



**Rivington Foundation Primary School**  
**SEND Policy 2024-2025**

*Growing Together: Living Life to its Fullest;  
 Making a Difference Along the Way*

<b>Policy Title:</b>	<b>SEND Policy</b>				<b>Date Written:</b>	<b>01.10.2025</b>			
<b>Written by:</b>	<b>Heather Whittaker</b>				<b>New/revised:</b>	<b>Revised</b>			
<b>Stakeholders consulted in the policy</b>	Governors	SLT	Teaching Staff	Support Staff	Admin Staff	Parents/Carers	Pupils	Local Community	Extended Services
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## Our Vision:

**'Living Life to its Fullest; Making a Difference Along the Way'**

### What this will look like at Rivington:

- **Working to increase wisdom, knowledge and skills:** nurturing academic habits and skills, emotional intelligence and creativity across the whole range of Rivington School subjects.
- **Working to expand hope and aspiration:** opening up horizons of hope and aspiration, and guiding Rivington pupils into ways of fulfilling them.
- **Working to build a community who care and live well together:** Rivington has a core focus on relationships, participation in communities and institutions providing pupils with the qualities of character that enable people to flourish together.
- **Working to promote dignity and respect:** Human dignity, the ultimate worth of each person, is central to good education and therefore to Rivington.

## Moto:

**Only My Best Will Do!**

## Mission Statement:

'Creating a strong and safe school centred on and invested in Excellent Teachers who lead and deliver life transforming learning for all.'

## Values:

**Pride:** 'Team Rivi' values excellence in all that we do. We think and act as our own best selves.

**Intrepidness:** 'Team Rivi' does not give up. We look back in history to prepare ourselves for the future.

**No Limit:** 'Team Rivi' focuses on progress and we do whatever it takes to achieve our goals. We push ourselves beyond what we think is possible.

**'Wear your PIN with Pride'**

## School Rules:

- **Be Respectful**
- **Be Responsible**
- **Be Safe**

## Our School Themes:

- **Autumn 1: 'Our Lives, Our Family'**
- **Autumn 2: 'Our Community'**
  - **Spring 1: 'Our World'**
  - **Spring 2: 'Our Passions'**
- **Summer 1: 'Our Global Village'**
- **Summer 2: 'Our Future'.**



Rivington Foundation Primary School has a named qualified SENCo, Heather Whittaker, who has a National Award for SEND Qualification. This policy 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 children 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 coordinator (SENCO) and the SEN information report

Our Special Educational Needs & Disabilities policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

Here it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014):

- Communication and interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or Physical

### **What are Special Educational Needs and Disabilities?**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Code of Practice 2014

This SEND policy details how at Rivington Foundation Primary School, we will do everything within our power to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to participate in all school activities together with their peers.

### **Aims and objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child so that they can achieve their maximum learning potential and engage in activities alongside pupils who do not have SEND.
- to ensure that all children have the opportunity to develop their basic skills of English and Maths to the fullest extent that they are able.
- to request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership.
- to make clear the expectations of all partners in the process.
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- to identify the roles and responsibilities of all staff in providing for children's special educational needs.
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- to work in co-operation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations

- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.

## Roles and Responsibilities

### The role of the SENCO

The Special Educational Needs Co-ordinator's [SENCo] responsibilities include:

- Work with the headteacher and SEN governor 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 coordination of specific provision made to support individual children with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children 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 children's 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 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 children with SEN up to date
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support for a robust transition is provided for Y6 pupils.
- Liaise with the Pastoral Leader.
- Disseminate good practice in inclusion across the school.

### The SEND Governor

The SEN governor The SEN governor will:

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

### The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor 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

### Class Teachers

Each class teacher is responsible for:

- The progress and development of every child in their class
- 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 child's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## Monitoring Children's Progress

In order to help children with special educational needs, Rivington Foundation Primary School will adopt a graduated response. This may see us using specialist expertise, if as a school, we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of Provision Maps and Support Plans. The SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the Local Authority with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted and specific intervention put in place and monitored. If no progress is noted the child may be added to the school SEND register with parental permission.

