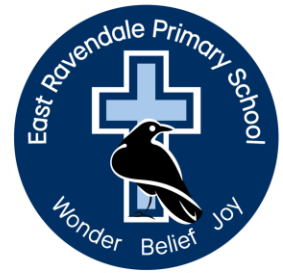


East Ravendale Church of England Primary School
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Email: enquiries@eastravendale.laat.co.uk

Telephone: 01472 825999

Headteacher: Becky Farr



East Ravendale Church Of England Primary School

Send Policy

“I can do all things through God who strengthens me.” Philippians 4:13

At East Ravendale, we strive to develop independent, self-motivated and inquisitive learners of all ages. We celebrate our uniqueness and value all as God’s children. We aim to give all members of our community opportunities to succeed, now and in the future, knowing they are safe and valued.

Our vision is underpinned by our core values of wonder, belief and joy.

Policy Owner : East Ravendale Church of England Primary School

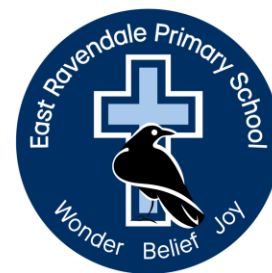
Policy Date : January 2026

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Our school vision guides all aspects of this policy: At East Ravendale, **we strive to develop independent, self-motivated and inquisitive learners, valuing all as God's children**. Our core values of wonder, belief and joy shape how we prevent, respond to and educate about bullying. **'I can do all things through God who strengthens me' (Philippians)**.

At East Ravendale, our approach to supporting pupils with Special Educational Needs and Disabilities (SEND) is rooted in our school vision. We are committed to nurturing independent, self-motivated and inquisitive learners, recognising and valuing every child as one of God's children. Our learning community is built upon the values of **wonder, belief and joy**, which guide how we identify needs, provide support, and celebrate the unique strengths and potential of every pupil.

We believe that all children can flourish when they are given the right opportunities, encouragement and care. Inspired by the words from Philippians, *"I can do all things through God who strengthens me,"* we seek to empower every learner—especially those with additional needs—to develop confidence, resilience and a strong sense of self-worth. This belief underpins our commitment to high-quality, inclusive teaching and to working in partnership with families and specialist services.

Our SEND Policy sets out how we strive to ensure that all pupils experience a supportive, ambitious and joyful education, enabling them to thrive both academically and personally within our Christian learning environment.

Aims and Ethos of the School

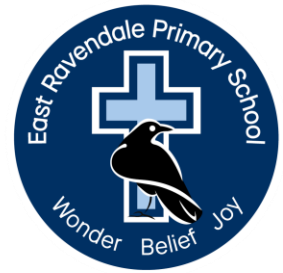
East Ravendale Church of England Primary is driven by a powerful ethos that aspires to treat everyone inclusively and recognises the importance of a holistic approach to education. As well as continuing to build a strong school and deliver a first-class education, it is also our desire to build an interconnected community, recognising that educational needs do not exist in isolation from the needs of the whole person.

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At East Ravendale Church of England Primary we aim to:

- Create a happy, stimulating, caring learning environment where risk taking and challenge is encouraged.
- Awaken and nurture a love of learning that will last a lifetime and provide everyone with the skills to pursue that learning independently and collaboratively.
- Enable everyone to reach the highest standard of which they are capable, academically and in other fields such as sport, arts and culture.
- Encourage all learners to develop their own interests, passions, enthusiasms, creativity and individuality.
- Help learners to understand and care about the world in which they live, and to believe in their ability and responsibility to change that world to make it better.
- Empower learners to develop a strong sense of right and wrong, good and bad, equality and justice. Give them the inner strength to act according to these values.
- Provide learners with the skills and understanding to live a healthy, successful life, physically, emotionally and spiritually.
- Foster respect, tolerance and love for others, regardless of race, gender, religion or difference within a framework of equality of opportunity and fairness.
- Help learners to appreciate human achievements and aspirations and to believe in their own potential to attain great things.
- Promote a feeling of pride and confidence in learners' identities, as individuals, as members of our school, as part of the local community and as citizens of the world.

