

Policy Name – SEND Policy and Information Report

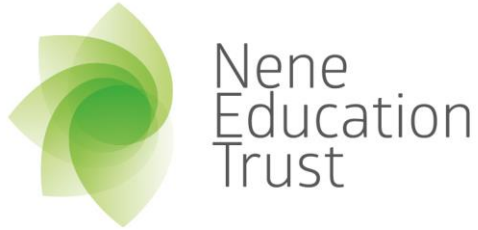
Policy 37

Document Management Information

Applicable to:	All staff
Dissemination:	School Improvement Team to Principals
Linked policies:	<ul style="list-style-type: none"> • Accessibility statement and School Accessibility plan • Child Protection and Safeguarding Policy • Equality information and objectives • Learning and Teaching • (Post) Looked after children policy • Relationships (behaviour) policy • Supporting pupils with medical conditions
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Revision History

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V2	Review and minor updating	September 2022
V3	Review and minor updating	July 2023



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As a proprietor of one or more academies (schools), the Nene Education Trust has a legal duty to support and make provision available for pupils with special educational needs (SEN). The board of the Nene Education Trust has delegated this responsibility to the school.

The school has adopted this policy to set out the arrangements it has put in place for its pupils with special educational needs.

1. Aims

1.1 Our SEN policy and information report aims to:

- Explain how our school supports and makes provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

1.2 We aim to achieve maximum inclusion of all pupils (including vulnerable learners) whilst meeting their individual needs. Teachers provide carefully planned learning opportunities and, through our Work, World, Wellness curriculum, content and materials which are appropriate to the pupil's interests and abilities to ensure full access for all. A Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others, whilst keeping our main success measure as individual progress made against outcomes set. A robust system to identify Special Educational Needs and barriers to learning is in place to ensure a clear distinction between underachievement and special educational needs. Interventions are targeted as part of our assess, plan, do, review cycle to ensure they remain appropriate and effective. There is a focus on teaching and developing skills through intervention and then for these to be transferred into everyday activities to ensure consolidation. We work in partnership with parents/carers and external agencies, as appropriate, to ensure we understand, as fully as possible, a pupil's individual needs and the appropriate provision to support them. English as an Additional Language (EAL) is not considered a Special Education Need. EAL learners will be supported appropriately to develop their language proficiency skills but will not be recorded as having a Special Educational Needs unless this is identified through assessment. Individual programs of support will be provided when needed, initially, through additional support funded from the devolved school budget.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

- 3.1 A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them (Children and Families Act 2014).
- 3.2 They have a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than the majority of the 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
- 3.3 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

The implementation of this policy will be monitored by the Local Committee and remain under constant review by the Principal and staff responsible for inclusion e.g. SENCO.

4.1 The Principal

The Principal will:

- Work with the SENCO and SEN Local Committee Member to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.2 The SENCO

The SENCO will co-ordinate the school's approach to SEND provision and undertake the duties as set out in the SEND Code of Practice 2015, Chapter 6:

- Work with the Principal and SEN Local Committee Member to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN 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 work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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, including the Local Authority and support services
- Liaise with potential providers of education 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 SEN up to date
- Monitor and evaluate the impact and effectiveness of the provision in place for pupils with SEN

4.3 The SEN Local Committee Member

The SEN Local Committee Member will:

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Local Committee on this
- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

4.4 Class teachers

Every teacher is a teacher of SEND and is therefore responsible for supporting all pupils.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with teaching assistants or specialist staff working with pupils in their class, 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 SEN policy

5. SEN Information Report

Our SENCo is Mrs Fiona Hoskins

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, including general and/ or specific learning difficulties, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. 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
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

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

When deciding whether special educational provision is required, 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 this by adapting our core offer, or whether something different or additional is needed.

In order to identify where there is a specific barrier to learning, we will use school assessment tools in the first instance e.g. a dyslexia probability screening tool, speech sounds assessment and then refer to outside professionals where this is required e.g. Speech and Language Therapy Team, Community Paediatrician.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the **pupil and their parents/ carers** if we feel that a pupil needs additional support which may be special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parents' concerns are taken into account
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on what the next steps are and agreed timeframes

Notes of these early discussions will be added to the pupil's record.

We will discuss with parents when it is decided that a pupil will receive SEN support and if they are to be placed on the SEN register.

