



Rawmarsh Ryecroft Infant School

SEND Policy

Reviewed: March 2026

Next Review Due: March 2027

At Ryecroft Infant School we are committed to support each and every pupil fulfil their potential. All pupils may have special needs at different times and therefore a wide variety of strategies must be used to meet the needs as they arise.

This policy will ensure that our school will meet the needs of all pupils, including those with Special educational needs and disabilities. This policy is written considering the relevant documentation including; The Disabilities and Equalities Act 2010, Children and Families Act 2014 and The SEND Code of Practice; 0 to 25 2014. It will ensure that pupil's with SEND are not discriminated against. This policy will used to ensure that the funding has been assigned for SEND, including staffing, is clearly identified and used effectively for it intended purpose. It should also work alongside our schools other policies, including those for Safeguarding and Child Protection, Equality and Inclusion and Behaviour.

Objectives

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's Special Educational Needs.
- To enable all children to have full access to all elements of the school curriculum.
- To ensure that parents are able to play their part in supporting their child's education.
- To ensure that our children have a voice in this process.
- To promote the self-worth and self-esteem of all who learn and work within our community.

Roles and Responsibilities

The Governing Body has due regard to SEND legislation when carrying out its duties towards all pupils with special educational needs.

The designated SEND Governor is Mrs J Tate. The SEND Governor ensures that all governors are aware of the schools SEND provision, including the deployment of funding, equipment and personnel.

The Head teacher Mrs K Blythe takes overall responsibility for special needs provision throughout school. The Head teacher will allocate funds, staff and resources to ensure that the policy is effectively implemented.

In our school the SENDCO/Inclusion Manager is Mrs M Wright (or Mrs K Blythe in her absence)

She will;

- Manage the day to day operation of the policy
- Co-ordinate the provision for and manage the responses to children's special needs
- Support colleagues
- Oversee the records of all children with special educational needs
- Act as the link with parents
- Act as the link with external/ support agencies
- Monitor and evaluate the special educational needs provision and report to the governing body.
- Manage a range of resources, human and material, to enable appropriate provision for children with special educational needs.
- Contribute to the professional development of all staff.

Class Teachers will work in partnership with the SENDCO for early identification, assessment and provision for pupils with SEND.

Teaching Assistants/Support Staff work in collaboration with the classroom teacher and SENDCO in the identification, assessment and provision for pupils with SEND.

Some SEN Administration support may be provided by a Teaching Assistant with specialist knowledge of the SEN process.

Admission arrangements

Additional admission arrangements may apply to children with SEN. Please see our Admissions Policy. These are flexible and designed to meet individual pupil need if required.

Facilities for pupils with SEND

In response to the Disability Act 2001, the governing body, alongside the LA, has formulated an action plan for reviewing how the school can be made more accessible for disabled children. It is supported in this by the school's Building Services Manager.

Indicators

There are many indicators that may suggest a pupil has SEND needs. Throughout quality first teaching, including summative and formative assessment indicators include lack of progress, concerns raised by Class teachers or SLT at Pupil Progress Meetings, outcomes, end of Foundation Stage data, Year 1 phonic screen, assessment data, school tracking and assessment information, transfer information from other settings, lesson observations, behaviour, and information from parents/carers.

Identification, Assessment and Provision

Some children will enter school already having been identified as having SEND, the Headteacher and SENDCO will work in partnership with feeder settings to ensure a smooth transition for these pupils with an effective planned programme of support.

The school will support pupils with SEND both formally and informally. Once a child has been identified as having SEND their name will be placed on the school's SEN register at, either SEND Informal Support, SEND Formal Support (code K) or Education Health and Care Plan (EHC).

Once a child has been identified at SEND Formal Support, appropriate action is taken. Specific individual support will be planned and provided. This may include additional individual or small group work, following a specific programme or intervention. At this stage school will work in multi-agency partnership with a range of professionals to meet the child's needs effectively. An SEND Gateway to Learning Plan will be written and implemented.

Allocation of resources for pupils with SEND

The Head teacher/SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school. This includes the allocation of human resources, such as teaching assistants. The Head teacher informs the governing body of how the funding allocated to support special educational needs/ disabilities has been deployed and determines the use of any funding directly related to Education, Health and Care Plans. The SENDCO/ Head teacher draws up an action plan which feeds into the school's Developing Excellence Plan, as appropriate, identifying resource needs for the coming school year.

Access to the Curriculum

In line with the schools Inclusion Policy, our curriculum ensures that all children receive their entitlement to a broad, balanced, relevant, scaffolded curriculum. To enable children to access the curriculum we may introduce specific programs through liaison with outside agencies, for example Speech and Language Therapy service (SALT), Rotherham School Effectiveness Service (ROSIS), and School Inclusion Team (SIT) which includes the Autism Communication Team (ACT), Hearing Impairment Service (HI), the Aspire Behaviour Outreach Service, and the Educational Psychologist.

A flexible approach will be used to maximise learning opportunities, involving a variety of forms of intervention, such as in-class support, short term individual or small group withdrawal.

Evaluating the success of provision for pupils with SEND

The SENDCO monitors the movement of children within the SEND system in school. The SENDCO provides staff and governors with summaries of the impact of the policy on the practice of the school. The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDCO and SEND Governor have regular contact to ensure provision for SEND pupils is at the highest standard.

Continuous Professional Development

At Rawmarsh Ryecroft Infant School all staff are committed to continual development of skills and knowledge to meet each pupils needs. INSET days will be identified in the Developing Excellence Plan and through training given to all staff in specific areas as required. All new staff will receive SEND Induction training. Any bespoke and individual training needs will be identified and addressed as necessary. The SENDCO attends LA training/ SENDCO Network meetings termly. The school works closely with the SENDCO, Head teacher and other staff from Rosehill Junior School to ensure smooth transition when children leave KS1 at Rawmarsh Ryecroft and continue their education into KS2 and beyond.

Collaborative Partnerships

Partnership with Parents

The school works closely with parents in support of those children with special educational needs and disabilities. We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for children with special educational needs and disabilities. The SENDCO will keep in regular contact with parents of any pupils who are being monitored and referred to wider services. As reports from external professionals are received the SENDCO will invite parents and carers in to discuss the reports and what support will be put in place to further support the child's development. We share the process of decision making/target setting by providing clear information relating to the education of children with special educational needs, any relevant paper work is shared with parents and carers, including Gateway to Learning Plans and EHCP target setting and reviews at least three times a year. Parents and carers are invited to EHCP annual reviews each year, and this information is submitted to the LA. The school will raise parental awareness of the support that is available to them, from the LA, Rotherham SEND Information Advice and Support Service (SENDIASS) and other voluntary bodies.

Other schools and provision

Close contact will be maintained with feeder schools/ settings, i.e., Rawmarsh Children's Centre, Rosehill Victoria Park Playgroup, Granby House, Fenwood House Day Nursery, Rosehill Junior School and other cluster schools.

Other agencies

The school is committed to multi-agency working and will foster appropriate links to meet the needs of all children. The SENDCO will ask for support from wider professionals to assess and support each pupils needs.