Support for children with Special Educational Needs and Disabilities is one of the school's top priorities. It is crucial that those children who have difficulties in the following four broad areas:

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

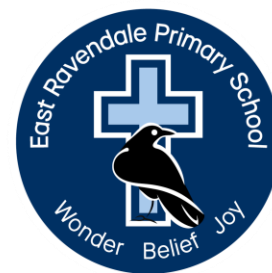
make good progress, achieve their best and become confident individuals who feel happy and secure in school. It is important that the school works closely with parents, guardians and children to ensure the needs of all individuals are met.

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Our Special Educational Needs and Disability Policy reflects the current SEND Code of Practice (2014).

Legal Requirements and Responsibilities

This policy complies with the statutory requirements laid out in the **Special Educational Needs and Disability Code of Practice 0-25 (amended January 2015) DfE**, which requires all schools to 'have regard to the Code of Practice'. It should be read in conjunction with the SEND Information Report published on the school website.

The policy has been written with reference to the following guidance and documents:

Children and Families Act 2014 Part 3: Children and young people in England with special educational needs or disabilities

Equality Act 2010: the School has a statutory duty not to directly or indirectly discriminate against disabled children and young people and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the school must have an 'anticipatory duty' towards disability.

Equality Act 2010: Advice for Schools (DfE February 2013): non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.

Working Together to Safeguard Children (2018): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children

Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission

Supporting pupils at school with medical conditions (2015) (updated August 2017): statutory guidance from the Department for Education

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

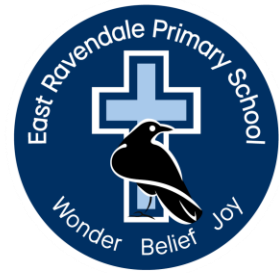
This policy has been written in light of our Safeguarding Policy, has direct links and should be read in conjunction with our Policies on Behaviour (Positive Relationships), Anti-bullying and Medical; and the school's SEND Information Report, as required by the Special Educational Needs and Disability Regulations (Schedule 1 Regulation 51) and is published on our school website.

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The SEND Policy will be reviewed every three years, in line with DfE requirements. However, if there are significant changes to context or personnel, this will be amended sooner. The SEND Information regulations, published on the school website, will be updated annually as required by current legislation.

Policy Principles

East Ravendale Church of England Primary is committed to the following principles:

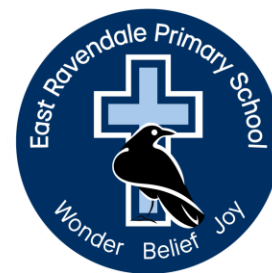
- All pupils are encouraged and supported to be active partners in the decision making about their education. Pupil voice is integral to the development of SEND at East Ravendale Church of England Primary.
- All pupils with SEND must have their needs routinely met by all members of staff
- Early identification and early intervention are essential for ensuring better outcomes for pupils.
- All systems for monitoring and evaluating developments in SEND support improvement in pupil's learning and provide appropriate challenge.
- Parents and carers are offered many opportunities for involvement in the education of their child which a positive impact on the learning and well-being of all children
- All pupils with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment
- All pupils benefit from 'Quality First Teaching': this means that all teachers are expected to assess, plan and teach all children at a level which allows them to progress
- Strong links between the school, parents and outside agencies ensure that the needs of each student are met.
- Effective transition arrangements must be in place from primary to secondary to ensure positive outcomes for the student and their family
- Resources allocated to SEND are effectively used to ensure value for money and the greatest impact.
- **Raising the achievement of pupils with SEND is a whole school responsibility – every teacher, teaching assistant and member of the school has equal responsibility.**

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Policy Objectives

This SEND policy details how our school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs.

To identify the needs of pupils with SEND as early as possible.

This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.

To monitor the progress of all pupils in order to aid the identification of pupils with SEND

Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.

This will be co-ordinated by the SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

To work in partnership with parents/carers to gain a better understanding of their child, and involve them in all stages of their child's education.

This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

To ensure all staff have access to training and advice to support quality differentiated teaching and learning for all pupils.