The class teacher after discussion with the SENCO will provide interventions that are additional to those highlighted as part of the school's differentiated curriculum. The child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class.

## Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning during the review process or during pupil voice
- share in individual target setting across the curriculum
- self-review their progress and set new targets
- direct them to the schools and LA's Local Offer web page for extended support awareness

## Our Graduated Approach

At Rivington, we are meeting the different types and levels of needs of children and young people with SEN through the use of a 'Graduated Approach'. Where a child or young person is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place through the use of a Graduated Approach.

The Universal level, within the graduated approach describes the support that is available to all Lancashire children and young people, including those with and without SEN. At the Universal Level, identified with the Graduated Approach, needs are met through Quality First Teaching and Learning, along with universal health and care services that are available to all children and young people (e.g. GPs, dentists etc.).

Universal services such as Quality First Teaching are provided to all children and young people, and continue to be provided to children and young people with SEN who are also receiving additional support through other levels of the Graduated Approach. This means that all teachers are teachers of children and young people with special educational needs.

Support for children and young people at both Universal and SEN Support level is tailored to the needs of the individual child or young person, and provided through a variety of means, for example: assistive technology, individual or small group teaching, or in-class support.

In some contexts, children and young people's needs will be more complex, and the Graduated Approach describes additional support to meet these needs. When external agency evidence from specialists, such as Educational Psychologists, Specialist teachers and Speech and Language Therapists suggests that children and young people may require additional support over and above the 'SEN Support' level provided by the educational setting, we conduct an Education, Health and Care needs assessment to determine what further support they may need. If, following assessment, it is found that a child or young person will require provision in accordance with an Education, Health and Care (EHC) Plan, an EHC Plan will be written.

Funding for SEN provision is from three sources (“elements”)

Element 1 Schools get money for each pupil, based on actual pupil numbers. This is called the Age Weighted Pupil Unit (AWPU) and it is part of schools’ delegated funding. Some of this money is for general SEN provision. This might, for example, include the cost of providing the Special Educational Needs and Disability Coordinator (SENDCo) and some other resources.

## **Element 2**

Element 2 funding is SEN-specific, and is to provide SEN support for children who need it. This is support that is additional to or different from the support that most other children get. This is called a 'Notional SEND Budget'. It is called 'notional' because no-one tells setting exactly how they should spend this money - they can spend it in the way they think is best. But schools have a duty to identify, assess and make special educational provision for all children with SEND; The Education Funding Agency provides this funding for academies and free schools. Element 2 funding is also part of schools’ delegated budget. Government guidance says schools should provide up to the first £6,000 (on top of the AWPU) of additional or different support for those children who need it, including those with an Education, Health and Care Plan (EHCP). This does not mean that the school will spend £6,000 on every child with SEN. Sometimes schools use funds to help groups of children. Some children will need less help – and some children may need more.

## **Element 3**

Where a school has children needing very expensive provision which might absorb a lot of the SEN support funding, the school can request additional funding. The local authority is responsible for managing Element 3 funding (sometimes called the ‘high needs block’), which can be used to make specific provision for an individual child or a group of children, if the school or academy can show it is necessary.

The law says that the local authority must find out via an EHC needs assessment whether an EHC plan is needed when a child or young person may have SEND that may need the local authority to secure provision.

The majority of children and young people with SEND will have their needs met through additional SEN support within mainstream provision.

A very small proportion will require specialist provision. This would only be agreed as part of a multi-agency decision-making process which assesses evidence (including Lancashire specialist external agency advice) of the child or young person’s need and decides that the child or young person requires specialist educational provision to be made in accordance with an EHC Plan and such provision is only achievable in a specialist setting.

The SEND Code of Practice: 0-25 years states that, where a child or young person has SEN but does not have an EHC plan, they must be educated in a mainstream setting except in specific circumstances (e.g. attending a special school established in a hospital etc.).