Each pupil with an identified special educational need will usually have either:

- A Pupil Passport/ One Page Profile which identifies their strengths, things they find difficult and how they like to be supported. Pupils will be supported to create this where needed.

- A Learning Plan/ Individual Education Plan where individual targets are set, Learning Plans will be written in co-production: pupils, parents and relevant school staff.
- Sometimes, both a Pupil Passport and Learning Plan will be suitable and, in some cases, where a pupil has a diagnosed need but doesn't require any additional adjustments, neither document will be required.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the **graduated approach** (see appendix 1) and the four-part cycle of **assess, plan, do, review** (appendix 2).

The class or subject 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 and attainment or behaviour
- Other professional assessments, where relevant
- The pupil's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Following the identification of need, either a Pupil Passport/ One Page Profile or Learning Plan, which will detail the outcomes set and the provision in place to achieve these, will be created with the pupil and parent/ carer. Outcomes set will have clear success criteria and a time frame for when they are expected to be met.

Outcomes will be reviewed with the pupil and parent/carer three times a year, as a minimum.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes set, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and the impact on the pupil's progress.

Pupils and parents/carers will be fully involved in the process as detailed in section 5.3.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which SEN information will be shared as part of this.

All of our records are kept up to date so when a pupil is transferring between phases or to a new setting, we are able to provide all of the relevant information with regards to their special educational needs and how this is best supported/ the provision we have in place. We offer transition meetings to ensure key messages can be given to

ensure the transition is as smooth as possible for the pupil. If there are external professionals supporting the pupil, we will seek their advice and input where this is needed to aid successful transition. Where a child has particularly complex needs, we may offer to support a phased transition or settling in days. All transition planning is completed with the involvement of the pupil, parents/ carer and new setting.

For next phase transfer, we ensure early and timely transition planning to prepare the pupil as best as possible. Where a pupil has an EHC Plan, we ensure that the Local Authority know if they are leaving our school when this is not part of the usual phase transfer process.

For pupils joining our school, we also offer a carefully planned induction with familiarisation visits. Any SEN information provided for a pupil upon entry to the school will be used to ensure continuity in the provision offered. For Early Years pupils starting in our Reception classes, we complete a range of visits to include nursery/ pre-school, home and in school visits as well as providing thorough parent information through meetings and induction packs.

Where pupils are moving on to Post 16 provision, we support their preparation to adulthood through the use of our Work, World, Wellness curriculum and work experience opportunities.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. This is overseen and monitored by the SENCo.

High-quality teaching is our first step in responding to pupils who have SEN. This will be carefully scaffolded for individual pupils.

In line with the graduated response, if pupils require additional provision to quality first teaching, to 'boost' their progress and attainment, they will receive subject specific intervention provided by the class/ year group staff e.g. phonic catch up session, times table practise.

Where there is an identified barrier to learning, more targeted intervention will be used to support this need. Examples of such interventions could be:

- Toe by Toe reading intervention
- IDL reading and spelling intervention
- Nessy Reading and Spelling
- Precision Teaching
- PIXL maths therapies
- Socially Speaking
- Language for Thinking
- Time to Talk
- Colourful Semantics
- Drawing and Talking
- Lego Therapy
- Boxall intervention
- Sensory Circuits
- Physiotherapy and/or occupational therapy exercises

5.7 Adaptations to the curriculum and learning environment

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

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, visual representations etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Our Accessibility Plan further details how we ensure access and opportunities for all pupils.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as Read, Write Inc 1:1, PIXL maths therapies, Socially Speaking.

Teaching assistants will support pupils on a 1:1 basis when their special education needs prevent them from being able to access teaching learning without direct support. Where 1:1 support is needed, we will always look for opportunities to promote independence for the pupils and adjust support accordingly. Additionally, we carefully monitor social inclusion to ensure the pupil does not feel isolated from their peer group. 1:1 support may also be given to facilitate a specific intervention where there is an individual barrier to learning or this high ratio of support is deemed most suitable to deliver the intervention content.

Teaching assistants will support pupils in small groups when more support is needed, but all pupils in the group are working on the same outcome. This includes in class learning as well as targeted intervention.

Where external advice and support is needed for a pupil, we work closely with the supporting agency to ensure their recommendations are incorporated into the provision made available for the pupil. This includes, but is not limited to, the Speech and Language Service Physiotherapy, Occupational Therapy, CAMHS, specialist teachers.

