

SEND/Inclusion Policy

Royton Hall Primary School



Approved by: S Charlton

Last reviewed on: September 2025

Next review due by: September 2026

Royton Hall Primary School

SEND Policy

Rationale

This policy is in line with the Special Educational Needs and Disability (SEND) Code of Practice 2015: 0-25 years (which takes account of The Special Educational Needs and Disability Regulations 2014 and Equality Act 2010). It is part of a whole school strategy to promote inclusion and effective learning for all pupils through the creation of a learning environment where barriers to learning are avoided.

School Aims and Objectives

We at Royton Hall School believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve their full potential. We acknowledge that a significant proportion of pupils will have special educational needs and/or disability (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Royton Hall Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and adapted, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Relationship to other policies

This policy should be read in conjunction with the Accessibility Plan, the Medical Needs and Medicines Policy, the Behaviour Policy and the Equality Information and Objectives. Reference should also be made to the 'School Offer' SEND Information Report for parents and carers which also includes information regarding Oldham's local offer.

Attendance

The Senior Leadership Team monitor attendance and children with a high percentage of absence or lateness are targeted in conjunction with the school attendance officer.

Part Time Timetable (PTTT)

All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In some circumstances their education may be provided partially at school and partially at another educational setting or through education otherwise than at a school in line with section 19 of the Education Act 1996 or section 42 or 61 of the Children and Families Act 2014. Time away from school to receive education in other ways must be recorded in the attendance register using the appropriate codes (see chapter 8).

In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a school to provide a pupil of compulsory school age with less than fulltime education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending school or another setting full-time and a part-time timetable is used to help the pupil access as much education as possible.

A part-time timetable should not be used to manage a pupil's behaviour. and is only allowed in exceptional circumstances such as:-

- A specific need for a pupil e.g. medical condition.
- Where it is in the pupil's best interest.

There must be an agreement of both the school and the parent the pupil normally lives with and have a clear ambition, being part of the pupil's wider support, health care or reintegration plan.

There will be review dates (every two weeks) which include the pupil and their parents to ensure the PTTT is only in place for the shortest time necessary. These will be recorded on the schools CPOMS system.

The PTTT will have a proposed end date that considers the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process (no longer than 6 weeks in one period). In some limited cases, a pupil with a long-term health condition may require a part time timetable for a prolonged period.

A PTTT must not be a long-term solution and at each review an increase of at least 10% is to be considered and implemented before the following review.

It is up to the headteacher to decide what counts as an exceptional circumstance. For example, they may include a medical condition like anxiety or a pupil joining the school who has significant needs and a reduced timetable would help them get used to the school and routines

*The school will provide learning for any child on a PTTT for when they are not in the school building.

Welfare checks will be conducted twice weekly.

Should a child not arrive at school at the time expected on their plan the school will conduct a welfare check.

Admission Arrangements

Royton Hall Primary School adheres to Oldham Local Authority admissions policy.

Identification and Assessment

Royton Hall Primary School is committed to early identification of SEND and adopts a graduated approach to meeting individual need in line with the Code of Practice (2015) and Oldham Local Authority Guidelines (2015).

A range of evidence is collected through half termly assessments and monitoring arrangements including unit meetings, pupil progress meetings and tracking data. Further information about individual needs is also obtained through pupil voice, regular parent/carer feedback and teacher comments. Where any of these sources suggest that the learner is not making expected progress, the class teacher will consult with parents/carers, pupils and the SENDCo in order to decide whether additional to and/or different from provision is necessary. An overview of needs and how best to support these is considered as part of this discussion. Where appropriate, a termly plan, do, review cycle will take place in order to review progress and set new outcomes with targets to achieve these.

For those making progress in smaller steps, or at a slower pace than set out in the National Curriculum, we currently use P levels and Performance Indicators for Valued Assessment and Targeted Learning (PIVATS) to assess progress.

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 a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Roles and responsibilities of Head Teacher, Inclusion Lead, other staff and governors

All teachers deliver High Quality Teaching (HQT) which aims to meet the needs of all learners. Provision for children with special educational needs and/or disability is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational and/or disability needs and for following the school's procedures for identifying, assessing and making provision to meet those needs. The governing body, in co-operation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The **Head Teacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors

The **governing body** will ensure that:

- SEND provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEND policy
- they have regard to the requirements of the *SEND Code of Practice 2014* (and also the *Special Educational Needs (SEN) Code of Practice 2001* where a child has a SEN Statement under the Education Act 1996, rather than an Education, Health and Care (EHC) plan under the Children and Families Act 2014)

- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy

The **SENDCo** holds the National Award for SEN Coordination (NASENCo Award, post graduate certificate) and is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- ensuring detailed assessments and observations of pupils with specific learning problems are completed as necessary
- co-ordinating the provision for pupils with SEND
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class based assessments/records, end of year summative assessments.
- contributing to the in-service training of staff
- attending Special Educational Needs Coordinator (SENDCo) forum to liaise with other SENDCos and share effective practice
- managing learning support staff/teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENDCos in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately adapted curriculum through high quality teaching (see Appendix 1). They can draw on the Inclusion Lead for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

