



RSS children are **STARS**

Safe, Together, Achieve, Resilient, Special.

SEN Policy and Information Report

Reviewed on:	November 2025
Next Review:	Annually
Staff Responsibility:	Inclusion Leads/ SENDCo's Headteacher

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCos) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for 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 the majority of 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
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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.

Roles and Responsibilities

The SENDCo is Mr Thompson. The Deputy SENDCo is Mrs Jeffery.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN 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 work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN Governor

The SEN governor will:

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

The Headteacher

The headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- 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 how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Admission Arrangements for children with SEN/Disabled

Children with an Education Health Care Plan - All admission authorities are required by section 324 of the Education Act 1996 to admit to a school a child with a statement of special educational needs or an Education Health Care Plan that names that school. This is not an oversubscription criterion and the council will therefore admit such children whether the admission number has been reached or not.

Admission of children with Special Educational Needs with no Education Health Care Plan

Children with special educational needs will be treated as fairly as any other applicant. The law does not permit refusal of admission because it is claimed that the school cannot cater for the child's special educational needs and the council will consider such applications on the basis of the published oversubscription criteria.

Accessibility Plan

<https://www.russell-street-school.co.uk/website/policies/222150>

What kinds of Special Educational Needs and Disabilities are provided for:

The Code of Practice (2014) explains 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. This is due to a significantly greater difficulty in learning than the majority of others of the same age or a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age.

The four main broad areas of SEND are as detailed below:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs.

These areas of SEND offer an overview of the range of needs and in many cases, children do have needs that cover more than one of these areas. The purpose of identification within the broad areas is to help in the decision behind the support for the individual and ensure this takes into consideration the needs of the whole child as well as their Special Educational Needs. This allows for the most appropriate intervention to support the individual pupil and ensure their needs are fully catered for. We are a fully inclusive school and continuously strive to provide the best for all our children, including those with SEND.

Identifying children with SEN

Children are identified as having Special Educational Needs and/or Disabilities (SEND) through a variety of ways including:

- concerns raised by parents/carers, teaching staff or nursery/previous schools
- making limited progress, academically, socially or emotionally, even with targeted individualised support
- changes in the pupil's behaviour or poor self-esteem which impacts on learning
- liaison with external professionals
- a medical diagnosis
- a child asking for help

The 'Special educational needs and disability: an analysis and summary of data sources' (August 2024) states that: Pupils with SEN are currently classified as follows:

SEN support: SEN support means support that is additional to, or different from, the support generally made for other children of the same age in schools. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school's usual curriculum offer. A pupil on SEN Support will not have an Education, Health and Care plan.

Education, Health and Care (EHC) plan: A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN Support. This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

If you have any concern regarding your child's progress or well-being then please make an appointment to see your child's class teacher to discuss your concerns in the first instance. The class teacher may then direct you to Mr Thompson (SENDCo) and/or Mrs Jeffery (Deputy SENDCo).

Arrangements for consulting with parents of children with SEN and involving them with their education

Your child's class teacher, or the SENDCo, will contact you to let you know if there are any changes to your child's learning needs. You will be kept informed about your child's progress and their support in the following ways:

- The class teacher will have overall responsibility for the planning and teaching of the curriculum for all children. The curriculum is monitored by senior leaders throughout the school.
- In the first instance, you will be invited to a meeting to collaboratively work together to improve outcomes for your child. This will be reviewed termly and will inform teacher's planning to best meet the needs of your child.
- Should your child require additional support they may be included in an intervention group or specialist provision. This may be run by the class teacher or a member of the support staff. Alternatively, they may need small adaptations to support them with their learning in the classroom.
- Specific planned interventions may be provided for your child in consultation with the SENDCo. These interventions will be recorded on a provision map. The impact of interventions are reviewed regularly to ascertain the effectiveness of the provision and to inform future planning.
- Occasionally a child or family may need more specialist support from an outside agency. If the advice of a Specialist Teacher is required, consent from parents will initially be required for the needs of their child to be discussed. This will then trigger the involvement of the relevant departments at the Milton Keynes Council SEND Team. For other external agencies such as Educational Psychologists, Speech and Language Therapists, consent from parents will initially be required and a consultation appointment will be arranged. The involvement of external agencies and the co-ordination of meetings is part of the role of the SENDCo.
- If your child has an Education, Health Care Plan, then parents are invited to planning, review and transition meetings as required. This process is co-ordinated by the class teacher and SENDCo.