The Graduated Approach is provided in this document as a series of tables which: -

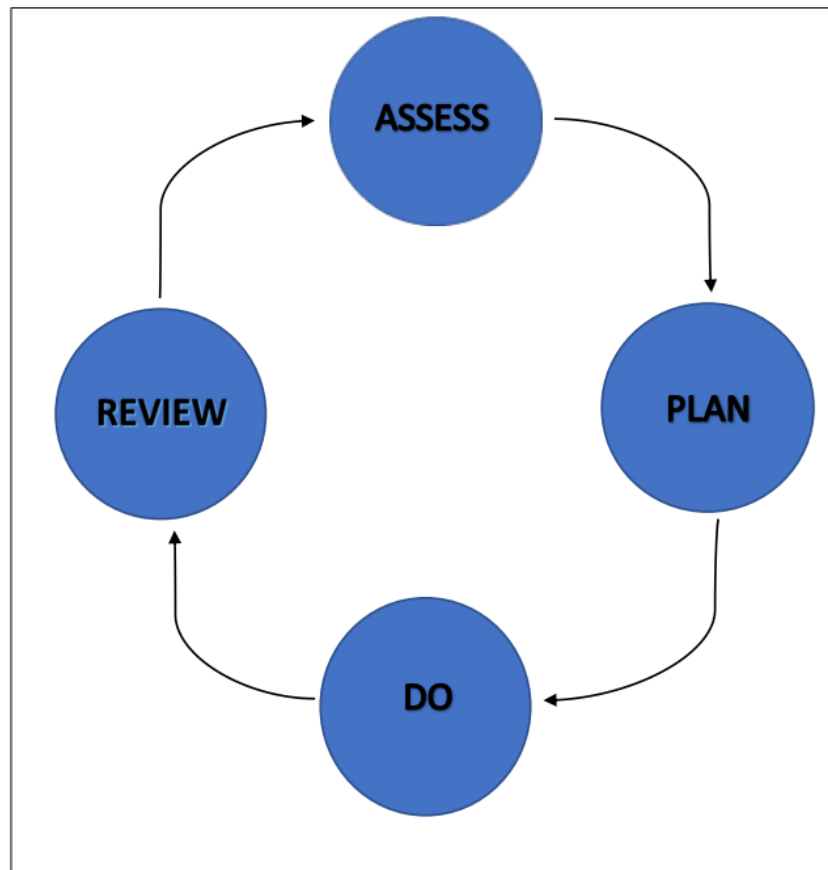
- provides educational settings with advice on identifying different types and levels of need within the Continuum of Need for SEN through the use of ‘impact on learning’ or barriers to learning that would/could be observed by staff within the educational setting.

- describe the actions that professionals within educational settings could make to take to meet the needs of children and young people with SEN. This includes information and guidance relating to communicating with families and next steps, strategies to be implemented and the evidence that should be recorded.

The tables are organised via the broad areas of need outlined by the Department for Education in The SEND Code of Practice: 0-25 years, with some broad areas further split to provide more detailed information on specialist strategies.

For each area of need, there are individual tables for the different levels within the Lancashire Continuum of Need for SEND (**Universal SEND Support, Targeted SEND Support and Specialist SEND Support**).

By using the Graduated Approach, we expect reasonable adjustments to be made to ensure that the majority of children and young people with SEN are able to access and have their needs met within mainstream provision, so that they enjoy the same opportunities as their peers wherever possible and are fully included within their communities. This document is intended to provide assistance for educational settings in supporting children and young people with SEND, and recognises that children and young people's needs must be considered individually. It is not to be viewed as a blanket policy.



## Principles of the Graduated Approach

### Assess Plan Do Review

#### Principles of the Graduated Approach

The principles identified below will be adopted at all stages of the Graduated Approach, not just for children and young people who are currently undergoing EHC needs assessments or have an EHC Plan in place.

**Assess, Plan, Do and Review** - According to The SEND Code of Practice: 0- 25 years (Sep 2014), supporting children and young people with SEND via the Graduated Approach and includes the use of a four-part cycle of 'Assess, Plan, Do and Review'.

