

SEND Policy

Paradise Rida Schools Trust

Approved by:	Governors	Date: Sep 2025
Last reviewed on:	Sep 2025	
Next review due by:	Sep 2027	

Objective of Policy

This policy complies with the guidance given in **Special Educational Needs (Information) Regulations (Clauses 63-65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEN Code of Practice 0-25 September 2014 (Jan 2015)
- The Special Educational Needs and Disability Regulations (2014)
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

Applies to Paradise Primary. Rida Girls High School and Rida Boys High School

Section Number	Content
1.0	The areas of special educational needs for which provision is made at the school
2.0	The school's arrangements for assessing the progress of pupils with special educational needs.
3.0	Management of SEND within our school
4.0	SENDCO
5.0	Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
6.0	Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7.0	Partnership with Parents/Carers
8.0	Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
9.0	The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Aims

At Paradise Rida Schools Trust, we aim for our schools to provide all students with an education that enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Build a solid foundation for upper school and a successful transition into adolescence and onto adulthood, whether into employment, further or higher education or training

We make every effort to narrow gaps in attainment between all groups of learners. It is our responsibility to ensure that students with special educational needs have the maximum opportunity to attain and achieve in line with their peers, including an equal opportunity to participate in student voice and extra-curricular activities, visits, productions and other school events.

Objectives

- To personalise the curriculum offer to best enable all learners to make progress in line with non-SEND learners.
- To fully engage and involve students, parent and carers in discussions, planning and reviews around their needs and provision.
- To carefully map provision for students with SEND to ensure that staff deployment, resource allocation and choice of intervention is leading to the best possible learning outcomes
- To ensure an appropriate level of staff expertise to meet pupil need, through well targeted continuing professional development
- To communicate well and form a productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all students with SEND

Further Reference / Linked Policies

- Safeguarding Policy
- Medical Needs Policy
- Accessibility Plan

1.0 The areas of special educational needs for which provision is made at the school

Areas of special educational need:

Special educational needs and provision can be considered as falling under four broad areas:

1. Complex communication and interaction /Speech and language
2. Cognition and learning
3. Social, emotional and mental health (including BESD)
4. Sensory and/or physical

Pupils at Paradise Rida Schools Trust may have difficulties that fit clearly into one or more of these categories. For others the precise nature of their need may not be clear. It is therefore important to have procedures in place for identification, monitoring, assessment and provision and to ensure that all staff are familiar with these procedures.

Dyslexic learners:

Dyslexia falls into the SEND category of needs within Cognition and learning. All schools within The Mast Academy Trust will meet the needs of dyslexic learners through wave one quality first teaching, with additional reasonable adjustments being made in line with recommendations from any formal diagnostic reports. Schools across the Trust will strive to make all classrooms and learning environments 'Dyslexia Friendly' to further support quality first teaching.

2.0 The school's arrangements for assessing the progress of pupils with special educational needs.

STAGE 1: Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All learners receiving any form of intervention to be included on a whole school provision map.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be students who are underachieving and have been identified by the school as needing to make accelerated progress but will not exclusively be pupils with special educational needs.
- All vulnerable learners will be included on a whole-school provision map, which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet students' identified needs and track their provision.
 - Audit how well provision matches need.
 - Recognise gaps in provision.
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency
 - Demonstrate to all staff how support is deployed.
 - Inform parents, LA, external agencies and Ofsted about resource deployment.
 - Focus attention on whole school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

Identification and Assessment at Stage 1

Students' needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, reading and spelling ages and any other relevant whole-school pupil progress data

- Classroom based assessment and monitoring arrangements (Cycle of 'assess, plan, do, review' – using the Graduated approach).
- Following up parental concerns.
- Tracking individual students' progress over time.
- Liaising closely with first schools on transition.
- Information/learning plans from previous schools.
- Information from other services.
- Maintaining a provision map for all vulnerable learners which clearly identifies pupils' SEND status.
- Undertaking, when necessary, a more in-depth individual assessment.
- Involving external agencies where it is suspected that a special educational need is significant

Curriculum Access and Provision for vulnerable learners

Where students are identified as having special educational needs, the school provides for these in a variety of ways and might use a combination of approaches to address targets identified for individuals. Possible interventions include:

- Wave 1 and 2 interventions
- Teachers differentiate work as part of quality first teaching
- Shared ETA lesson support where appropriate
- Spelling intervention and support - withdrawal
- Handwriting intervention and support – withdrawal
- Literacy and Numeracy booster group (KS2)
- Literacy and Numeracy mentoring (KS2)
- Dyspraxia movement group
- Sulp (Social use of language programme)
- Social inclusion club/support
- Application to the Single Point Referral (*referral process for children and young people who have additional needs relating to BESD, Medical needs, English as an Additional language and Education Support for Looked after Children in mainstream settings*).
- Application to the Single Point Referral for outreach support from the Resourced Provisions for Visual Impairment, Hearing Impairment, Autistic Spectrum Disorder, Physical impairment and Speech, Language and Communication difficulties

- Referrals for support from other specialist external services including Locala (*School Nursing Team and Children's Speech and Language Therapy*); Educational Psychology services; ChEWS (*Children's Emotional Wellbeing Service - Tier 2*) and CAMHS (*Child and Adolescent Mental Health Service - Tier 3*)

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation and learning trails by the SENDCO, SLT with responsibility for Teaching and Learning and Strategic Leaders.
- Ongoing assessment of progress made by intervention groups.
- Work scrutiny
- Informal feedback from all staff.
- Student interviews when setting new IEP targets or reviewing existing targets – three points throughout the academic year.
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring IEPs and IEP targets, evaluating their impact on students' progress.
- Attendance records
- Behaviour records and liaison with Class teachers/ Pastoral team.
- Regular meetings about students' progress between the SENDCO and link governor for SEND.
- Head teacher's report to parents and governors

STAGE 2: Additional SEND Support

- Students will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all students in the school (i.e., they have a special educational need as defined by the SEN Code of Practice).

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In keeping with all vulnerable learners, intervention for students on the SEND register will be identified and tracked using the whole school provision map.

- It may be decided that a very small number of the students on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care (EHC) plan
- Our approach to individual learning plans is as follows:
 - Our IEPs are a planning, teaching and reviewing tool, which enables us to focus on particular areas of development for pupils with SEND. They are seen as working documents, which can be refined and amended at any point
 - Our IEPs will clearly record the nature of the SEND for the individual pupil in addition to short- and long-term targets in place to support the need.
 - Our IEPs will be based on informed assessment, information from feeder schools on transition years and will include the input of outside agencies as appropriate.
 - Our IEPs will be time-limited – at review, there will be agreed next steps and a decision made to maintain the SEND status or move to the monitoring list.
 - Targets for an IEP will be arrived at through discussion wherever possible with the student, parents/carers, teachers and other relevant professionals.

Our IEPs will be reviewed at three points throughout the academic year.

STAGE 3: Education Health and Care Plan

- Pupils with an EHC plan will have access to all arrangements for pupils on the SEND register (above) and, in addition to this, will have a formal annual review of their plan.
- Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding or an EHC plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage. *NB Local banding arrangements are based on five areas of need rather than four:*
 - 1 Communication and interaction
 - 2 Cognition and learning
 - 3 SEMH needs
 - 4 Sensory and/or physical needs

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice.

The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of this SEND Policy to the Special Educational Needs & Disabilities Coordinator (SENDCO). The SENDCO is responsible for reporting regularly to SLT and the governor with responsibility for SEND on the ongoing effectiveness of this policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of students with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all students at all times. CPD training is provided to staff and regular communication given on SEND updates, nationally and within the school context.

Headteacher

- The headteacher is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn.
- The headteacher and the governing body will delegate the day-to-day implementation of this policy to the SENDCO.
- The headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - o Analysis of the whole-school pupil progress tracking system
 - o Maintenance and analysis of a whole school provision map for vulnerable learners
 - o Feedback from line manager meetings
 - o Discussions with pupils and parents

4.0 SENDCO

In line with the recommendations in the SEN Code of Practice 2015, the SENDCO/Additional needs co-ordinators will oversee the day-to-day operation of this policy in the following ways:

- Overseeing and analysis of provision mapping for SEND.
- Co-ordinating provision for children with SEND
- Liaising with and advising teachers.
- Line managing ETA team.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all children with SEND.
- Liaising with parents of children with SEND, in conjunction with class teachers.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with a statement of special educational need or EHC plan.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or EHC plans as appropriate

- Carrying out Single Assessment referrals to the authority where necessary.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 5 pupils with additional needs in liaison with the pastoral team.
- Monitoring the school's system for ensuring that IEPs have a high profile in the classroom and with pupils.
- Evaluating regularly the impact and effectiveness of all additional interventions for students with SEND.
- Consulting regularly with staff to review and revise learning objectives for vulnerable learners who are being tracked on the school's provision map.
- Liaising sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress.
- Attending area SENDCO network meetings
- Liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with SEND (nationally, locally and within school)
- Liaising closely with a range of outside agencies to support students with SEND