- The Governors of Russell Street School are responsible for entrusting a named person to monitor Safeguarding and Child Protection procedures. The Headteacher is responsible for the monitoring and correct administration of the Disclosure and Barring Service procedures and the School's Single Central Record. The Governors have appointed a Safeguarding Governor and ensures that the school is as inclusive as possible and treats all children and staff in an equitable way. They also monitor and review all statutory policies defined by the Department for Education (DfE).

Communication with parents so that children can be supported well

- Your child's class teacher is usually available at the end of the day if you want to have an informal chat, but if you require a more detailed conversation please make an appointment via the school office or your child's year group email address.
- You will be kept informed of your child's progress through parent consultations, which are held 2 times a year, as well as via a report issued annually at the end of the Summer term.
- Provision map review meetings are held regularly and you will be invited to discuss your child's personalised targets.
- Appointments with the SENDCo can be made via the School Office.

Arrangements for assessing and reviewing pupils' progress towards outcomes

You will be invited to review your child's special educational needs termly in collaboration with your child's class teacher. Pupil voice is gathered and parental voice is recorded too. Together parents, class teacher and the pupil (if appropriate) set personalised targets to be reviewed each term.

All parents are encouraged to contribute to their child's education. This may be through:

- discussion with the child's class teacher
- parent consultations
- parents being invited to review meetings or annual reviews for EHC plans
- meeting with the SENDCo or other professionals

Arrangements for supporting pupils moving between phases of education

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition.

When starting Nursery/Reception:

The Nursery Lead has phone call consultations with all parents/carers before a child starts Nursery. With consent, the Nursery Lead has phone consultations with the child's previous setting, if they have attended one. It is at this point that SEN needs are discussed and a further transition meeting will be held to discuss a child's needs and to ensure adaptations to provision are made if necessary. Parents/carers are invited to this meeting. All relevant paperwork, such as SEN Support Plans, would be expected to be passed on at this meeting.

The Reception Lead has phone call consultations with all parents/carers who do not have a child in our Nursery class. It is at this point that SEN needs are discussed and a further transition meeting will be held to discuss a child's needs and to ensure adaptations to provision are made if necessary. Parents/carers are invited to this meeting. All relevant paperwork, such as SEN Support Plans, would be expected to be passed on at this meeting. In addition to this, the Reception Lead visits all previous settings before children start school and the previous setting's SENDCo will be advised to make contact with the school's Early Years SENDCo to ensure a smooth transition into school.

Building a warm and a secure relationship with a key person is crucial for the child, and parents should feel involved and consulted. Information sharing should include how the child communicates their needs, e.g. when they are tired or hungry. This is discussed at the 'Stay and Play' sessions in the summer term before children start their journey at Russell Street School in the September. Every parent/carer has the opportunity to have a one to one chat with the Nursery Lead/member of the Reception team. At Russell Street School we offer gradual settling in approaches for those children who need them, with clear review points (as suggested in the 'Ordinarily Available Provision' document published by Milton Keynes Council).

When moving to another school:

We will contact the school SENDCo and share information about special arrangements and support that has been in place for your child to help them achieve their learning goals. We will ensure that all records are passed on as soon as possible. The school may arrange additional transition support if appropriate.