Through this cycle, earlier decisions and actions are **revisited, refined and revised** with a growing understanding of the child or young person's needs and what supports the child or young person in making good progress and securing good outcomes.

An effective Graduated Approach draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to an individual child or young person's needs. The following paragraphs provide a brief overview of the general principles for each stage of this cycle, based on The SEND Code of Practice: 0-25 years (Sep 2014):



**Assess** – a clear and detailed assessment of the child or young person’s needs should be carried out by those teaching and supporting the child or young person – this includes the early years key person, the class teacher(s) in conjunction with the SENCO or additional learning support team within school (nurture lead etc.). This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child or young person’s progress, more specialist assessment may be called for from specialist teachers or from health, social care or other agencies beyond the setting. In some cases, outside professionals from health or social care may already be involved with the child. These professionals will liaise with school to help inform the assessments. Parents and carers are informed at this stage within the Graduated Approach and their permission regarding external agency involvement gained before we proceed further. Where relevant professionals are not already working with the school, staff from Rivington will make referrals to them (if parental/carer consent is agreed.)

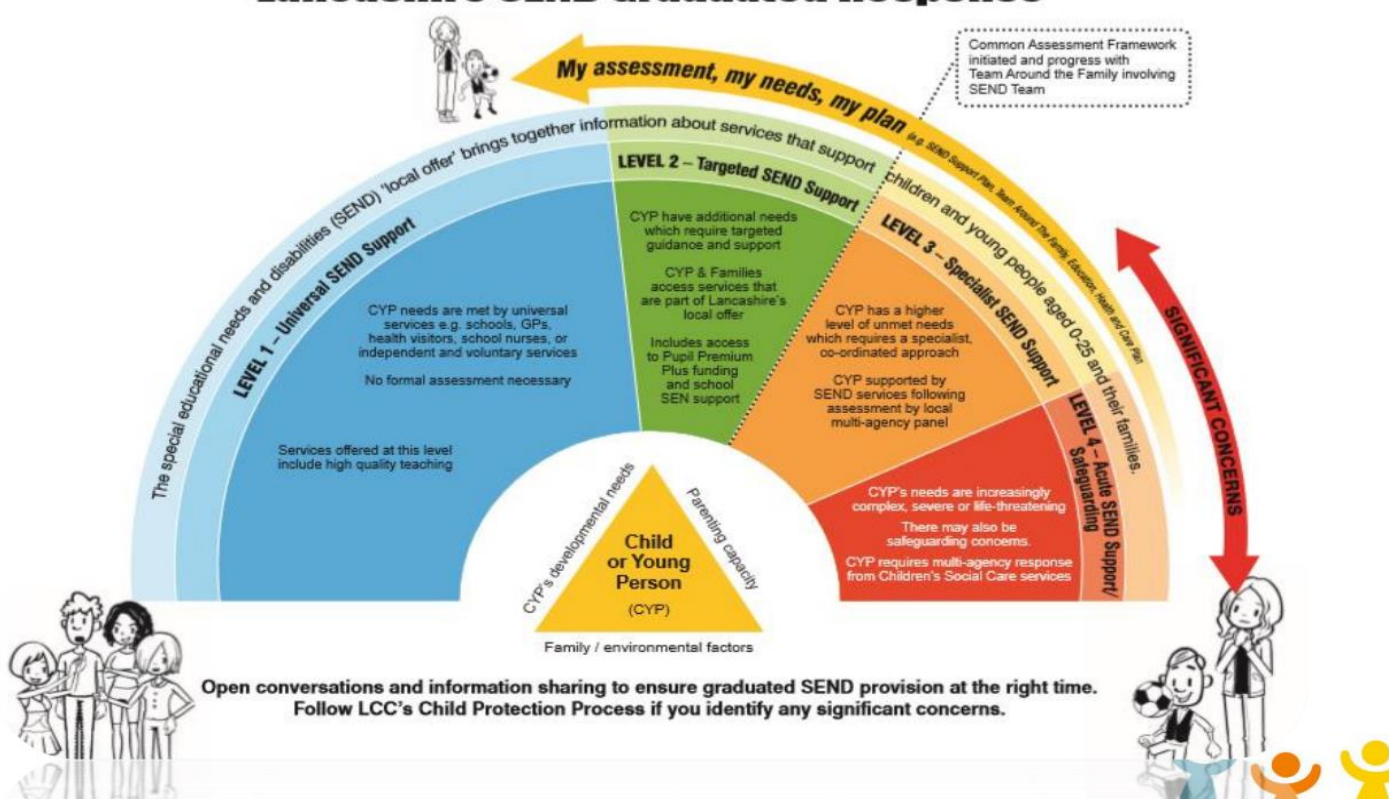
**Plan** – Professionals within our school (early years key person, the class teacher(s) in conjunction with the SENCO or additional learning support team- nurture) work collaboratively with the child or young person and their parents to agree the outcomes, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the child or young person, based on reliable evidence of their effectiveness. Any related staff development needs will also be identified and addressed.