Class teachers

All teachers are teachers of children with additional needs and must:

Liaise with the SENDCO to agree:

- Which pupils in the class are vulnerable learners
- Which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs
- Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND register and be monitored via an IEP (this would include pupils with statements/EHC plans)

Secure good provision and good outcomes for all groups of vulnerable learners by:

- Communicating effectively with the SENDCO regarding the needs and progress of those with SEN
- Making regular, effective use of the provision map and IEPs when planning and teaching
- Being aware of any updates to the provision map and IEPs and altering planning and practice accordingly.
- Provide scaffolding in lessons to allow all pupils an equality of access to a broad and balanced curriculum.
- Ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies. (SEN Code of Practice 2015)
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners

5.0 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- In accordance with Section 6 of the SEN Code of Practice 2015, if appointed after September 2008, our SENDCO will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment
- The SENDCO will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of CPD.
- Advice will be sought from the school's Educational Psychologist - in relation to staff training in general and with regards to a specific child, should the need arise.

6.0 Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment, in accordance with the Local Offer
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice.

7.0 Partnership with Parents/Carers

The school's aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Parent Partnership services

- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- Self-review their progress and set new targets

Effective Transition

- We will ensure early and timely planning for transfers between the different phases of education. In the year in which they arrive or leave, we will engage in information sharing and success planning for those in receipt of Additional SEND support and offer transition meetings to all pupils with EHC plans. EHCP pupils will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator
- Transition timelines will be produced with the most appropriate member of staff.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and coaching as appropriate. Pupils will be included in all whole class / year group transition activities, visits, and may also be offered additional transition visits to those planned for every pupil.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate
- Parents will be given a reliable named contact at the next phase provider.

8.0 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Admission Arrangements

No child will be refused admission to the mainstream school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*). Where a pupil has an EHCP, school will engage with the Local Authority consultation process to carefully examine the level of need and the school's ability to meet this need.

Complaints

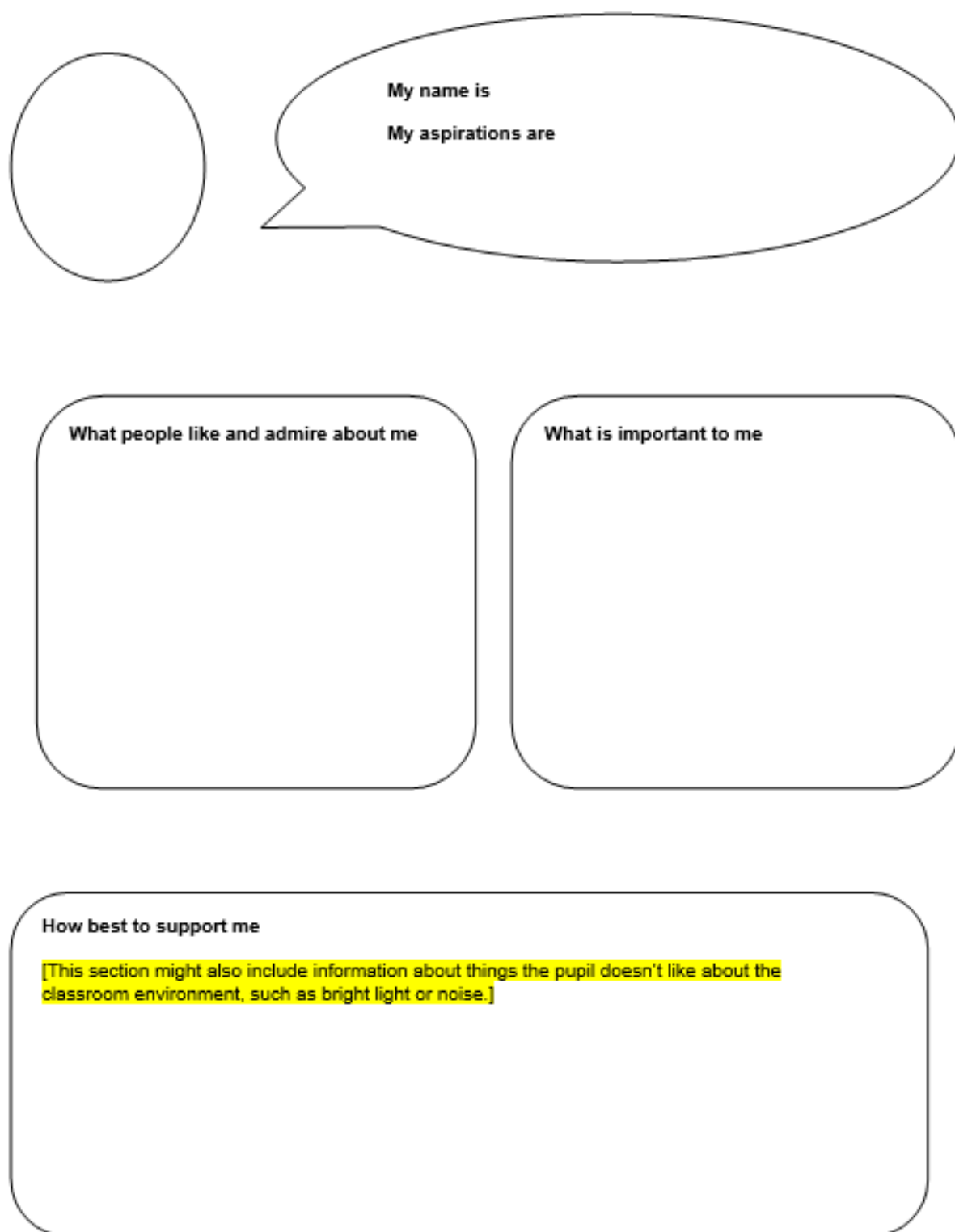
If there are any complaints relating to the provision for children with SEND these will normally be dealt with in the first instance by the SENDCO then, if unresolved, by the Headteacher. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general governors' complaints procedure.