When moving classes in school:

An information sharing meeting will take place with the new teacher. Opportunities to visit the new class/teacher will be provided. If appropriate and the child is under the case load of the Inclusion and Intervention Team, a member of staff from this outside agency can be involved in a meeting between the SENDCo, Inclusion and Intervention Specialist and parent/carer to ensure that there are agreed outcomes for transition, such as a 'Passport' to the next year group, including photos of key members of staff and rooms/areas that the child will access.

Year 2-3 transition:

The SENDCO and/or class teacher will attend a Transition meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact. In some cases additional multi-agency meetings may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school to see your child in our current setting.

The approach to teaching pupils with SEN.



We are led by 'The Graduated Approach'. All children are entitled to quality first teaching adapted to match their individual needs to enable them to access the curriculum. For most children with SEN, settings and schools are able to support their needs through reasonable adjustments made to the quality first teaching.



We also use the guidance set out in the document 'Ordinarily Available Provision' (September 2024). This useful document describes what should be available as part of universal good practice in schools. The overarching approach is one of inclusion.

At Russell Street School we have used the guidance to ensure the following is considered to create a 'communication friendly environment':

- Layout
- Lighting
- Space
- Choice
- Noise levels
- Visual aids
- Visual distraction

Examples of provision are:

- Quieter, cosy areas
- Use of natural light
- Visual aids to support daily routines
- Areas that are free from visuals

Ordinarily Available Provision

Class teachers and/or support staff may be allocated to work with your child on a 1-1 basis or in a small group to target more specific needs.

If appropriate, specialist equipment may be provided for your child, such as writing slopes, coloured overlays, pen/pencil grips etc.

How adaptations are made to the curriculum and the learning environment of pupils with SEND

As a school we are happy to discuss individual access requirements and make reasonable adjustments to meet these needs.

Facilities at present include:

- Wide doors fitted to outside doors at the entrance to our buildings
- Toilets adapted for disabled use in the Early Years building and Key Stage One building
- Most door thresholds around the main buildings being level
- An electric stair lift in the Key Stage One building for access up and down the steps
- Disabled space marked out in the car park
- Suggested reasonable adjustments made by outside agencies, such as The Visual Impairment Team or The teacher of The Deaf.

More information can be found in the school's Accessibility policy and plan.

<https://www.russell-street-school.co.uk/website/policies/222150>

The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured

All staff within the school receive access to regular training related to SEND, through the local authority.

Safeguarding Training is provided annually for all staff.

How equipment and facilities to support children and young people with SEND will be secured

The SEND Budget is allocated each financial year to support additional needs throughout the school. The money is used to provide additional resources or support, dependent on need. Support for individual children would be decided upon after discussion with relevant parties.

- Support can be; staff training, physical aids, resources, Teaching Assistants, 1:1/small group specialist support.
- Specialist advice/support may be bought in to support individual children.

How the effectiveness of the provision made for pupils with SEN is evaluated

We evaluate our provisions in place rigorously and regularly through provision mapping. Each child's individual progress is evaluated and provision is matched depending on their need.

Pupil progress reviews are held to evaluate the effectiveness of provisions and discuss the progress of groups and individual pupils.

Some children may need additional support and this is evaluated and assessed regularly.

- Additional support is allocated according to the information provided by the previous school, parents, teachers, external agencies and monitoring the pupil's progress.
- Children with an Education Healthcare Plan will be allocated appropriate resources as specified. The class teacher will then carefully monitor progress in consultation with the SENDCo and this will be discussed at review meetings and pupil progress meetings.
- The level and type of support and provision will be regularly reviewed and the impact of this support considered.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, the class teacher, together with the SENDCO, will adjust the level of support accordingly.

How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND

Some children may require the curriculum to be adapted in order to remove barriers that would prevent them from accessing lessons. We therefore try to find ways in which all pupils can take part in lessons and out-of-school activities.

As a school we regularly review the way in which resources are matched to the needs of all the children. This may be the use of specialist equipment, such as coloured overlays, pencil grips or fiddle bands. Advice from external agencies is welcomed in order to further develop and train staff in adaptations to lessons.