5.8.1 Specific Literacy Difficulties (Dyslexia)

All of our classrooms are set up to be dyslexia friendly. This provides access for pupils to strategies and resources which may be helpful if they are having any literacy difficulties. This includes resources and strategies, such as, visual aids, sentence stem prompts, adjustments to copying from the board, memory support resources e.g. key words.

If a pupil is demonstrating difficulties with literacy which are not being supported by the usual classroom adjustments in place, we will then support further with Literacy intervention to help the pupil to 'catch-up'. Following this, if progress for an individual child remains slow, particularly in reading, writing and/ or spelling, we will provide more specific intervention, such as, precision teaching, pre or post teaching, learning journals with specific topic related information e.g. specific vocabulary and its meaning or model sentences. Should we continue to feel that further exploration is needed, we will complete a Dyslexia probability screener which, alongside indicating the likeliness of dyslexia, will provide a breakdown of specific areas a pupil may be finding challenging. This could be areas such as, memory, sequencing and/ or phonic knowledge. Once identified, we will then provide intervention to support the specific areas identified.

We believe that the most important factor is understanding what is causing the difficulty the pupil is experiencing and then putting into place the intervention and provision which is needed. Therefore, we do not commission diagnostic assessments for dyslexia but we will happily incorporate any information provided through a dyslexia report if this is sought privately by parents/ carers.

Parents/ carers will be contacted should more than classroom adjustments be felt to be needed. We actively encourage parental support at home as well at school and if a Learning Plan is written to detail the targets and support in place, this will be co-produced by the pupil, parents and school staff.

5.9 Expertise and training of staff

Our SENCO has 8 experience in this role and has worked as a class teacher.

They are allocated 5 days a week to manage SEN provision.

We have a team of teaching assistants who are trained to deliver and support SEN provision.

In the last academic year, staff have been trained in Colourful Semantics, Blanks, ASD and ADHD in the classroom.

We use specialist staff for Lego Therapy, Mental Health First Aid, Drawing and Talking, ELSA programmes, Sensory Diets.

5.10 Securing equipment and facilities

When specialist equipment or a high level of staffing support is required to support a pupil with Special Educational Needs, our school will fund this as additional SEN Support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialised equipment and expertise in relation to its use will be purchased/ hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever

possible, join with other Nene Education Trust schools in joint purchasing/ hire of equipment.

Where specific equipment is recommended for a pupil by a health professional e.g. Occupational Therapist, Physiotherapist, we will work with the NHS service provider to ensure we have access to this and that it is regularly reviewed to ensure it remains appropriate.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their outcomes each term – 3 times a year (usually in October, February and May). There will be a 'check-in' review after 6 weeks to see if the intervention remains appropriate. If changes are needed these are made at this time. If impact is being made and no adjustments are needed, a full review will take place at 12 weeks (termly).
- Reviewing the impact of interventions. The timing of review will depend on the intervention being completed, however, a review will be made at least at 6 weeks to ascertain the impact being made and whether adjustments are needed.
- Using pupil questionnaires
- Monitoring by the SENCo and senior leadership team
- Using provision maps to measure the impact of the provision/ progress being made by the pupil
- Holding annual reviews for pupils with EHC plans

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

Our aim is to ensure that there are no barriers to pupils with SEN participating and enjoying the same activities as other pupils in our school. Ways in which achieve this are:

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trips.
- All pupils are encouraged to take part in everyday school activities, such as, sports day, school plays, specialist workshops.
- No pupil is ever excluded from taking part in activities because of their SEN or disability.

Additionally, no child will be refused admission to school on the basis of their Special Educational Need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective

educational provision (see Admission Policy for the school, as agreed with the Local Authority).

All reasonable steps are taken to ensure that disabled pupils can access the curriculum offer in line with their peers. We provide, or ensure access to, auxiliary aids such as hearing aids, Braille materials and seek specialist advice where this is needed to ensure all adjustments are in place to enable the pupil to succeed. Appropriate staff training is provided so that adjustments are effectively used and monitored.