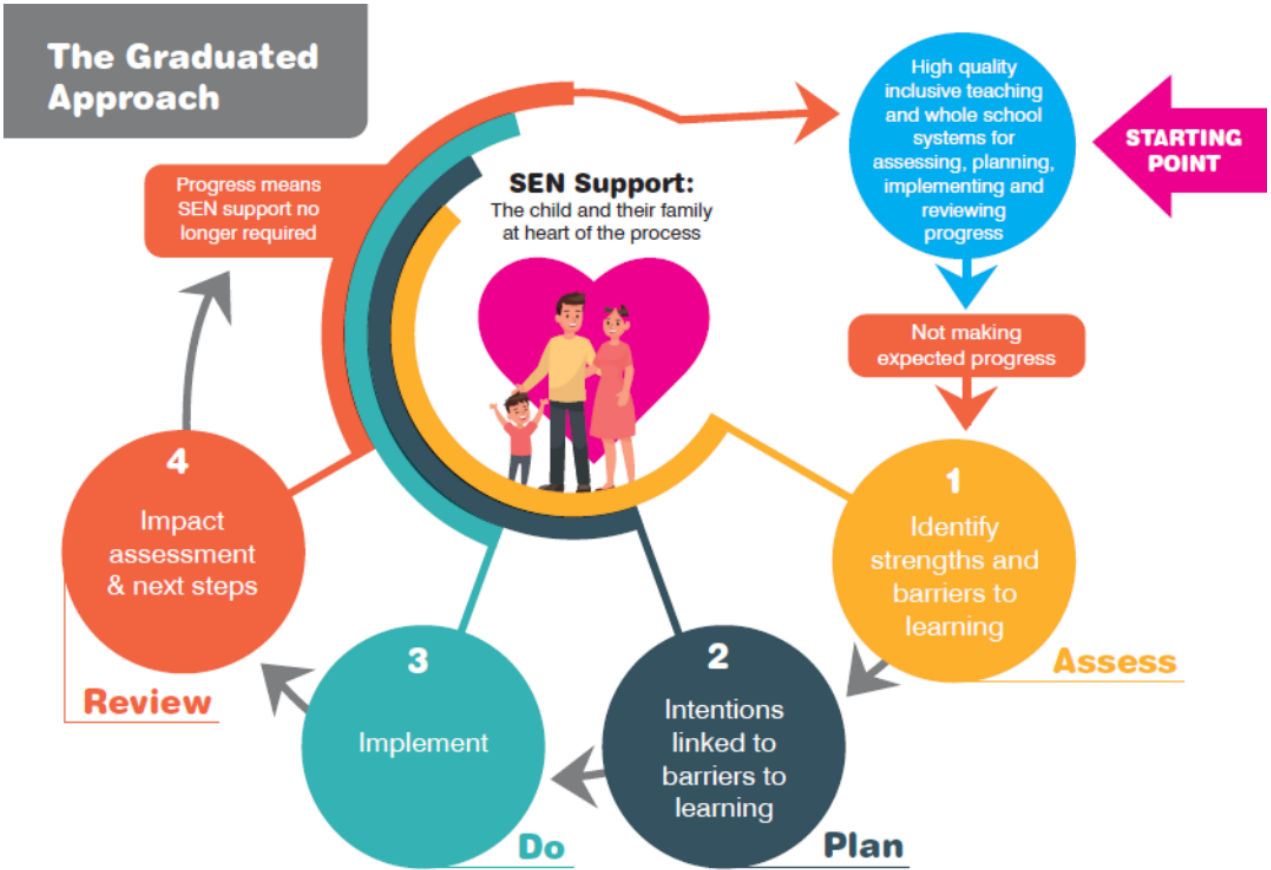
**Do** - The class teacher remains responsible for working with the child or young person on a daily basis (even where interventions involve group or one-to-one teaching). The SENCO/additional learning support team (nurture) will support the class teacher in the further assessment of the child or young person’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