To create a school environment where pupils can contribute to their own learning.

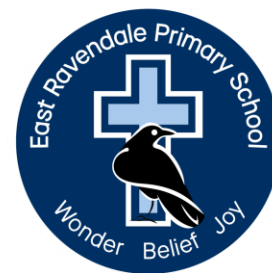
Encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, and a wide range of activities within the school.

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To work with the senior leaders and governors to enable them to fulfil their monitoring role with regard to SEND

To work with outside agencies to gain advice to support the needs of our SEND students

Definition of Special Educational Needs

There are four distinct categories of SEND need as identified within the Code of Practice 2014:

- **Communication and Interaction**
Children and young people may have difficulties in one or more areas of speech, language and communication. They may also include Dyslexia or a physical or sensory impairment such as hearing loss
- **Cognition and Learning**
Children and young people with learning difficulties will learn at a slower pace and may have greater difficulties than their peers in acquiring basic literacy and numeracy skills or in understanding concepts even with a level of appropriate intervention. They may also have difficulties such as speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills
- **Social, emotional and mental health difficulties**
For some children difficulties in emotional and social development can mean that they require additional or different provision in order for them to achieve. Children who have difficulties with their emotional and social development may have immature social skills and find it difficult to make or sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated as well as through challenging disruptive or disturbing behaviours
- **Sensory and/or physical**
There are a wide range of sensory or physical difficulties that may affect children within the school. These may require minor adaptations to the curriculum or the physical environment. These adaptations may be seen as reasonable adjustments under the Equality Act 2010. These sensory impairments may be visual impairments (VI) or hearing impairments (HI)

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The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Children can be identified with having Special Educational Needs for a variety of reasons; these may be long or short term needs and regular monitoring ensures children are correctly placed within the system.

Children have special educational needs if they:

Have a significantly greater difficulty in learning than the majority of children of the same age. **OR**

Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'longterm' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

If a child has SEND it will be necessary for special educational provision to be made for him/her. 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.

In addition, we are required to regard the statutory guidance regarding supporting pupils with medical conditions (DfE 2015).

Our school will make reasonable adjustments to alleviate any substantial disadvantage disabled children face. The school will not discriminate against children with SEND and will seek to involve the child and their parents as fully as possible in any decisions which affect them.

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Individual student's needs will be made known to all who work with them and the school will use its best endeavours to ensure that staff are able to identify and provide for those pupils who have special educational needs and disabilities.

Prioritising this will enable all students to be fully included in the activities of the school so far as is reasonably practical while ensuring that SEND students receive the special educational provision they need.

What is not SEND?

Students must not automatically be regarded as having SEND because of:

- Having English as an Additional Language
- A disability
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Behavioural issues

Identification of Special Educational Needs

The school will assess each child's current levels of attainment and progress with high quality formative assessment as well as effective tools and early assessment materials to identify need. Where a need is identified, the school will consult with the student and parents regarding their wishes and desired outcomes. This should help to determine whether **different or additional** support is required.

Where a child's first language is not English special care is taken to ensure that the identified difficulties do not directly relate to the limitations in their command of the language, and additional help will be sought to identify the needs of the child.

In addition to the current criteria as identified within the Local Authority Local Offer, the school uses a range of information relating to a student's learning. The ways that potential barriers to learning are experienced will vary from child to child.

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At East Ravendale Church of England Primary, when identifying barriers to learning and considering possible additional support, the following criteria are used:

- Available information about children's starting points (at home, in pre-school settings, from other agencies etc.) before they begin Reception Year
- Reception Year baseline assessments made in the early autumn term
- Progress towards the Early Learning Goals during Reception Year
- Year 1 Phonics Screening results
- Continuous Teacher Assessment data and termly levels
- Results of standardised tests
- Specialised SEND assessments such as PhAB2, BPVS, WRAT, WRIT, TOMAL 2
- Formal and informal observations by SENDCo and the Senior Leadership team
- Discussion between staff, parents/carers and students
- Advice from external agencies
- Advice from medical professionals including Occupational Therapy and Speech and Language
- Evidence of impact of previous Quality First Teaching

If a student joins our school having attended a previous school, needs and provision are established through:

- Consultation with parents/carers and information from the previous setting
- Transfer of information meeting with SENDCo of previous setting
- Assessment of current attainment on entry to East Ravendale Church of England Primary

For students who have been identified as having special educational needs and disabilities, the school will adopt a graduated response. This response recognises there is a continuum of special educational needs and invites increasing specialist expertise to advise the school on how to remove the barriers for these students. The school will follow the plan, do, assess, review process to provide for the needs of individual students.

