity (Autism/ADHD/Dyslexia) and that this is having a negative impact on their learning, behaviour or wellbeing?

STEP 1 – Initial concern/Monitoring

You have a concern about your child.

Parents should use the class email address: eg.blackbirdclass@russell-lower.co.uk, discuss concerns at parent's evening (October and February) or raise a concern in person with the class teacher.

Ask the teacher about your child's:

- Attainment
- Attitude to learning
- Social behaviour
- Attention and listening
- Speech and language

Does the teacher have similar concerns?

Document your concerns or observations (for between 4-6 weeks).

We appreciate that some children present differently in school and at home. It is helpful to understand this.

Use an ABC template (Antecedent, Behaviour, Consequence) to record any behaviours of concern. This is helpful in identifying triggers or patterns of behaviour. Behaviour as communication - ABC

*The SENDCo will kept informed of initial concerns by teaching staff using a **SEND Cause for Concern form** and during termly **Pupil Progress Meetings**.*

*An agreed period of in-class **Monitoring** will now take place with a **Structured Conversation Meeting** scheduled between class teacher/parent to review progress (usually 4-6 weeks.)*

OUTCOME:** Continue to **MONITOR** or **where your concerns persist, continue to STEP 2 OAP.

STEP 2 – Ordinarily Available Provision (OAP) – Class teachers use 'ordinarily available provision' to support your child. This could include but is not limited to:

- High quality teaching
- Reasonable adjustments
- Additional resources
- Short term additional support (1:1, paired, small group)
- School-based assessments

CBC Graduated Approach

PARENTS: Be informed/find out more…

- Central Bedfordshire Local Offer
- Central Bedfordshire Graduated Approach
- NHS Children's Health Hub
- Russell Lower School Website
- Training/workshops
- Children's Centres

www.russell-lower.co.uk

The additional needs of most CYP can be met through 'Ordinarily Available Provision'. Parents will be kept informed of this provision through parent's evenings/school reports.
Progress and Provision will be monitored by the SENDCo during termly Pupil Progress Meetings

STEP 3 – Support Pathway Review Meeting (SPR)

If insufficient progress or impact is being shown after 6-12 weeks (approx. 1 TERM) of **ORDINARILY AVAILABLE PROVISION**, please book a **Support Pathway Review Meeting (SSPR)** which will be attended by class teacher, parents and **SENDCo.**

OUTCOME:

- **CONTINUE with STEP 3 (set timescale for next SPR)**
- **CONTINUE to STEP 4** Where a child needs more support than is ordinarily available, they will (with written parent consent) be added to the school's SEND Register at **SEND support.**

STEP 4 – SEN Support

Teacher and parents will co-produce an Individual Learning plan for each pupil on the SEN register which sets out individual targets/provision and which will be co-produced/reviewed with parents termly each year as part of an Assess Plan Do Review (ADPR) process.

Referral for further advice:

It may be agreed between parents and school (teachers/SENDCo) that further assessment of a pupil's needs is required in order to be able to identify appropriate support.

This could include referral to:

- School nurse
- Children's Centre – Parenting support
- Homestart
- Speech and language therapy service
- Paediatrician for ASD or ADHD assessment
- Occupational Therapist
- Specialist teachers (Hearing or Vision)
- Special School Outreach
- CAMH MHST
- One-hour consultation with Education Psychologist (no assessment of child)
- Early Help Assessment (to support the wider family)



PLEASE NOTE that School CANNOT refer for: A full dyslexia assessment, A full Educational Psychology Assessment.

STEP 5 – Request an EHC Needs Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child for **a period of at least 2 cycles of APDR (2 terms at SEND Support)**, and the child has not made expected progress, the school or parents should consider requesting an Education, Health, and Care needs assessment (EHCNA). To inform the decision the local authority should expect to see evidence of the action taken by the school as part of SEN Support in the form of the Learning Plan.

Further information on how to request an EHCNA can be found on the Central Bedfordshire Local offer

FOR FURTHER INFORMATION, PLEASE TALK TO YOUR CHILD'S CLASS TEACHER IN THE FIRST INSTANCE.