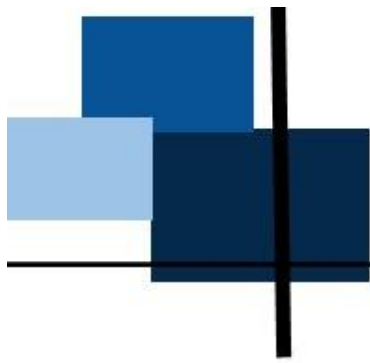




Working together to be the best that we can be

Russells Hall Primary School

Special Educational Needs & Disability Policy

Date published: September 2026

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Persons responsible: SENCO

Approved by: Governors

Linked to: SEND Information Report



RHPS Russells Hall Primary School - SEND Special Educational Needs and Disability

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This policy complies with the statutory requirements set out in:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (January 2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education (current version)
- Supporting Pupils at School with Medical Conditions (DfE)

Special Educational Needs and Disability (SEND) Policy

1. Definition of Special Educational Needs

A child or young person has SEN if they have a ***learning difficulty*** that calls for ***special educational provision*** to be made for him or her.

A child of compulsory school age or a young person has a learning disability if she or he:

*Has a significantly greater difficulty in learning than most children of the same age or *Has a disability that prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post 16 institutions.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

(Section 20 of the Children and Families Act 2014)

The way in which provision and support is provided for children and young people with special educational needs and/or disabilities in England is being changed. The Children and Families Act 2014 came into force on September 1st 2014 along with a new SEND Code of Practice.

One of the major changes that have arisen from the reform is that Statements of Special Educational Needs for children with complex needs have been replaced with an Education, Health and Care Plan (EHCP). Click on the link to find out more about changes to SEND and Dudley's Local Offer.

www.dudley.gov.uk/localoffer

The SEND Dudley Local Offer is a resource which is designed to support children and young people with SEND and their families.

2. RHPS Mission Statement

At Russells Hall Primary School (RHPS) we strive to achieve Excellence through success in academic, creative, physical and social activities, in a stimulating environment which encourages personal independence and mutual respect.

Learning together to be the best that we can be.

At Russells Hall we do our best to ensure that necessary provision is made for all pupils including those with SEND and those needs are made clear to all who are likely to teach him/her. The school does its best to ensure that all teachers are able to identify and provide for SEND pupils.

Teachers should take the lead role in meeting special educational needs. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. ((SEND Code of Practice: 0–25 years, 2015)

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

In order to make academic progress we first need to know our children well. Our children are all unique and by understanding their individual needs this will help us to support them moving forward by embracing and harness their strengths and identify barriers to learning.

4 main categories of need and how they impact on functioning in the classroom.

(This section is a separate document on the school website – Identifying needs pathway.) We must remember that some children will present with challenges in more than one area, some will have difficulties in all areas and some children's difficulties will change along with their development.

1. COMMUNICATION AND INTERACTION – Speech language and communication needs SLCN & Autistic Spectrum Disorder ASD

Children who find it difficult to interact with the people and world around them. For example:

- Talking to other adults and/or children
- Talking about a topic
- Making friends & keeping friends
- Following rules
- Dealing with noise, smells or other sensations
- Understanding what other people mean
- Getting equipment organised
- Any change to normal routine
- Understanding long sections of speech
- Using correct expression in speech and writing
- Copying from the board
- Being able to follow and respond to instructions

Reasonable adjustments

- Actively teach social skills
- Teach child active listening skills
- Directly teach non verbal cues
- Break down tasks/instructions

- Consider classroom seating if they struggle to copy from board
 - Check in from adults during lessons
 - Provide speech and language therapy/intervention
 - If formally diagnosed - liaise with CIPS
2. COGNITION AND LEARNING DIFFICULTIES – Specific learning difficulties e.g. dyslexia, dyscalculia, dyspraxia. Moderate learning difficulties. Severe learning difficulties

Children who find learning, thinking & understanding harder than most other pupils. For example:

- Taking longer to learn important skills
- Finding it difficult to remember things
- Finding it hard to understand how to use letter sounds to read and spell
- Processing difficulties
- Retaining information
- Working independently
- Learning, using and retaining new vocabulary
- Processing new information
- Holding information in working memory
- Accessing the demands of the curriculum
- Planning and organising work

Reasonable adjustments

- Consider seating position
- Breaking work into manageable chunks
- Provide child with a completed model
- Provide a task board
- If appropriate provide a reader or scribe
- Allow extra time
- Allow rest/movement breaks
- Allow ear defenders to reduce noise/distractions

3. SOCIAL, EMOTIONAL AND MENTAL HEALTH - Mental health issues, depression, eating disorders, anxiety disorders, disorders such as ADHD, ADD, ODD, Attachment Disorder.

Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life. For example

- Following rules set by others
- Sitting still
- Listening to and following instructions
- Understanding how they feel
- Making friends
- Dealing with their difficulties in a way that does not cause harm to themselves or others
- Taking responsibility for the things they do
- Maintaining focus and attention in class

- Attending school regularly
- Accepting negative feedback/sanctions
- Maintaining positive peer relationships
- Showing resilience when it comes to learning tasks
- Staying regulated when in the classroom
- Turn taking
- Shouting out
- Remaining seated during a lesson

Reasonable adjustments

- Catch the pupil being good and reinforce
- Seek opportunities for the child to show strengths
- Give pupil jobs around the classroom
- Provide the child with trusted adults
- Structured activities during break time
- If appropriate - counselling/ELSA/pastoral support
- Independent behaviour plan/strategies/sanctions
- Provide a calm space/calm box
- Appropriate independent reward system
- Warn child about transitions – verbal or visual
- Providing staff with ADHD training and strategies
- And any other supportive training opportunities

4. SENSORY AND/OR PHYSICAL NEEDS - Visually impaired, multi-sensory impairment, hearing impairment, physical disabilities

Children have a disability that make it difficult for them to manage their everyday life without changes to their environment or support.

- Hearing what others in the classroom are saying
- Moving around without the aid of a walking aid or wheelchair
- Using equipment without changes or support
- Understanding vocabulary of the lessons
- Understanding wider communication from adults
- Identifying where sound is coming from
- Maintaining focus and attention
- Working memory and auditory memory
- Maintaining positive peer relationships

Reasonable adjustments

- Provide with fidget toys, stress ball, wobble cushion, weighted blanket
- Provide pencil grips
- Allow movement breaks
- Provide writing slope board
- Relax uniform requirements

- Allow movement around school when corridors are quiet
- Provide adult support, or alternative room, during lunch time

Other general reasonable adjustments

- Teacher/TA check in
- Homework support
- Support and model organisational skills
- Liaise with parents regularly
- Provide class visual timetables or independent timetables

Schools have a statutory duty under Equality Act 2010 to take such steps as is reasonable to have to take to avoid substantial disadvantage to a child with a disability.

3. Admission Arrangements

The admission arrangements for Russells Hall are outlined in the school prospectus on the website.

4. Provision Aims

Children with SEND will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum. The school will encourage pupils with SEND to join in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and compatible with the child receiving special educational provision their needs call for and efficient education of pupils with whom they are educated.

Objectives

- Staff members seek to identify the needs of children with SEND as early as possible, using the document identifying need pathway.
- Monitor progress of all children. The SENCO monitors the progress of SEND pupils in conjunction with the teacher and SLT. Careful monitoring and regular reviews are to ensure that individual targets are met and pupils' needs are catered for.
- Make appropriate provision to overcome barriers to learning and ensure all pupils with SEND have full access to the National Curriculum. See above – 4 areas of need point 2.
- Encourage pupils to contribute to their own learning. The views of the child will be sought and considered in decision making where possible
- Work closely with parents. At Russells Hall we recognise the vital role parents play in supporting their child's education. Creating a partnership with parents is vital as they hold key information, all staff will actively seek to work with parents.
- Work closely with outside agencies, for example Dudley Learning Support Service, Educational Psychology Service, and CIPS. See below points 17/18. Support Services.

5. Responsibility for the Co-ordination of SEN Provision

The person responsible for overseeing and co-ordinating day to day provision of education for pupils with SEND is Mrs Caroline Tams. Mrs Tams completed the SENCO Accredited Training course at Birmingham University 2010 – 2011 with Masters Level 60 credits. Her line manager is Mrs Sarah Hawker Deputy Head teacher.