We ensure our facilities help disabled pupils access the school, for example, using contrasting colours for pupils with a visual impairment, hearing loops, single level building access, disabled access doorways, disabled toilet facilities, accessing specialist equipment as needed. The school's accessibility plan can be found here <https://www.redwellprimary.org.uk/our-school/key-information/statutory-information>

5.13 Support for improving emotional and social development

We provide robust PSHE teaching through the Cambridge curriculum to ensure all of our students have access to a mindful approach to social skills. In addition to this, we commit to every pupil across the primary age phase receiving high quality mindfulness sessions supported by a qualified mindfulness practitioner throughout the year. The PSHE and mindfulness curriculum work in partnership to teach tools and skills to help pupils develop their own wellbeing toolkit.

Our school ethos and values keeps inclusion at the heart of everything we do and recognises the importance of emotional and social development as a tool to be able to fully access learning.

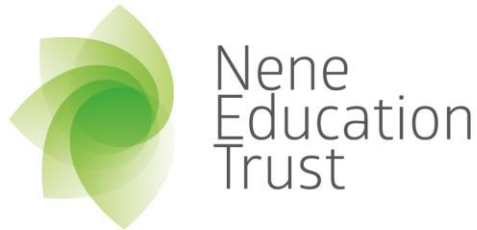
Our pastoral team offer support when a more targeted approach is needed. The team consists of the SENCo, School and Family Support Worker and Pastoral Officer. The pastoral team are able to make strong relationships with the pupils and allow them both time and space to help them calm, reflect and, if appropriate, discuss how a reparation activity may help. They are also well placed to lead on specific interventions if this is felt to be suitable for the pupil.

We also provide opportunities and support for pupils to improve their emotional and social development in the following ways:

- We have a school ambassador council, which pupils are actively encouraged to join, to capture pupil voice
- Pupils with SEN are also encouraged to be part of house teams, Pacesetters and school run clubs to promote teamwork/building friendships
- We use Zones of Regulation to provide additional support with self-regulation to further support pupils' emotional and social development

We know that peer relationships and, more specifically bullying, has a detrimental effect on pupils' emotional and social development. **We have a zero-tolerance approach to bullying.**

Our anti-bullying coordinator ensures pupils are clear about what constitutes bullying and what they should do if they are being bullied. Anti-bullying strategies are interwoven into our curriculum as well as explicitly taught in class and through assemblies and anti-bullying week. Information and workshops are provided for staff



and parents/ carers and we have a child-friendly leaflet which is accessible to the pupils.

The name and contact details of the anti-bullying coordinator are:

Chrissy Fordham

cfordham@redwellprimary.co.uk

01933 676040

5.14 Working with other agencies

We maintain close links with all supporting agencies and support services to ensure we are meeting pupil's SEN and also supporting their families. These close links ensure that the provision made available for the pupil is current and relevant and, therefore, has good impact.

When a pupil joins our school, we ascertain whether there are any external agencies supporting them and make contact to ensure good communication; this is usually through our SENCo. If we feel that further support is needed from a new agency in regard to a pupil's special educational needs, we will make appropriate referrals, in discussion with parents/ carers.

Agencies we have regular contact with are:

- Partnership Support Team (formally Early Help Team)
- CAMHS
- Educational Psychologist Service
- North Northants Information Advice Support Service
- NNC Sensory Impairment Service
- Local NHS Services
- Strengthening Families Practitioners (formally Targeted Support Team)
- Education Inclusion Partnership Team
- Early Years SEN Support Service
- Multi-agency Safeguarding Hub
- Specialist SEND Support Service
- Community Paediatrics
- Early Mental Health Practitioners
- North Northants Local Authority

In accordance with the SEND Code of Practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with Special Educational Needs in our school. For pupils with Education, Health and Care Plans, we comply with requests from independent facilitators to provide information and co-operate fully with other agencies.



We also liaise with voluntary bodies, often at the request of parents, in order to be as familiar as possible with best practice when the Special Educational Needs of a pupil are very specific (e.g. Autism, Visual Impairment, Down's Syndrome etc).

5.14b Contact details of support services for parents of pupils with SEN

We work with a variety of support services to support our pupils with SEN. The service providers work with parents/ carers and pupils as well as the school. We will speak with parents/ carers about why we feel it would be beneficial for the pupil to involve a particular service and will either make the referral or, support the parent to do so, where this is appropriate.

