



# **Ruskington Chestnut Street C of E Primary Academy**

## **Special Educational Needs and Disability Policy 2025**

**Policy Co-ordinator:** SENCo  
**Policy Dated:** March 2025  
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**Presented to Local Council:** December 2025  
**Review Cycle:** Annually

***Care. Believe. Grow.***

## **INTRODUCTION**

This policy reflects the SEND code of practice, 0-25 guidance.

- This policy describes the principles and entitlements which will direct and inform the identification and assessment of, and provision for, pupils with Special Educational Needs within Lincolnshire and our school.
- The policy on Special Educational Needs should be considered not in isolation, but in the context of an overall approach to equal opportunities.
- Please see the SEND Information Report for further details regarding provision for SEND at Ruskington Chestnut Street C of E Primary Academy.
- All partners have responsibility for addressing children's special educational needs through the efficient and effective use of the resources available.
- The school will continue to monitor and review its special educational provision.

## **THE STATUTORY FRAMEWORK FOR INCLUSION**

The statutory duties and expectations for LAs, schools and early education settings regarding the inclusive education of children and young people, are described in a series of key documents. These are:

- Special Educational Needs and Disability Code of Practice: 0 – 25 Years 2015
- The Disability Discrimination Code of Practice (Schools)
- Equality Act 2010
- Working Together to Safeguard Children 2018
- Children and Families Act 2014
- Reasonable Adjustments for Disabled Pupils 2015
- Supporting Pupils at School with Medical Conditions 2014

## **DEFINITION OF SEND**

For the purpose of this policy, the definitions provided in this section are taken from the legislative framework that underpins provision for pupils with Special Educational Needs and Disabilities.

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that: 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions'.

Many children and young people who have Special Educational Needs (SEN) 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 includes children and young people with long term medical conditions such as asthma, diabetes, and epilepsy. Children and young people with such conditions do not necessarily have SEN, 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 Special Educational Needs and Disabilities (SEND) definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014)

## **THE FOUR BROAD AREAS OF SPECIAL EDUCATIONAL NEEDS**

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including specific learning disabilities (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

The school follows a graduated approach for the support of Special Educational Needs.

## **OUR CORE VALUES AND ETHOS**

- We see all children as unique; our curriculum promotes the development of the whole child as confident, imaginative and independent learners who are able to face the future with resilience, creativity and enthusiasm.
- We encourage the spiritual and moral development of each person, as well as their intellectual and physical growth. We respect each child in our school for who they are and treat everyone with fairness and honesty.
- We value the importance of each person in our community, and promote co-operation, understanding and harmony.
- We aim to enable each person to achieve their full potential ensuring we provide equal opportunities and inclusion for all the children in our school.
- We value our environment, and teach respect for our world, and the importance of caring for it, now and into the future.
- Every pupil at Ruskington Chestnut Street C of E Primary Academy has the opportunity to follow all National Curriculum subjects as well as taking part in extracurricular events.
- We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This can be through a variety of identified appropriate intervention programmes, based on individual learning needs.

- Every pupil is important to us and is recognised as an individual with particular needs. Staff work hard to develop approaches within and beyond the classroom which mean that the learning needs of all pupils can be met.

Here at Ruskington Chestnut Street C of E Primary Academy, we believe the children are entitled to an education that will allow them to make progress, to become confident learners and transition successfully into adulthood.

## **GENERAL AIMS AND PRINCIPLES**

Ruskington Chestnut Street C of E Primary Academy operates within the statutory context and is committed to the following principles:

- Children and young people with Special Educational Needs should have their needs met.
- The interests of all children and young people must be safeguarded.
- The school, parents/carers, children and young people and others should work in partnership.
- All children and young people should have full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum which affords them the opportunity to achieve high standards.
- All children and young people should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- The allocation and distribution of all resources for Special Educational Provision is based on clear and equitable criteria, compatible with Government guidelines and practice.
- Special Educational Needs should be identified, assessed and provided for as early as possible.
- All partners should be aware of their statutory responsibilities with regard to Special Educational Needs and should be supported in fulfilling these duties.