9.0 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

This policy will be reviewed annually by the SENCO and approved by the governing body.

10. Useful Templates

My Profile Template



The form consists of several sections for a student's profile:

- Profile Picture:** A large empty circle on the left.
- Personal Information:** A large speech bubble on the right containing the text:
My name is
My aspirations are
- Interests and Values:** Two rounded rectangular boxes side-by-side:
 - What people like and admire about me**
 - What is important to me**
- Support Needs:** A large rounded rectangular box at the bottom containing the text:
How best to support me
[This section might also include information about things the pupil doesn't like about the classroom environment, such as bright light or noise.]

Pupil Passport Template
My outcomes

Outcome 1	Stamp and date	Stamp and date	Stamp and date
	What was particularly good?	What was particularly good?	What was particularly good?
Pupil's comments			

Outcome 2	Stamp and date	Stamp and date	Stamp and date
	What was particularly good?	What was particularly good?	What was particularly good?
Pupil's comments			
Outcome 3	Stamp and date	Stamp and date	Stamp and date

	What was particularly good?	What was particularly good?	What was particularly good?
Pupil's comments			

Outcome 4	Stamp and date	Stamp and date	Stamp and date
	What was particularly good?	What was particularly good?	What was particularly good?
Pupil's comments			

Running Record Template:

Pupil data

Include any relevant information, such as the pupil's reading age, results of teacher assessments or national tests, or information from diagnostic assessments.

Pupil's needs

Area of need	Specific difficulty	Support strategies
Cognition and learning	Dyslexia	Needs a blue overlay when reading

Pupil's outcomes and provision

Does the pupil have an EHC plan/statement? Yes / No / Assessment requested

Outcome	Provision	Person supervising/ responsible?	Outcome met?	Review date
Progress 1 level in reading	One-to-one reading support twice a week TA support during whole-class reading sessions	TA TA		15/06/23

General comments (can include staff, specialist, parent/CARER and pupil comments)

X seems to be finding it difficult to work at the back of the classroom – consider moving forward – WS 02/02/25
Moved to front of classroom at beginning of March – concentration much improved – WS 03/03/25
X is enjoying reading every evening and wants to try new books – X's mum 14/04/25

Record of meetings with parents/carers

Date of meeting	Attendees	Summary of discussion	agreed actions	Date of next meeting
03/03/2025	Beth Whittaker (SENCO) Wheeda Saleem (teacher) Joel Higgins (Father) Ria Perez (Mother)	X is finding reading much easier now she uses the blue overlay regularly. Sometimes X forgets to use the blue overlay at home, which disrupts her learning. X's parents have been using the overlay for reading at home and this has helped her build confidence.	BW will purchase more blue overlays so X can keep 1 at home for reading with her parents, and have 1 in the classroom for school work	15/06/2025