Effective working links are made with:

- Educational Psychology Service: [Educational Psychology Service | North Northamptonshire Council \(northnorthants.gov.uk\)](http://northnorthants.gov.uk)
- Education Entitlement Team: Contact Number: 0300 126 1000 [Attendance and behaviour support for parents - Schools and education \(northamptonshire.gov.uk\)](http://northamptonshire.gov.uk)
- Virtual School for Looked-After Children: Contact Number: 0300 126 1000 [Virtual school | North Northamptonshire Council \(northnorthants.gov.uk\)](http://northnorthants.gov.uk)
- Sensory Impairment Service [Sensory Impairment Service - Special educational needs and disability \(SEND\) support \(northamptonshire.gov.uk\)](http://northamptonshire.gov.uk)

We also acknowledge that parents/ carers of pupils with SEND sometimes need additional independent support, The local independent advice and support service can be contacted at:

- Information Advice and Support Service for SEND in Northamptonshire: Contact Number: 0300 373 2532 [SEND Information Advice Support Service | North Northamptonshire Council \(northnorthants.gov.uk\)](http://northnorthants.gov.uk)

5.15 Complaints about SEN provision

If a pupil or parent/ carer has any concern relating to SEN provision, we encourage them to talk to the class teacher as soon as possible. Where an issue cannot be resolved in this way, an appointment will be made with the SENDCo.

Complaints about SEN provision in our school should be made to the SENCo or Principal in the first instance. If they cannot resolve the matter, they will direct parents/ carers to the school's complaints procedure.

The parents/ carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. 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

5.16 Arrangements for supporting pupils who are looked after by the Local Authority and have SEN

Pupils who are looked after by the Local Authority have the same rights as all of the pupils in our school, however, we recognise that they may have additional needs due to previous life experience, such as: attachment issues, early neglect, separation and loss, trauma and multiple placement moves. These barriers can affect both educational outcomes and personal, social and emotional development.

Additional barriers, such as placement instability, extended time out of a school setting, unmet needs (emotional, mental and physical) can all have an impact on the progress of a pupil who is looked after by the Local Authority. We therefore ensure we work closely with the pupils' carer, social worker and the virtual school to ensure that the provision being made available is suitable and meets their needs.

Our designated teacher (DT) for looked after pupils is:

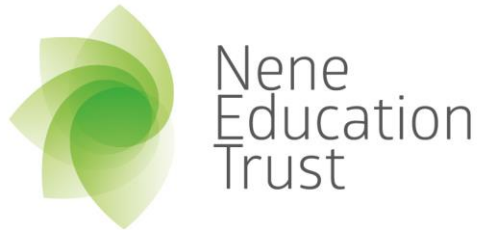
Mrs Fiona Hoskins

pastoral@redwellprimary.co.uk

01933 676040

The responsibilities of our designated teacher include:

- Monitoring the progress of pupils who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities and provision in school
- Ensuring that the pupils who are 'looked after' have access to the appropriate network of support
- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed (six weeks after a pupil has become looked after, at 3 months, and 6 monthly intervals thereafter)
- Ensuring that information concerning the education of pupils who are 'looked after' is transferred between agencies and individuals
- Preparing a report on the pupil's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- Liaising with the pupil's social worker to ensure that there is effective communication at all times



- Celebrating the pupil's successes and acknowledge the progress they are making.

Our school works closely with North Northamptonshire's Virtual School which promotes the educational needs of Looked After Pupils and monitors admissions, PEP completion, attendance & exclusions.

5.17 The local authority local offer

Our contribution to the local offer is:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/schools-and-education-providers/1393-redwell-primary-school>

Our local authority local offer is published here: [Local Offer | North Northamptonshire Council \(northnorthants.gov.uk\)](https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/schools-and-education-providers/1393-redwell-primary-school)

6. Links with other policies and documents

This policy links to our policies on:

- Accessibility statement and accessibility plan
- Equality information and objectives
- Learning and Teaching 22-23
- (Post) Looked After Children Policy
- Relationships (behaviour) Policy
- Supporting pupils with medical conditions

In conjunction, these policies set our approach to:

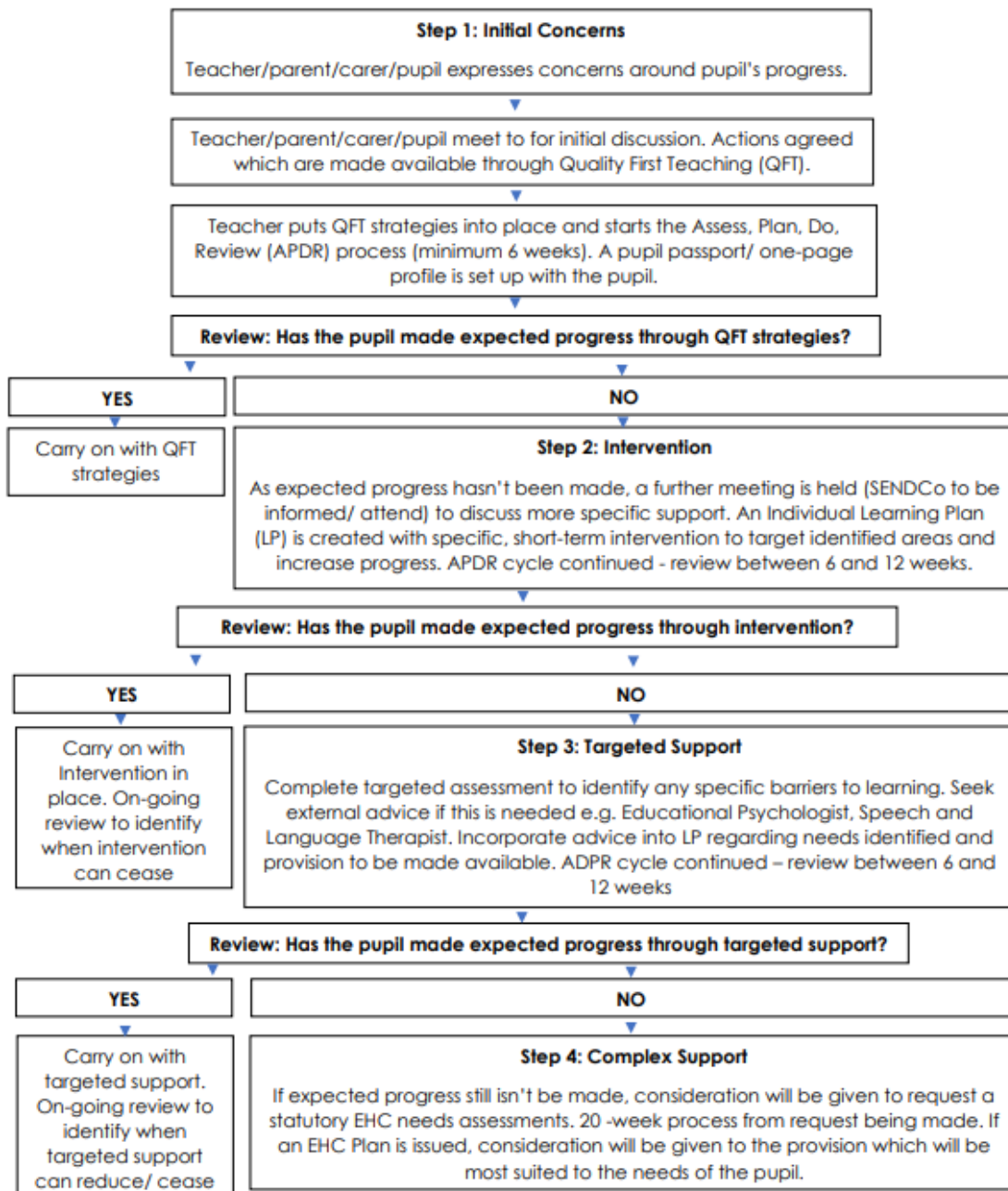
- Assessing and review the progress of pupils with SEND;
- Teaching pupils with SEND;
- Adapting the curriculum and learning environment for pupils with SEND;
- Making decisions on additional support in relation to pupils with SEND;
- Ensuring inclusion of pupils with SEND with children without such needs across all school activities;
- Supporting the emotional, social and mental development of pupils with SEND;
and

Evaluating the effectiveness of our provision for our pupils with SEND.

Appendix 1 – SEN Graduated response flowchart



SEND Graduated Response Flowchart



**All stages to be co-produced including parents/pupil/school and external professionals as appropriate.*

Appendix 2 – Assess, plan, do, review on-going cycle

