



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Written	14 th January 2015
Reviewed & Updated	Spring 2/2026
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Date Approved by Governors	17 th March 2026

Special Education Needs and Disability (SEND) Policy

Rationale and Aims

- We believe that all children are entitled to a broad and balanced curriculum to enable them to reach their full potential and to promote independent learning
- We believe that all teachers at Ridgmont Lower have a responsibility to do their best for the educational needs of all children they teach, including children with special educational needs and disabilities (SEND)
- We seek to foster an inclusive approach to work with children with SEND, to raise their aspirations and to enable the best possible outcomes
- We seek to enable parents, carers and external agencies to work together with Ridgmont Lower to ensure that the needs of children with SEND are fully met

Policy

This policy has been written with regard to the Special Educational Needs and Disabilities code of Practice: 0-25 years (January 2015), the Equalities Act (2010) and The Children and Families Act 2014. This policy will be implemented by the staff of Ridgmont Lower School and the SENDCo will oversee the implementation of this policy and management and strategic development of Ridgmont Lower's provision for SEND. It will be published on the school website.

Procedure

Definitions:

The 2015 Code of Practice 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. 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".

Identifying SEND:

A pupil will be identified through baseline and ongoing assessments by the teachers and brought to the attention of the SENDCo if progress is less than expected, in spite of high quality, differentiated classroom teaching targeted at the pupil's area of weakness. The SENDCo will then work with staff to investigate this further and may engage the help of external agencies, such as the Educational Psychologist or a Speech and Language Therapist, in order to identify the area of need.

The Code of Practice 2015 outlines the four broad areas of need as:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

A pupil with an identified area of need will be placed on the SEND profile with a personalised provision plan (PPP), agreed by parents and utilised by teachers to inform planning and differentiation of task. This plan will be reviewed half termly with both pupils and parents to review progress.

Special Educational Provision:

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teachers, assistants or specialist staff. High quality teaching, differentiated for pupils, is the first step in responding to pupils who have or may have SEND.

Ridgmont Lower will follow the Central Bedfordshire Graduated Response to supporting children with SEND. <http://www.centralbedfordshire.gov.uk/localoffer>

Special educational provision is outlined in the school's provision map, which will be included in the school's SEN information.

Where pupils have SEND that can be met with high quality, differentiated classroom teaching, they will be recorded as stage 1 on the SEND profile, so that all staff are aware of their needs, along with strategies to support them at wave 1 in the classroom.

When it is felt that some pupils require additional support outside the classroom, they will be recorded as stage 2 on the SEND profile and receive intervention at wave 2.

When a child or young person continues to make less than expected progress, in spite of special education provision and the involvement of outside agencies, the SENDCo will follow the statutory guidance on requesting an assessment for an Education, Health and Care plan (EHCP).

Arrangements for co-ordinating provision:

The SENDCo, Jane Stringall is the person responsible for co-ordinating the day-to-day provision for pupils with SEND (01525 280236 or jstringall@ridgmont-lower.org.uk). The Governor responsible for SEND is Christine Sweetnam.

The SENDCo will be responsible for:

- Co-ordinating the identification of pupils with SEND and establishment of suitable provision
- Liaison at the point of transfer between schools
- Applying a graduated response to the assessment of pupils with SEND
- Provision mapping of intervention for SEND pupils and pupils at risk of under-achievement
- Advising colleagues of strategies/materials/resources to facilitate learning for pupils needing learning support
- Purchase and organisation of appropriate resource materials
- Adopting a parent partnership via close liaison with parents/carers
- Liaison with professional agencies
- Supervision of TA support
- Maintaining the SEND profile with half termly updates
- Reporting to governors

Admissions

The school's general admissions policy will apply. Pupils with SEND, but without statements/EHC plans will be treated as fairly as all other applicants for admission.

Transition

Ridgmont Lower will work closely to ensure smooth transition at transfer points, to make sure that there is clear communication about SEND.

Complaints

Depending on their nature, these will be dealt with in the first instance by the class teacher, then the SENDCo. If the matter is not resolved, then it will be referred to the Head teacher and if necessary, the Governing Body. Parents are encouraged to contact the Parent Partnership Service for support and advice.

Parental Involvement

As stated in the Code of Practice, parents should be fully involved in the decision-making process, understand the purpose of any intervention or programme of action and be informed of the Parent Partnership Service when individual needs are identified.

- Liaison with parents will be established via the pupil's personal plan which will inform them of their child's support and progress
- Contacts will be established by telephone and electronic communication
- Records will be kept of details of all parental contact
- Parents will be encouraged to contact the school with their concerns at all times
- Termly meetings will be arranged for parents

Criteria for Success

The effective implementation of the policy will be demonstrated by:

- Appropriate movement between stages on the SEND profile
- Positive parental involvement
- Communication between SENDCo and teaching and support staff, which leads to positive outcomes for SEND pupils
- Progress commensurate with abilities
- Early identification and assessment of pupils with SEND
- Accurate record keeping for all pupils with SEND
- Well defined and realistic PPPs
- Annual Report to Governing Body
- Creating a school environment in which individual differences are recognised and valued