**Review** - The effectiveness of the support and interventions, and their impact on the child’s progress, will be reviewed regularly and in line with any agreed dates. The child views will be established and taken into account during the evaluation of the quality and impact of the support provided. Professionals within our school will revise the support in light of the child or young person’s progress and development, and decide on any changes to the support and outcomes in consultation with the child and their parent(s).

We will revisit this cycle of action, and refine and revise our decisions about support as we gain a richer understanding of the child or young person and what is most effective in helping them secure good outcomes. Support for all children with SEND will be kept under review, regardless of whether or not the child or young person has an EHC Plan.

## Lancashire SEND Graduated Response





- Has communication and / or interaction difficulties and continues to make little or no progress.

SEND Initial Plan				
<p>Children with an Initial Plan have identified interventions and resources to help them access the curriculum and make progress.</p> <p>These interventions are identified and reviewed at least termly or as required through assessment on the provision map.</p> <p>Parental consent is sought and provision is shared with the parents.</p>	<th data-bbox="730 1144 1106 1218">SEND Support Plan</th> <td data-bbox="1029 1160 1511 1946"> <th data-bbox="1029 1218 1511 1339">SEND Enhanced Provision/EHC</th> </td>	SEND Support Plan	<th data-bbox="1029 1218 1511 1339">SEND Enhanced Provision/EHC</th>	SEND Enhanced Provision/EHC
	<p>Children with a SEND Support Plan have appropriate interventions and tailored provision to help them access the curriculum and make progress.</p> <p>These children are known to outside agencies who provide reports and advice.</p> <p>The Support Plan identifies the provision for the child, child views/aspirations and targets for the child.</p> <p>The Support Plan is reviewed termly by the class teacher and SENCo.</p> <p>This Support Plan is also shared termly with parents where their parental views are obtained.</p>	<p>Children with top up funding, have a Provision Agreement that outline targets which are reviewed annually. A detailed provision review outlines the child's progress against the areas of need and identified targets agreed by the SEND Additional Needs Team. Parents and outside agencies are invited to these reviews and next steps are planned for.</p> <p>An Education, Health and Care Plan (EHCP) is for children with complex special educational needs and disabilities. It is a person-centred plan that puts the child at the centre of the assessment and planning process. EHC plans identify education, health and social needs and set out the additional support to meet those needs. It is available from birth to age 25.</p>		

### How learning is assessed and reviewed

It may be that some children are not attaining at the same rate as the other children at the end of key stages. In this case, we use Pre-Key Stage Standards to track their progress or the Engagement Model.