As a school, we adopt dyslexia and autistic friendly strategies within the learning environments across the school.

We feel access to all areas of school life is important and have a policy and accessibility plan detailing how we ensure this happens.

For activities outside of the classroom we ensure that:

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures put in place to enable all children to participate.
- If a health and safety risk assessment suggests that an intensive level of 1-1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual staff.

Support for improving emotional and social development

The school offers a variety of support for all pupils including those who may be experiencing emotional difficulties:

- Opportunities for children to talk with specific members of staff such as the head teacher, teachers, teaching assistants and Safeguarding team if they have any concerns they wish to discuss.
- Support from external agencies may be provided if deemed appropriate.
- Some children will have access to small group work to promote confidence and self-esteem.
- Some pupils may be chosen to be part of a social skills group.

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):

- Regular contact and liaison with parents
- Transition support when transferring from one year group to another as well as to Key Stage Two education
- Consistency of approach by all adults

Attachment, Regulation and Competency Framework (ARC)

Staff at Russell Street School have been trained in the 'Attachment, Regulation and Competency (ARC) Framework'. ARC is a flexible, components-based intervention developed for children and adolescents who have experienced complex trauma, along with their caregiving systems. ARC's foundation is built upon four key areas of study: normative childhood development, traumatic stress, attachment, and risk and resilience. Drawing from these areas, ARC identifies important childhood skills and competencies which are routinely shown to be negatively affected by traumatic stress and by attachment disruptions, and which – when addressed – predict resilient outcome.

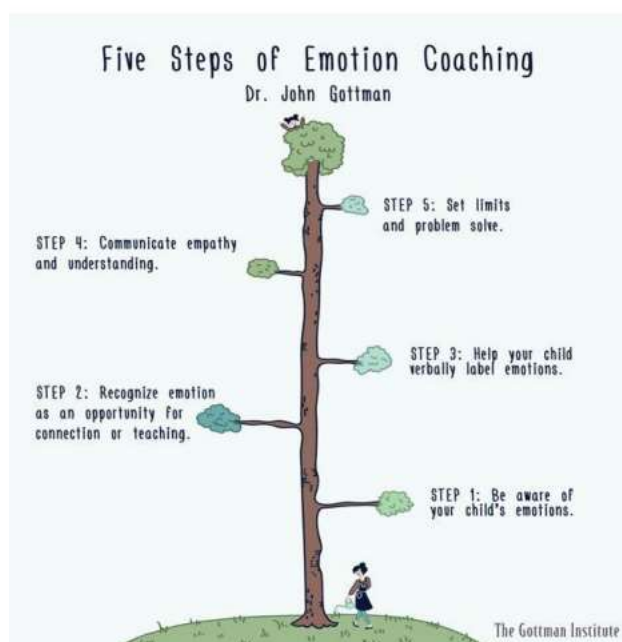
ARC is designed as both an *individual level clinical intervention*, to be used in treatment settings for youth and families, and as an *organizational framework*, to be used in service systems to support trauma-informed care. The concepts identified by ARC

may be applied to individuals from birth through young adulthood, and have been effectively used with youth with a range of developmental and cognitive functioning levels, and with a wide range of symptom presentations. Caregiver goals are designed to translate across many different types of caregiving systems, including primary (i.e., biological, kin, and foster parents), milieu (i.e., residential, group home), and organizational (i.e., teachers, youth program providers) systems of care. Here is a link, which provides more information on this intervention: <https://arcframework.org/what-is-arc/>

Emotion Coaching

All classes use the Colour Monster books and materials to teach children emotional literacy vocabulary so that children can name emotions, talk about emotions, recognise emotions in others, learn strategies to regulate their emotions. By using these materials all children have a fully understood way of sharing their emotions and will develop a large set of emotional vocabulary to enable them to do this successfully.