Links with Educational Support Services

We aim to maintain useful contact with education support services. The following services may be involved (although this is not an exhaustive list):

- Educational Psychologist
- Quality and Effectiveness Support Team for Additional Needs – specialist teachers
- SEMHS – Social, Emotional & Mental Health Support (formerly JIGSAW)
- Individual therapists (eg Physiotherapy, Speech and Language Therapist, Occupational Therapist)
- Healthy Young Minds (formerly Child and Adolescent Mental Health Service - CAMHS)
- Link Teachers at high schools (eg Head of Year 7, SENCo)
- School Health Advisor
- Specialist Nurses
- Paediatric Consultants
- Early Help Service
- A school counselling service
- SENDIAS (SEND Information and Advice Service)

Arrangements for monitoring and evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of pupil progress by the SENDCo and SLT
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEND register

- monitoring of procedures and practice by the SEND governor • the school's annual SEND review, which evaluates the success of the policy and sets new targets for development
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce individual targets, revise provision and celebrate success.
- regular Inclusion meetings involving Head Teacher and SENDCo evaluating progress and provision and setting future targets.

Confidentiality / Complaints

In the event of a formal complaint parents are advised to contact the Head Teacher or a governor if they prefer. Oldham SEND Information, Advice and Support Service (SENDIAS) is available to offer advice. Any complaints relating to the provision for pupils with SEND will be dealt with in line with the school complaints policy as outlined on the school website.

Resources

The resources for SEND are delegated by the local authority. SEND provision is funded mainly from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources.

Updated by Amereen Rafiq Special Education and Inclusion Lead & Sarah Charlton (Head teacher)

Date presented to Governors: September 2025

Approved by: Signed. (Chair of Governors)

Date for full implementation:

Date for review:

In addition to review of this policy, every year the success of the Special Educational Needs Policy and procedures is evaluated and reported to parents in the Governor's Annual Report.

Appendices:

Appendix 1 High Quality Teaching

A full-time placement appropriate to their educational setting

Provide a safe and supportive learning environment where the health, safety, and well-being of all pupils are paramount. Make reasonable adjustments to meet individual needs, and ensure that all resources used in lessons promote inclusion and support every learner.

Ensure access to a broad and balanced curriculum by selecting work that is appropriate to each student's level and stage of development. Deliver teaching in line with the Scheme of Work, including statutory requirements (Foundation Stage, National Curriculum, accredited courses, Further Education, and training). Make effective use of assessment to inform planning and support pupils' ongoing progress.

Provide high-quality teaching within a well-planned curriculum.

Plan and deliver well-structured lessons that all pupils can access and follow.

Demonstrate strong subject knowledge and adapt teaching to support, stretch, and challenge pupils according to their individual strengths and needs.

Set, mark, and analyse assessments to monitor progress and inform future teaching. In examination subjects, ensure that students are effectively prepared for their assessments.

Through positive interactions, promote self-esteem, resilience, independence, and good learning habits in all pupils.

Ensure smooth and positive transitions into and out of the setting.

Transition planning for the next stage should be embedded within the curriculum, providing pupils with opportunities to familiarise themselves with the new environment and its expectations before moving on.

Ensure that staff in the receiving setting are provided with all relevant information needed to effectively support the young person's learning, engagement, and positive progression.

Provide short-term support and targeted interventions to help students make reasonable progress where learning gaps have been identified.

Set appropriate catch-up work and collaborate with colleagues to confirm the need for intervention, ensuring that support is focused and effective.

Provide opportunities for formal assessment to enable students to achieve recognised qualifications. Prepare students appropriately for examinations, including entry at the relevant tier.

Pastoral Support and Inclusive Ethos

Provide a strong pastoral system that supports pupils' needs beyond the classroom.

- **Class teachers** should make efforts to get to know both the child and their family to best support each pupil's personal and academic development.
- Encourage students to take part in **extra-curricular activities** that promote engagement, confidence, and social skills.

Be positive role models of language, learning, and social behaviour.

Foster an inclusive ethos that supports all students regardless of their needs or background, and ensures that any concerns can be raised and addressed.

- Ensure the classroom is a safe and supportive space for all learners.
- Challenge unfair or inappropriate comments and behaviour promptly and appropriately.
- Provide opportunities for students to interact positively with peers through **paired and group work**.

Apply consistent and fair behaviour systems.

- Use the school's reward and sanction systems appropriately.
- Maintain consistently high standards of behaviour and expectations.
- Use effective behaviour management strategies to sustain a positive learning environment.

Promote strong home-school partnerships.

- Keep parents and carers informed of progress, achievements, and concerns.
- Work collaboratively with parents to encourage pupil success and address issues constructively.

Encourage participation in extra-curricular opportunities accessible to all students, ensuring everyone is supported to take part fully.

Access specialist support where needed.

- Alert the SENCO or other relevant professionals (e.g., QEST) regarding any concerns about a pupil, enabling timely intervention by the SEND team or specialists.

Engage in regular professional development.

- Participate in ongoing training to understand and meet the diverse needs of students.
- Adapt teaching approaches and materials appropriately to provide effective learning opportunities for all.