The SENCO role is carried out in accordance with the Special Educational Needs and Disability Code of Practice: 0–25 years (2015)

- Overseeing day-to-day operation of the school's SEND policy
- Co-ordinate provision for children with SEND
- Liaising with and advising fellow teachers
- Managing SEND teachers and or Learning Support Assistants
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies.

The RHPS SEND Governor is Lorraine Gould.

6. Arrangements for coordinating SEND provision

Each child on the SEND register is identified on CPOMS where their SEND documents, record of meetings, correspondence (letters, emails, phone calls) is recorded. There is also a paper file in the SENCO's office but most of the documentation is electronic so is added to the CPOMS file. In the classroom they have an orange book where evidence is kept showing work towards their individual targets. The work may be in the form of photos, work or a sticky note observation. At the end of each term the children look through their book and reflect with an adult. All orange books are monitored through the term and at the end of each term the SENCO adds a 'round up' note to their CPOMS file.

The SENCO will provide the class teacher with any relevant documentation from outside agencies which will enable them to provide for the individual needs of the child.

7. School Identification and Assessment Policies

At Russells Hall we also follow the guidance of our document Identifying Need Pathway, this can be found on our SEND page on the school website. This document outlines the graduated approach to teaching children and identifying special educational needs and the process of addressing these needs.

In order to make academic progress we first need to know our children well. Our children are all unique and by understanding their individual needs this will help us to support them moving forward by embracing and harness their strengths and identify barriers to learning. Within the document it outlines the 4 main categories of need, identifies things children find difficult, suggests reasonable adjustments, toolkits to assess need, agency advice and what to do next.

If a teacher has a concern about a child, they can talk to the SENCO and there are a number of agencies who come into school and the SENCO can suggest who would be able to give them advice.

English as an Additional Language

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual the child's teacher will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom is due to limitations in their command of the language that is used there or arise from special educational needs.

8. Evaluating the success of provision

All children at Russells Hall are monitored closely. Regular discussions between the SENCO and staff working with pupils on the SEND register help to evaluate the effectiveness of provision and inform future planning. The SENCO monitors interventions and reports outcomes to parents, staff, the Senior Management Team and governors.

Parents are kept informed of their child's progress through:

- Termly parents' evenings.
- Home–school communication books where appropriate.
- Information available on the school website.
- Signposting to relevant support agencies.
- Parent contributions to annual reviews for pupils with an EHCP.
- Liaison with family support workers where appropriate.

The effectiveness of SEND provision and interventions is evaluated through a range of measures, including:

- Progress towards individual SEND targets.
- Achievement of intervention outcomes and exit criteria.
- Improvements in reading, writing and mathematical attainment, including reading age where appropriate.
- Improved attendance and punctuality.
- Improved emotional regulation, behaviour and engagement in learning.
- Increased confidence, participation and independence within the classroom.
- Positive feedback from pupils, parents and staff.
- Successful implementation of recommendations from external agencies.
- Participation in wider school activities, educational visits and extracurricular opportunities.

9. Assessing and Reviewing Progress

All children's progress, including those with Special Educational Needs and Disabilities (SEND), is tracked through the school's assessment system. Pupils are regularly assessed through teacher

observations, questioning, marking of work, and formal assessments to ensure their progress is accurately monitored. School follows the assess, plan, do, review cycle.

Children on the SEND register are tracked carefully by both the class teacher and the SENCO. In addition to school assessments, the school is currently implementing a new SEND tracking tool that will support the planning, recording and monitoring of the small-step progress made by children with SEND. This system will provide a more detailed picture of individual achievements and next steps. Parents who would like further information about this new SEND tracking tool are encouraged to speak with the SENCO.

All SEND information is stored and processed in accordance with UK GDPR and the school's Data Protection Policy

Where external agencies are involved, they contribute to monitoring the child's progress and work closely with the school. The SENCO will invite parents to attend review and monitoring meetings to discuss progress and future targets.

If a child is participating in a targeted intervention programme, their progress is monitored against clear outcomes and exit criteria. This helps us determine whether the intervention has been successful, should continue, or needs to be adapted to better meet the child's needs.