For those children who are working below the standard of the national curriculum and are not engaged in subject-specific study, we follow *The Engagement Model*. This is a pupil-centred approach which allows teachers to make valuable assessments of children to identify areas they need further support in, as well as identifying areas of strength. The engagement model values all sources of knowledge and information provided by those working with our children including school staff, multi-agency professionals and parents/carers. It recognises there is a complex interaction between pupils' physical, sensory, communication and learning disabilities that affects how they progress. The engagement model looks specifically at how students engage with their learning in five different areas:

- **Initiation:** building independence
- **Persistence:** determination to succeed
- **Exploration:** showing curiosity
- **Anticipation:** prediction of events
- **Realisation:** light bulb moments

Pupils' progress and development is regularly assessed throughout the school year which enables a continuous cycle of 'assess, plan, do and review' to take place. We look at how well pupils are engaged in developing new skills, knowledge and concepts, how effective our provision is in empowering pupils to progress against the agreed outcomes in their EHC plans and how effectively pupils are progressing across the 4 areas of need of the SEND code of practice (communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs).

## Budget

SEND funding includes:

- Funding from main school budget for children receiving SEND Support – up to 15 hours support.
- LA funding associated with individual pupils including EHC plans and SEND Support who have a Provision Agreement and more than 15 hours support per week.
- Any other funds in control of the school allocated for the support of pupils with SEND

(Funding arrangements may vary if child is from LA different to Lancashire)

## Education, Health and Care Plan

If a child's level of need is of a high and/or complex level, school and/or parents/carers may decide to apply for an Education, Health and Care Plan Needs Assessment (EHCP). This means the child will have been identified by the class teacher/SENCO and a range of external agencies as needing a sustained intensive level of input that warrants further statutory assessment.

- The school and/ or parents/ carers can request that the Local Authority carry out a statutory assessment of a child's needs. This is a legal process and you can find more details about this from the Lancashire Local Offer website.
- After the reports have all been compiled, the Local Authority will decide if a child's needs meet the criteria for statutory assessment. They also consider if a child needs more specific support in school in order to make good progress. If this is the case the Local Authority will write an Education Health Care Plan. If this is not the case, they will ask us to continue with the support at a school level. The plan will outline the child's needs and outline specific outcomes and the multi-agency support needed to meet the outcomes.
- The EHCP will be reviewed annually. If this procedure was necessary for a child, meetings would take place between parents/carers, school, external agencies and the Local Authority.

## Transitional support

All children on the SEND register will have transition support from one class to another. When a transition is from one key stage to another, additional support is provided. Staff liaise closely with each other to ensure that hand over is thorough and that provision is in place to support each child's need in a new classroom. This is in line with our ethos and offer for all children; however, SEND children are identified for tailored pastoral support to ensure all children with additional needs receive a robust transition. Key stage transition is supported, where

necessary, with additional support, if deemed necessary, from external agencies to ensure children are aware of expectations and can understand and cope with new routines and changes.

### **Partnership with parents/carers**

The school aims to work in partnership with parents and carers. We do so by:

- keeping parents and carers informed
- informing them of any related decision-making process about SEND provision
- valuing the importance of an open-door policy and consistency in approaches to SEND between home and school
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of IASS.
- direct them to the school's information report and LA's Local Offer web page for extended support awareness

### **The role of the Governing Body**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

Rivington Foundation Primary School's named SEND Governor is Claire Hitchen.

The Governing Body has a specific responsibility to ensure processes are in place.

The Governing Body:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that pupils' needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

In doing so, Governors will have regard to the SEND Code of Practice and the Disability Rights Code of Practice for schools. Governors will report to parents annually on the implementation of their SEN policy.

## **Admissions Policy**

The agreed admissions policy of the Governors makes no distinction regarding pupils with special educational needs. The aim of the school is to meet the needs of all children registered by parents to attend Rivington Foundation Primary School. In the case of a pupil with an EHCP, the SEN co-ordinator will work closely with the LA named officer to decide the most appropriate provision for that pupil.

## **Complaints Procedures**

If a parent is concerned about the provision allocated to their child, teachers are available to listen to them and to negotiate a solution. Any further complaint should be addressed to the Headteacher and the governing body for more detailed discussion. Unresolved issues may be taken to a grievance panel set up by the LA.

These panels include an independent element and are designed to bring together the different parties in an informal way to seek to resolve the disagreement through discussion. Using this service is voluntary and does not affect the parents' right to appeal to the SEND tribunal.