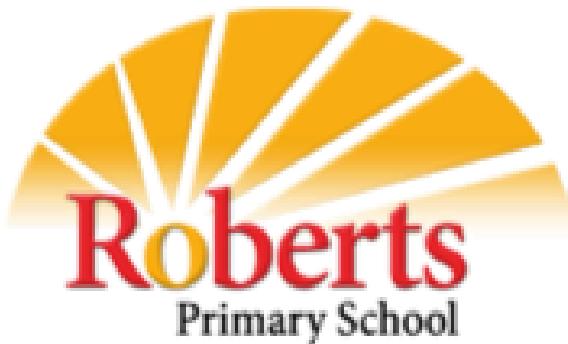


Roberts Primary School

Special Educational Needs and Disabilities (SEND) Policy



Date Revised	February 2026
Date of Next Review	Spring 2027
Approved by Governors	February 2026
Approved By	Mr C Watkins (Headteacher) Mrs S Smith (chair of Governors)

1. Aims and objectives

Roberts Primary School is committed to providing an inclusive education for all students, ensuring that every child, regardless of their needs, has access to a high-quality learning experience. We are committed to the principles of inclusion and recognise that children with Special Educational Needs and/or Disability (SEND) have the right to access a full-time education within a mainstream classroom alongside their peers, wherever possible and appropriate.

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- It sets out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside their peers who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Support pupils with SEND to make a positive transition to their next phase of education.
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At Roberts Primary School we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Pupils who have been identified as having SEND will continue to have their needs met through Inclusive

Quality First Teaching and provision that is “additional to” and “different from” that which is provided as

part of the whole school offer.

In line with the principles of the Code of Practice for Special Educational Needs (DfE 2014) and the SEN and

Disability Act (2001) we will ensure:

- children are given equal access to the curriculum and that each child's achievements are valued;
- children's views are captured and taken into account;
- we identify and assess children with SEND using data, observations and, if appropriate, external agencies to inform decisions;

- all staff are aware of the process and procedures for identifying children with SEND
- there is involvement of the parents at every stage to maintain a strong home/school partnership;
- we provide adaptive teaching within a balanced and broad curriculum in a way which supports children with SEND;
- we raise staff awareness and expertise through CPD;
- we maintain close links with the support services, other schools, and agencies.

3. Legislation and guidance

This policy has been created in-line with the following statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
 - The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
 - The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
 - The governance guide for [maintained schools](#) which sets out governors' responsibilities for pupils with SEND
 - The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At Roberts we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

We believe that each child is capable of being successful in some way and therefore able to make a positive contribution to our school community. Our overriding aim is to provide a happy, safe and inclusive environment in which children and staff are encouraged to develop to their full potential.

The Equality, Diversity and Inclusion policy provides further details on how we seek to tackle issues of disadvantage and underachievement of different groups.

At Roberts Primary School we are developing an ethos of co-production, where everyone works together on an equal basis, using their skills, knowledge and experience to create better outcomes

and find shared solutions to shape a more inclusive community. We invite and embrace the contributions our children and parents make to developing our policy and practice to ensure it is accessible and inclusive.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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 by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SEN and Inclusion team at Roberts School is made up of:

- Mr Garry Dean - Special Educational Needs Co-ordinator (SENCo)
 - Gdean@roberts.dudley.sch.uk
 - 01384 987330
- Mr Jake Stone
 - jstone@roberts.dudley.sch.uk

- Vicky Cockell – Pastoral Manager
 - Vcockell@roberts.dudley.sch.uk

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need

- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Mrs Susan Smith

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated or adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Provided with a person centred plan each term detailing the targets and provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, in collaboration with school staff, agree their targets for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are by completing their One-page profile
- Contributing to setting targets or outcomes

- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The Roberts school publishes a SEN information report which can be found on our website. This sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies, eg Health Visitor or Dudley's Integrated Early Years Service (IEYS).
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

For other children there are a range of pathways that may support the identification of an additional need;

- If parents have any concerns they are invited to discuss these with the child's class teacher and/or the school SEN Co-ordinator (SENCo). If necessary the SENCo will then co-ordinate further investigation to gain a better understanding of the potential needs.
- Class-teachers undertake on-going observations and assessments and will raise any concerns with the SENCo for further investigation.
- Behaviour and attendance issues can also be early indications that a child may have unidentified needs.

The SENCo is a member of the Senior Leadership Team (SLT) and liaises closely with the Pastoral Manager and Deputy Head responsible for attendance, to discuss any children causing concern.

Attainment and delayed progress in learning are key indicators. At Roberts Primary School assessment of pupil learning and progress, alongside assessment of their learning attitude and behaviour, is built into the way we teach. Staff ask questions during lessons, mark work, plan challenges and observe responses. This process is ongoing and happens every day, in every lesson.

In addition, there are more formal assessments and pupil tracking that takes place at regular intervals. Where children are making progress at a slower than expected rate or are failing to attain at the level appropriate to their age then we may decide to assess that pupil's learning in more detail.

When we need more insight into how a pupil is learning or if they appear to be having difficulties then we do more individual, specific assessments. These assessments might be conducted by ourselves or by external specialists, such as Educational Psychologists, Specialist Teachers or Speech and Language Therapist. The purpose of these assessments is to gain a better understand of the potential barriers to a child's learning in order to target specific support and interventions. Information from all of our assessments help us decide whether a child has a special educational need and will inform what we then do about this. Any provision which is additional or different to that given to the majority of the class is monitored carefully.