Parents are kept fully informed about their child's progress and assessments throughout their school journey through:

- Parents' evenings
- Review meetings where appropriate
- Regular communication with school staff

If you have any concerns about your child's learning, development or wellbeing, you can speak to:

- Your child's class teacher (first point of contact)
- Staff during parents' evenings
- Any member of the Senior Leadership Team (SLT) or pastoral team through the school's open-door policy
- The SENCO, who can provide advice, guidance and support regarding SEND provision

10. Approach to teaching pupils with SEN Inclusion

Russells Hall aims to provide opportunities for all its pupils including those with SEND to:

- Follow a broad and balanced relevant curriculum (giving additional help to those who need it).
- Reach their full potential, recognising strengths as well as weaknesses.
- Participate as fully as possible in all school activities.
- Meet physical, emotional and intellectual needs.
- Offer equal opportunities.
- Express their views and have them considered.
- To be involved at an appropriate level in discussions about their targets set, monitoring and evaluating their own performance.

11. Adaptations to the curriculum/learning environment

Every child in Russells Hall school is a special individual. Every effort is made to educate children with SEND alongside their peers in a mainstream classroom. When this provision is not possible the SENCO will consult with parents and other arrangements will be made and monitored.

Support for children with SEND is deployed across school with great thought and consideration for the child's specific needs. A child who has an Education, Health and Care Plan has specific targets and support is tailored to address these targets by the teacher and appropriate Teaching Assistants.

There are three HLTAs, two SEND teaching assistants, two learning mentors and sixteen class based teaching assistants across school and they support the needs of individual children, groups of children and work with teachers to ensure the curriculum is differentiated appropriately when it is required.

In September 2024 we started our Nurture group provision again, more details in the Nurture policy & exciting new information about our two new Learning Mentors and the Woodland room.

All staff are involved in regular training and learning opportunities about SEND and provision. The SENCO informs teachers and teaching assistants about individual children in their class and advises on methods or resources that will support the child. Good practice and strategies are shared amongst colleagues on a regular basis.

12. Disability Equality

Mission Statement

At Russells Hall Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff, and all those who are part of our school community or who use our school facilities.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils will be monitored as will accessibility for parents, carers and other groups who use our school, and we will use the data collected to not only raise standards and ensure inclusive teaching, but also to ensure that those coming to our school for any reason can do so comfortably and confidently.

We will make every reasonable adjustment to ensure everyone can access all that our school has to offer.

We take this responsibility seriously and we reflect upon and review our strategies constantly with the aim of fulfilling our mission statement to the very highest standards attainable.

At Russells Hall we believe that everyone is special

Disability Equality/Accessibility

At Russells Hall Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and those who are part of our school community or who use our school facilities.

The following facilities are available to anyone who might require them on a long or short term basis.

- Easy access toilet on the ground floor.
- Lift to the upper floor — this allows access **to all** upstairs classrooms.
[NB all **children** under 16 must be **accompanied in the lift by an adult.**]
- Outside garden area/classroom — this can be used by pupils who are unable to play in the playground for medical reasons.
- Ramps fixed and moveable to assist access to the foyer and side entrance and the inner garden.
- If you need any other special arrangements, please contact the school who will be happy to help.
- Disabled parking space on the school car park.

To ensure that SEND pupils aren't treated less favourably and they are comfortable and confident in our school, we provide the following: -

- Children and adults with disabilities are consulted as to how we can accommodate their needs most successfully.
- School operates an open-door policy and any parent may access SLT team without an appointment, SLT are available outside on the gate every morning and in the playground at the end of the day.
- Academic achievement of children with a disability is monitored in the SEND group, as a priority group.
- Policies include a statement promoting a positive attitude to disabled pupils and encouragement in all school activities. e.g. PE a range of equipment to accommodate individual needs is provided.
- School liaises with a variety of agencies and implements suggested strategies to support people with disabilities.
- School signposts parents to external agencies to promote inclusion for all.
- Risk assessments both generic and personal are written for every event where disabled pupils may be involved.
- The Fire Safety policy specifically addresses those children felt to be at risk.