The SENDCo will have responsibility for ensuring that a cohesive record is kept, and shared

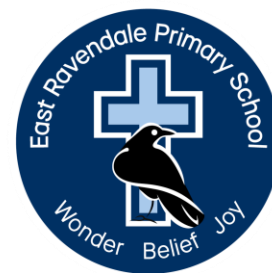
as necessary, for all children identified as having special educational needs. If the school and parents decide to seek an Education, Health and Care plan, the school will use this record to submit the necessary evidence.

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Implementation

At the heart of the work of the school is a continuous cycle of assess, plan, do and review which takes account of the wide range of abilities, aptitudes and interests of our students. The majority of students will learn and progress within these arrangements. Those children whose overall attainment, attainment in specific subjects, or social and emotional difficulties may have a special educational need requiring additional support.



Cycle 1

Quality First Teaching

A student is identified as making inadequate progress. An informal discussion with parents/carers and student will happen to share awareness. The class teacher will monitor progress and record specific Quality First teaching to meet the needs of the student.

SENDCo is made aware of student, and they are placed on the Monitoring register.

Cycle 2

A student has been identified as making inadequate progress following quality first teaching incorporating differentiated/scaffolded work and support in class, where appropriate. A more formal discussion with parents and pupil will be held at this point to make them aware and to share their views. Targets for the student will be agreed at this meeting – with input from SENDCo - and recorded on a Cycle 2 Personalised Learning Plan (Pupil Passport). The class teacher will then carefully monitor progress and attainment within the classroom provision and make regular assessments. The teacher is responsible for then organising inclass interventions in order to pre-teach or consolidate learning – with input and training from SENDCo as appropriate.

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At this stage, the student is placed on the SEND Register at Cycle 2.

Cycle 3 Full SEND Register and Support

When following quality first teaching and in class interventions, a student is still not making adequate progress. Consultation with parents/carers, SENDCo, Class Teacher and student will take place and a more formal Pupil Passport is created in agreement with parents/carers. The plan will identify specific targets related to the needs of the individual. If appropriate a pupil will be monitored through the Small Steps approach, which will help identify specific needs within the child's learning. Additional support from within the school will be given. A meeting at least termly will be held between parents/carers, student, class teacher and SENDCo, where targets are reviewed and new targets discussed and agreed.

The class teacher and SENDCo, following a discussion with parents/carers, will complete a referral to the appropriate agency if more specialist support is required. The school liaises closely with these agencies to provide appropriate intervention strategies. Any reports written by outside agencies are reviewed jointly with parents/carers, at least termly. Referrals are made to outside agencies such as SALT, SAS, Autism Outreach and so on.

Cycle 4 (i)

If not already referred, the class teacher and SENDCo, following a discussion with parents/carers, will complete a referral to the Educational Psychologist if more specialist support is required.

Cycle 4 (ii)

School request for an Education, Health and Care needs assessment:

Where a significant need is identified that cannot be met through school SEND support, the school will speak to parents/carers about requesting an assessment for an Education, Health and Care plan. After discussion with all agencies involved and in partnership with parents/carers, the school will make a request for an EHC needs assessment.

The SENDCo will co-ordinate the meetings and evidence required and submit the request.

Where a request is agreed to, it the responsibility of the school to ensure the provision required by the Education, Health and Care plan is delivered and reviewed.