## **OUR SCHOOL**

### **Who is the school special educational needs co-ordinator (SENCo) and how do I contact them?**

Miss Megan Taylor is the school SENCo. Miss Taylor is contactable via the school office using 01526 832424 or Email: [enquiries@chestnutstreet.laat.co.uk](mailto:enquiries@chestnutstreet.laat.co.uk)

Our SEND Governor is: Mrs Fairhall

We make every effort to be a fully inclusive school. We welcome everybody into our school community and aim to support every child to reach their full potential both academically and socially.

Facilities are available to enable access to school for children with a disability. We recognise that some children have special talents which need nurturing and that some children may need additional support occasionally, or even continuously, in order to help them make progress.

All teachers provide work to meet the needs and abilities of individual children within their class.

If a child requires additional support or programmes to aid their learning or physical needs, they will, after close consultation with parents/carers, be placed on the school's Special Educational Needs Register in accordance with the code of practice that all schools adhere to. At this first stage they will access a 'Pupil Passport' which details the support that is given, when it will be given and by whom. The Pupil Passport will be reviewed three times a year.

At a further stage a child may need additional support and to achieve this the school will work in close partnership with a wide range of services including health and social care as well as outside educational

professionals to devise programmes and support packages to enable children to gain the support they need and make academic progress.

We firmly believe that the child, parents/carers, school and any agencies should work closely together to provide the support needed so that every child reaches their full potential whilst at our schools.

## **ROLES AND RESPONSIBILITIES**

- The school's SENCo shall lead and implement the school's SEND policy.
- The school's SEND register will be maintained along with oversight of the records for all pupils, especially those with SEND, by the SENCo. Early identification is important and a shared responsibility within school.
- The class teacher and SENCo will liaise with parents of children with SEND and inform the Executive Headteacher/Head of School of any updates.
- At each review meeting a timescale for the targets to be reviewed will be agreed.
- Pupil Passports will be updated 3 times a year by class teacher and the SENCo with parent/ carer and pupil voice supporting the updates as a collaborative document.
- Annual reviews will be completed each year for pupils with an Education, Health and Care Plan.
- The SENCo, class teacher and teaching assistants will work closely together informing the Executive Headteacher/Head of School through regular meetings and pupil progress reviews. Interventions, support and provision will be monitored and adapted for individual pupils so they can make progress.
- Class teachers will ensure pupils receive high quality first teaching.
- Transition will be supported between each academic year and between Key Stages.
- Staff will undertake regular training opportunities.

## **SEND Governance**

The Local Board of every mainstream school is encouraged to have a Special Educational Needs (SEN) Local Councillor to champion the support of Special Educational Needs within the work of the Local Board. They have specific oversight of the school's arrangements and provision for meeting Special Educational Needs. The precise responsibilities of the SEN Local Councillor need to be determined by the Local Council.

## **EXPECTATIONS**

### **Children and young people can expect:**

- To have access to an appropriate, broad and balanced curriculum well matched to their learning needs which enables them to maximise their attainment and is differentiated to their individual needs.
- Have their Special Educational Needs identified and assessed.
- Have their Special Educational Needs met through effective school policies and practices which make the best use of available resources.
- Have their views considered when decisions are being made.
- To be taught by staff who are aware of their needs and have the necessary skills and support to meet those needs.
- To have their progress and needs closely monitored and to be involved in decisions about their education.

### **Parents/carers of a child with Special Educational Needs can expect:**

- Their child to receive appropriate assessment and support to meet all of their Special Educational Needs in ways which maximise progress and attainment.
- To receive appropriate information on their child and to have their views heard.
- To have access to high quality advice.
- High quality provision to meet their child's Special Educational Needs.
- Be involved in decisions which affect and impact on their child's education.

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

It is our aim to identify Special Educational Needs as early as possible to allow intervention. Class teachers will use their professional judgement to make informed decisions about children they consider to be performing significantly different to that of their peers. Early identification and support is essential for all children. Whilst we informally gather evidence (including views of the pupil and their parents) of a child's SEND, high quality teaching directed at the areas of weakness and targeted interventions designed to accelerate progress will be put into place. Pupils SEN and disabilities are identified and their needs determined and reviewed in accordance with the SEN and Disability Code of Practice 2015.