- There are EVAC chairs located at the top of each of the staircases. Several members of staff are trained in using this chair and the chairs are serviced annually.
- At parent's evenings staff welcome everyone into school and will be pleased to help in making the visit happy and trouble free.
- Our SENCO or another member of the SLT will be available to meet with those parents who wish to discuss issues privately
- Disabled people feature in our curriculum in a variety of subjects, e.g. History, PHSE, etc.
- Disabled characters in story books and on murals within our school.
- Medication is administered in accordance with our policy and procedures.
- Attendance at extra curricular classes is monitored and adjustment made to enable maximum inclusion are put in place.

The impact of the above strategies is continually monitored and reviewed each year.

13. Staff expertise and specialist support secured

The SENCO keeps up-to-date with new developments in SEND by

- Reading relevant literature
- Subscription to SEND journals
- Regular access to SEND websites
- Attendance at Dudley Short courses
- Informal advice from external agencies
- Accredited training.

New information is shared with all staff at staff meetings and INSET training days.

A copy of the SEND policy and the SEND register are available for all staff to access.

14. Equipment and facilities

The funding allocated for SEND is used on a range of things; outside agency support, teaching assistants and specific resources for the children.

The types of resource available include pencil grips, coloured reading overlays, writing slope boards, games and activities, sensory equipment, soft play/sensory area, mats for Get Moving.

Funding is also used to support professional development for staff and gain expertise in a range of interventions. Many of our teaching assistants have attended specialist courses these include; a range of Speech and Language therapy courses, Safer Handling, lego therapy & precision teaching delivered by EPE, supporting children with ASD & SEND training for behaviour delivered by Garry Dean, WELLCOMM training, communication friendly environment support through ECHO team, Sycamore outreach support, school nursing team training on asthma, epipen, anaphylaxis, diabetes training.

15. Consulting parents of SEN

Partnerships with parents plays a key role in promoting a culture of co-operation between parents, schools, LEAs and others. This is important in enabling children and young people with SEN to achieve their potential. (Ref; Children and Families Act 2014, SEND Code of Practice: 0–25 years (2015), Equality Act 2010)

Parents hold a key to information and have a crucial role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. (Ref; Children and Families Act 2014, SEND Code of Practice: 0–25 years (2015), Equality Act 2010)

Russells Hall is proud of its relationship with all parents and will continue to offer an 'open door' policy to ensure close and early contact with those parents whose child has SEND.

Parents will be

- Encouraged to discuss any concern or worries with the class teacher, SENCO, Head or member of the SLT.
- To be kept informed of any special help that is being provided and to have knowledge of their child's entitlement within the SEN framework.
- Invited to attend and contribute to review meetings about their child in the knowledge that they have been given access to information.
- To be given information about the Parent Partnership service (leaflets are available).

16. Consulting pupils of SEN

At Russells Hall the views of the child will be sought and considered in decision making where possible. Children often have a unique knowledge of their own needs and from this they will have views about what sort of help is most useful for them. Participation will reflect the child's evolving level of maturity. For example

- Having a range of equipment available for them
- Ensure child has a trusted adult they can contact
- Encourage the children to join in extra curricular clubs
- Involve child in review meetings if appropriate.

Pupil progress meetings give the SENCO an opportunity to talk to each child on the SEND register and gather information from them. The information is recorded, shared with their class teacher and filed in their passport.

17. Complaints

If a parent has a concern or complaint regarding the provision their child is receiving they can make an appointment to see the (Head teacher) Deputy Head Teacher, who will be able to advise on formal procedures for complaint.

18. Support services

Outside agencies/support services act in an advisory capacity, they provide additional specialist assessment and can be involved in teaching the pupil directly.

At Russells Hall targets are produced with the help of external specialists and the strategies are implemented in the normal classroom setting where appropriate. Sources of external agency support in Russells Hall are

- Learning Support Service
- Educational Psychology Service
- Speech and Language Therapy Service
- Autism Outreach Team
- Sycamore Outreach Support
- Parent Partnership
- Counselling service
- Children Looked After Education Service
- Social Services
- Occupational Therapy Service
- CIPS (was previously Physical Inclusion, Medical Inclusion Service)
- Behaviour Support Services
- Education Welfare Service
- Health care professionals including school nurse and CAMHS

19. Links with support services

Regular contact is established and developed with all the above agencies.