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Responsibilities for SEND at East Ravendale Church of England Primary

Head teacher

The Head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn. The Head teacher and the school Governors will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDCo). The Head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- Analysis of the whole school pupil progress tracking system
- Monitoring and analysis of whole-school provision mapping for vulnerable Learners as supplied by the SENDCo
- Pupil progress meetings with the SENDCo and individual teachers
- Regular meetings with the SENDCo
- Discussions and consultations with students and parents/carers

Special Educational Needs Coordinator (SENDCo)

The SENDCo will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision mapping for vulnerable learners
- Being a key point of contact with external agencies, especially the local authority and its support services
- Attending relevant SEND meetings to discuss current issues and share resources, expertise and development of any training needs
- Identifying on provision maps a list of pupils with special educational needs – identifying those in receipt of additional SEN support from the school's devolved budget, those in receipt of High Needs funding and those with current statements of Special Educational Need or Education Health and Care plans (EHCPs)
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

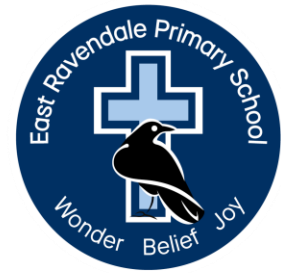
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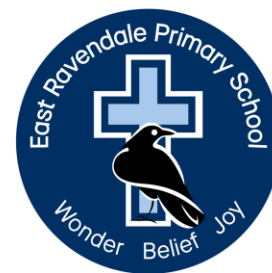
- Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Co-ordinating provision for children with special educational needs
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Liaising with and advising teachers and offering professional support
- Contributing to the in-service training of staff
- Managing other classroom staff involved in supporting vulnerable learners
- Overseeing the records on all children with Special Educational Needs and/or disability
- Implementing a programme of Annual Review for all pupils with a current statement of special educational need or EHCP
- Pursuing referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have an on-going special educational need which will require significant support
- Monitoring the school's system for ensuring that personalised learning plans, where it is agreed they will be useful for student with special educational needs and/or disability, have SMART targets.
- Evaluating regularly the impact and effectiveness of all additional interventions for all students with special educational needs
- Meeting at least termly with each teacher to review and revise learning objectives for all SEND students in their class who are being tracked on the school's provision maps
- Consulting sensitively, on a termly basis, with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views, in conjunction with class teachers, to ensure that SEND students receive appropriate support and high quality teaching
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners and ensure value for money.

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The role of the class teacher

The class teacher is responsible for all the children in the class including those with SEND. In relation to pupils with SEND, the teacher will:

- assess, monitor and identify students with special educational needs and disabilities,
- contribute to the planning and provision delivery to meet identified and agreed targets towards desired outcomes
- ensure a continued dialogue with parents/carers
- review progress and attainment in line with desired outcomes
- work in partnership with school SENDCo and other professionals involved with the child.

All teachers in school are also responsible for securing good provision and good outcomes for all groups of vulnerable learners by:

- Providing differentiated teaching and learning opportunities, including differentiated work for any EAL pupils, which reduces linguistic difficulty whilst maintaining cognitive challenge.
- Ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely '*different from or additional to that normally available to pupils of the same age*' as part of the differentiated curriculum offer and strategies available to each pupil (SEN Code of Practice 2014. 6:15).

The role of the School Governors

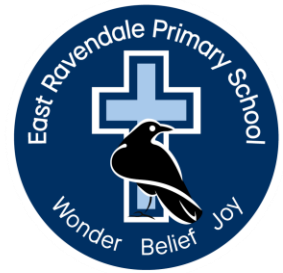
The school Governors will cooperate with the Local Authority in relation to carrying out their duties to children and young people with SEND. They will use their "best endeavours" to ensure that special educational provision is made for a pupil where necessary. They will be proactive in checking the provision within the school. The designated governor for SEND will meet regularly with the SENDCo. The school governors will receive a report on special educational needs three times per year and will review the Special Educational Needs and Disability policy every three years.

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Headteacher: Becky Farr



SENDCo: Mr Michael Brown

Governor responsible for SEND: Wayne Taylor

Complaints

The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs. However, all complaints are taken seriously and will be heard through the school's complaints procedure (full details are available on the school website).

Equal opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school life. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.