Where pupils continue to make limited progress, despite high-quality teaching targeted at their areas of difficulty, the class teacher and the TA, working with the SENCo, will assess whether the child has a significant learning difficulty.

Where a pupil is identified as having SEND, Ruskington Chestnut Street C of E Primary Academy acts to remove barriers to learning and put effective provision in place. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

'Every teacher is a teacher of every child including those with Special Educational Needs and/or disability.' Class teachers at Ruskington Chestnut Street C of E Primary Academy are responsible and accountable for the teaching of pupils within their class including those with SEND, who may, receive additional support.

A child with Special Educational Needs will be identified by the class teacher, in conjunction with the SENCo, in one or more ways at any time from the Early Years to Year 6, through:

- Classroom observation.
- Class teacher assessments.
- National Curriculum Tests results (Y2 and Y6)
- Phonics tests in Reception and Year 1 Phonics Screening Test (Year 1)
- A range of other assessments (Reading, Spelling and Maths).
- EYFS Profile Assessment for Foundation Stage.
- Records from previous school.
- Medical information.

### **GRADUATED APPROACH TO SEND**

Identification of needs for individual pupils is a collaborative process between Academy staff, the SENCo, pupils and parents/carers. Additional expertise can be provided as and when appropriate from outside agencies such as the Working Together Team (WTT), Speech and Language Team (SALT), Occupational therapists (OT), Specialist Teaching Team (STT), Educational Psychologist (EP), Mental

Health Support Team (MHST), Children and Adolescent Mental Health Service (CAMHS), Healthy Minds and Community Paediatricians.

### **Step 1: Assess**

Assessment within the school is carried out for all children according to the assessment policy and the curriculum framework. For some children, the assessment activities may be varied to ensure all children have access to the tasks. Clear analysis of this assessment data as well as through teacher's assessment and experience of working with the pupil, will take place so identification of support and intervention can be implemented where appropriate. This assessment can also be supported by the pupil's views where relevant, parent/ carers concerns and advice from external agencies. Where external agencies are not involved, they may be contacted if this is felt to be appropriate, following discussion and consent from parents/ carers.

### **Step 2: Plan**

Where it is decided to provide a pupil with SEND support through a Pupil Passport, the parents/carers will be formally notified. The teacher on receipt of support and guidance from the SENCo will meet with the parents/carers and agree in consultation, with the parent/carer and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. A pupil passport will be created in conjunction with all stakeholders. This document places the child at the centre with all other professionals and families working alongside.

### **Step 3: Do**

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or direct teaching away from the main class or subject teacher, they still retain responsibility for the pupil. The SENCo will support the teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Step 4: Review**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date which will be three times per academic year. The impact and quality of the support and interventions should be evaluated with outcomes amended, alongside the views of the pupil and their parents/carers. This should feed back into the analysis of the pupil's needs.

## **REFERRAL FOR AN EDUCATION, HEALTH CARE PLAN (EHCP)**

If a child has complex needs requiring significant arrangements, they may undergo a Statutory Assessment Process which can be requested by the school, a parent or other professionals. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a review meeting.

The application for an Education, Health and Care Plan will combine information from a variety of sources including parents/ carers, teachers, the SENCo, professionals and members of external agencies where relevant. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. The request is sent to the local authority and a decision will be made by a panel of professionals about whether the child is eligible for an EHCP. If so, the process takes 20 weeks. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

## **COMPLAINTS**

We seek to promote an active partnership with parents/carers and to involve them fully at every stage. Most concerns and complaints can be resolved swiftly and satisfactorily. Complaints regarding a school's provision are resolved through our complaints process. Our complaints process is detailed in a document entitled 'Complaints Policy', this breaks down into each of the stages; Informal and Formal. This document can be found on our website.

In line with the SEND CoP 2015 (4.7 & 4.30), if the complaint is regarding the Local Authorities local offer, their process needs to be followed, which is different to our own. This can be found under the LA local offer complaints procedure, details of which can be found on the LA website.