One of the ways in which the ARC intervention supports children who require a trauma informed practice approach is through 'Emotion Coaching'. Emotion Coaching is about helping children and young people to understand the different emotions they experience, why they occur and how to handle them. Our emotional reactions and response are very much linked to the brain systems and so understanding this is important to help children to label and understand their emotions and work out how to feel better.



How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families

At times it may be necessary to consult with external agencies to receive more specialised advice. These may include:-

- Educational Psychologists
- Speech and Language Therapists
- Outreach Teachers/TAs from Special Schools
- CAHMS (Child and Adolescent Mental Health Service)
- Social Services
- Occupational Therapists
- Physiotherapists
- School Nurse
- Health Visitor
- Children and Family Practices
- Specialist teachers from the Milton Keynes Inclusion and Intervention Team

Our SENDCOs have achieved the Post Graduate National Award for Special Educational Needs Co-ordination and take advantage of relevant up-to-date training to support their roles.

Arrangements for handling concerns from parents of children with SEND about the provision made at the school

If you have any concern regarding your child's progress or well-being then please make an appointment to see your child's class teacher to discuss your concerns in the first instance. The class teacher will then direct you to Mr Thompson or Mrs Jeffery who will meet with you, to discuss your concerns in further detail.

If you still have concerns a meeting will be arranged with the Head or Deputy Headteacher.

Parents will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

The school's complaints policy complies with section 29 of the Education Act 2002.

Contact details of support services for parents of pupils with SEND

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

Named contacts within the school for when young people or parents have concerns

If you wish to discuss your child's education further or are unhappy with something regarding your child's schooling please contact:

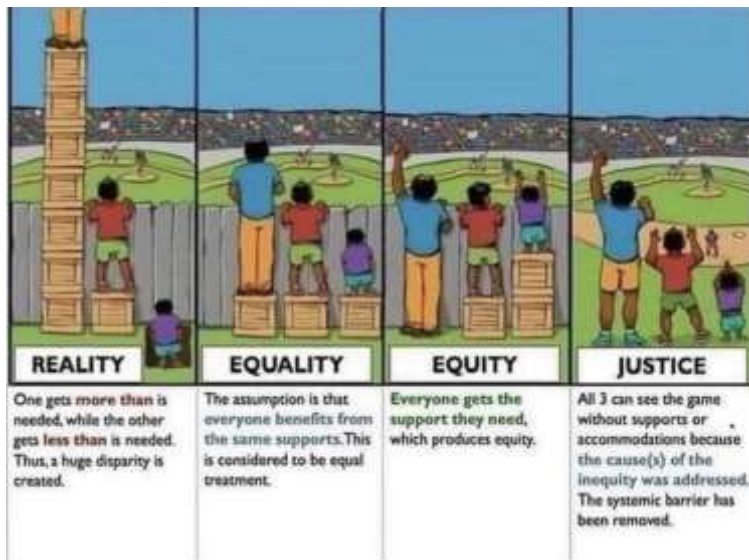
- Firstly your child's class teacher
- Mr Thompson – SENDCo/Year 2 Lead
- Mrs Jeffery – Deputy SENDCo/Nursery Lead
- Mrs van Rooyen – Deputy Headteacher and Reception Lead
- Mrs Green – Year 1 Lead
- Mrs Camp – Assistant Head-teacher
- Mrs Van Rooyen – Deputy Headteacher
- Mrs Robinson - Headteacher

The school's contribution to the local offer and where the LA's local offer is published

The Local Offer has been introduced "as a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child."

The Milton Keynes Local Offer provides parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, each educational environment will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings. The Local Offer Steering Group devised 15 questions, in consultation with parents/carers and other agencies, which reflect key concerns and interests. To help provide consistent and comparable information, these will be answered by agencies, schools and colleges to enable parents and carers to make decisions about how to best support their child's needs.

Milton Keynes Local Offer: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>



One gets more than is needed, while the other gets less than is needed. Thus, a huge disparity is created.

The assumption is that everyone benefits from the same supports. This is considered to be equal treatment.

Everyone gets the support they need, which produces equity.

All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.