The SENCO co-ordinates the liaison, contact and support times of external staff to ensure the work of these agencies is efficient, effective and provides the most benefit to the pupils and staff in the school.

External Agency	Nature of support provided for pupils	Referral routes	Liaison arrangements
Learning Support Agency	Assessment, advice, monitoring, reviews	Proforma form signed by parent	
Educational Psychology	Advice, assessment	Written permission needed, verbal permission if child is discussed	Appointment to see Educational Psychology Service as requested
Speech and Language Service	Assessment, advice, devising programmes and training for implementation	Open access through signed consent form, GP, parent or health visitor may also refer	When required
Communication Interaction Physical Sensory Service	Assessment, advice support.	Referral via school.	When required
Autism Outreach Team now under CIPS	1-to-1 work in class, observations in class, work with parents, transition work.	Child has to have an ASD diagnosis. Signed consent forms.	When required

Hearing Impaired Team	1:1 support & monitoring	Child is diagnosed with hearing difficulty	When required
Visually Impaired Team	1:1 support & monitoring	Child is diagnosed with sight difficulty	When required
Sycamore Outreach Support	Courses drop in sessions for staff and parents		When required
Play Therapist/ Counsellor	1-to-1 work in school, provide reports, meet with parents, home visits	Consent from parents	Block of 10 sessions (10 weeks)
Occupational Therapy	Assessment, advice, specialist equipment, liaising with parents.	Usually via GP/ medical	When required
Medical Professionals	Observations of children	Usually via GP/ medical	When required

If an agency requests that school complete forms, questionnaires or writes a letter our policy is that we complete this within a 2 week time frame. This gives staff the opportunity to complete the required documents.

20. Transition Arrangements

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

Teachers share information about all children year to year as they move through school. The SENCO shares information with the new teacher to ensure they know what needs the child has and the appropriate ways to support that child. The pupil and an adult from the class complete transition forms at the end of the year which is shared with the new class. This is shared in the July transition meeting where the old teacher and new teacher share information about the class. We try to move teaching assistants through school with the children, where appropriate, to provide continuity.

Links are made with the local secondary schools. In the term before the children leave year six the SENCO/Inclusion Manager from the local secondary schools arrange a meeting with the year six teachers and the SENCO to discuss the children moving to them.

All relevant information from outside agencies is passed onto the secondary school including latest monitoring/assessment details.

If a child leaves Russells Hall mid year or before year 6 the SENCO contacts the new school to provide information about the child and where appropriate sends them information e.g. up to date assessment monitoring details. A transition sheet is also completed and sent with the file or via email.

If a child with SEND joins Russells Hall then we would contact the previous school and find out what specific needs the child has and how we can accommodate those needs. This could be in meetings

or a visit to the previous school, we would work with the parents too. SENCO would liaise with the class teacher and put things in place to support a smooth transition to RHPS.

21. Evaluating the success of the SEND policy

The SEND policy will be evaluated according to a range of criteria. These include

- The amount of teaching time available to support pupils with SEN
- The number of pupils with SEN attaining
- The amount of time allocated to SEN by Governors
- SEND governor monitoring visits and reports to the governing body.
- The proportion of teachers' records which show evidence of differentiation for pupils with SEN
- INSET time allocated to staff development with reference to SEND
- The proportion of parents attending or contributing to reviews or consultations
- The identified staff fulfil the expectation of the school in carrying out procedures for SEND and produce the necessary paperwork (e.g. reviews, reports, assessments, classroom organisation)
- Recommendations by external agencies are acted upon and incorporated into the curriculum
- The pupils are confident and well motivated and are making measurable progress
- There is movement between 'stages' and the number of pupils on the records.
- Pupil voice surveys demonstrating that pupils feel supported and included.
- Parent feedback from annual questionnaires, reviews and EHCP meetings.

The SENCO will present an annual summary report to governors reviewing SEND outcomes, attendance, behaviour, parental feedback, pupil voice and the effectiveness of interventions. This information will be used to identify priorities for the SEND Action Plan for the following academic year.