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

8.2 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and, if a person-centred plan is required, this will be shared with the parent/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out an assessment of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external agencies.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review; usually termly.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, and will be made accessible to staff in a person-centred support plan.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed termly; at half-terms.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

Assessment of progress and attainment is an integral part of the teaching process for all children at Roberts School. However, for those children on the SEN Register there are further assessments and progress reports that take place throughout the year. Children with SEN will have a Person-Centred Plan/APDR which will be reviewed at each half-term. The review will consider the progress that has been made towards the identified outcomes. For some children these outcomes may not be linked to their academic attainment, but may be associated with their communication or interaction skills or their ability to regulate their emotions. This review will be shared with parents and will inform the following term's targets.

For those children with an EHCP these termly reviews will feed into a formal review that will take place annually (The EHCP Annual Review). The school will co-ordinate this review, along with the parents, and will invite any other practitioners who are involved with the child to attend or contribute to the review. A record of this meeting, along with any supporting assessments or documentation will be shared with the SEN team. The SEN team will then decide whether to amend or maintain the EHC plan.

In addition to this formal monitoring we evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Monitoring by the SENCO
- Getting feedback from the pupil and their parents/carers

Criteria for exiting the SEND Register

If it is felt that a pupil is making progress which is sustainable then they may be taken off of the SEND register. If it is agreed by all, to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the procedures outlined in this policy.

Parents and carers will be informed of this decision by the SENCO.

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

At Roberts we draw on support and training as and when it is required in response to the needs of our pupils. Training is regularly reviewed by the Senior Leadership Team. All staff within the school receive access to regular training related to Special Educational Needs and Disabilities. We also access Local Authority training as appropriate. We believe that your child's learning needs will first be met through the high-quality teaching delivered by his/her class teacher. Regular professional development, across the curriculum, ensures that staff at Roberts are fully aware of how to support children with a range of SEND. There is a wealth of knowledge and experience within the Roberts SEN Team who are in regular communication with teaching staff to make sure that everyone is aware of what SEND there is within the school, and how to help support those needs in the classroom. Individual training can also be arranged wherever necessary.

A member of the school SEN and Inclusion team regularly attends local authority SENCo Network meetings and keeps informed of local opportunities and updates.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

13. Admission and accessibility arrangements

At Roberts we follow Dudley's admission arrangements and coordinated scheme for all primary schools.

A copy of this can be found on the school website.

We are an inclusive school and offer personalized support for children joining the school if required. We recognise the importance of ensuring a high quality transition regardless of the stage. We will consider the individual needs of each child in discussion with themselves and their parents to consider what additional support is required.

- Pre-School to school
- Home visits
- Stay and play sessions
- Staff communication with Pre-school
- TAF (Team Around the Family) meetings

In-school transfers

- Move up days in school
- Staff handover meetings
- Enhanced transitions to further support children (Extra time in class, photo packs etc)

Secondary Transfers

Arrangements for supporting pupils moving between phases of education

- Induction days
- Staff communication with the secondary school
- Transition information/passports
- Enhanced transition days

Additional advice and resources to support positive transitions can be found on Dudley's Local Offer.

[Transitions in Education | Dudley Council](#)

13.1 Admission arrangements

We welcome students with SEND with an EHC Plan in our mainstream school. The admission arrangements for all pupils are in accordance with national legislation and are outlined in the school Admissions Policy. This includes children with any level of SEND; those with an Education Health Care (EHC) Plan and those without.

We fully support the inclusivity principles underlying the SEND code of practice. All applications from parents of students with SEND but no EHC Plan will be considered on the basis of the School's published admissions criteria. All SEND paperwork should be passed to the SENCO as soon as possible. If a child is making a transition from another school or from nursery to reception class, a meeting (either face-to-face or via telephone) will be set up between the feeder school and the receiving school to aid transition and ensure necessary provisions are put in place.

13.2 Accessibility arrangements

Roberts Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Roberts Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The school Accessibility Plan can be found on the school website.

14. Complaints about SEND provision

The school follows the Local Authority's complaint procedure for any complaints relating to SEND.

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO in the first instance. They will be handled in line with the school's complaints policy (See Website). If the complaint is related to a school process or decision you can contact:

The Headteacher – Mr Watkins

The SENCo – Mr Dean

Details of the complaints procedure can be found on the school website.

If the complaint relates to a decision made by the Local Authority, then parents are advised to contact the Local Authority SEN Team;

Telephone: 01384 814360

Email: enquiries.senteam@dudley.gov.uk

Parents may also approach Dudley SENDIASS Team (01384 818096) to support them in the complaint's procedure. SENDIASS is an independent organisation which provides advice and support to parents.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, please see Dudley SEND Local Offer; <https://www.dudley.gov.uk/search-results/?keywords=mediation>

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND

- Pupils' progress and attainment once they have been identified as having SEND
- Quality of adaptive teaching through learning walks and observations.
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by SENCO/Headteacher **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the Governing Board

16. Storing and Managing Information

Individual pupil SEN files are kept electronically, copies of documents are kept on the school's secure registration system, Arbor, and CPOMS. Relevant documents are shared with parents, class teachers and support staff. When children leave our school to transfer to secondary school or to another primary school, the SEN files are transferred securely to the receiving school.