



Richmond Hill School SEND policy & information report.

In all we do at Richmond Hill we strive to :

Empower, Pupils are empowered to grow independence and prepare for adulthood through personalised learning, well-sequenced curriculum, and effective behaviour management.

Embrace, We embrace each pupil's unique personalities, communication style and needs by creating a safe,

supportive, and inclusive environment that fosters meaningful connections and holistic development.

Encourage, We encourage resilience, confidence, and high aspirations in pupils by nurturing their belief in success, providing inclusive and engaging learning experiences, and celebrating individual progress.

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Aims

- 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.

Policy development and implementation

The SEND policy and SEN information report is developed by the SENCO and the Headteacher. A range of professionals across the school have been consulted in producing the content outlined within the Policy.

Legislation and guidance

This policy and information report is based on the statutory requirements set out within the 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 coordinators (SENCOs) 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. Pupils 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.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other pupils of the same age by mainstream schools.

Roles and responsibilities

The SENCO:

- Work with the Head teacher 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 coordination of specific provisions made to support individual pupils.
 - 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 (LA) and its support services.
 - Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
 - Oversight of EHCPs, provision and banding.
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- Ensure the school keeps the records of all pupils with SEN up to date

The head teacher:

- Working with the SENCO to determine the strategic development of the SEN policy
- and provision in the school.
- Has overall responsibility for the provision and progress of learners with SEN and/or a disability.



Phase Leaders:

Each Phase-leader is responsible for:

- Supporting the SENCO by overseeing the SEND provision within their department
- Supporting the teachers within their department to chair Annual reviews for pupils within their department
- Supporting the teachers within their department to implement SEND provision and setting of and reviewing individual targets.

Class teachers:

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Implementing special educational provision
- 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 SENCO and department leaders to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy.

External therapists (Including SaLT, Makaton, Think Sport & Music Therapist).

External therapists are responsible for:

- Liaising with class teachers and SENCO about pupil progress and needs
- Producing reports (at SENCO's request)
- Working closely with any teaching assistants or other staff to assess and plan for pupil provision.
- Supporting the delivery of the targeted and/or specialist provision package across the school.

The kinds of SEN that are provided for

At Richmond Hill school, every pupil has a lifelong learning difficulty or disability. We refer to the level of learning difficulty as the primary need. Most pupils in the school will have severe learning difficulties.

Many of our pupils will have other needs identified, in addition to their learning difficulties. These include but are not limited to:

- Social Emotional & Mental Health.
- Autism.
- Visual impairment.
- Hearing impairment.
- Physical Disability.
- Communication difficulties.

In addition a number of our students will have medical needs including epilepsy, diabetes and/or medical conditions that require regular administration of medication.



How does the school identify and organise support for children with special educational needs and disabilities?

Places for children attending the school are requested through the Local Authority decision making groups; children who have an EHCP, through the Statutory Provision and Assessment Group (SPAG). Prior to the request being made, parents and children can visit the school accompanied (if appropriate) by the referring professional to make an informed decision as to whether the school can provide an appropriate education for the child. Where possible to assist in the decision-making process, the child will be visited in their familiar environment by staff from the school who will undertake an appropriate assessment. If parents feel the school can provide an appropriate placement, a request is made to the relevant Local Authority decision making group, who then in turn make a formal request to the school. Following confirmation of a place at the school, a transition process is implemented which ensures careful planning for the child to be successfully included and have their needs met. Generally, the transition process takes about a term.

Who are the key people in the school available to discuss parental/carers concerns about their child's difficulties?

Throughout the year, there are opportunities for parents to meet with staff to discuss their child's progress - parent consultations and annual reviews. In addition, ~~therapy services regularly review children on their caseloads and meet with parents.~~ If parents have any additional concerns about their child, the first person to contact will be the child's class teacher or class team. This can be done via email, or by telephoning the school. Parents are welcome to arrange appointments to come in to school and discuss their child and school will ensure that the most appropriate person will be available to meet with them.

How will parents/carers be informed about a child's progress and how will their progress be measured?

All of our children have an EHCP, and a statutory Annual Review of the plan is required. At the end of the academic year, progress is summarised in End of Year reports. Progress towards targets is reported through the statutory Annual Review of their EHCP. At the end of the academic year, End of Year Reports details achievements across the curriculum. Parent consultation meetings are held termly. **The school uses EFL (Evidence for Learning) app, which provides parents with weekly updates linked to their child and is used to create learning journeys once a term.**

What support will parents/carers receive if their child has been identified as having special educational needs?

Family Workers –the school's Family Workers are able to direct parents to information about financial support available, provision of help to complete a variety of relevant forms, information regarding referral to a range of health, social care and education professionals to provide support at home as well as at school, information on the range of support networks available in Luton and surrounding areas and offer opportunities to meet with other parents to share information and support at school.

Communication Team – This team is made up of both school staff and external professionals, including our in house SALT.. They provide information about the use of High Tech and Low Tech communication strategies, sensory support and the management of children with behaviours which are challenging and they offer parents opportunities for training in a wide range of areas.



Training – a range of training is available for parents through the training programmes, through our regular coffee mornings. This includes: supporting your child with autism, supporting your child’s communication needs, the use of Ipads and IT, first aid for parents.

Development of your child’s progress –These are reviewed at parent consultations, Annual Reviews of EHCP, via regular communication through weekly emails, via home/school books, telephone/ email conversations and home visits.

Classroom team – A teacher leads a classroom team. The team is responsible for monitoring and supporting the children’s day to day care needs. The encouragement of independence skills is promoted and a developmental curriculum is in place to support the children’s progress with independence and self-help skills. Children are encouraged to reflect on their progress and achievements are recognised in an assembly. Behaviour plans are drawn up to support the management and de-escalation of complex and challenging behaviours. The provision of an individualised learning programme for each child encourages them to achieve their targets, boosting their self- esteem and allowing them to experience success.

Creative therapies/ practitioners – School funds a variety of support staff, these include a music therapist, sports coaches and **communication specialists**. Pupils respond incredibly to these sessions, improving personal communications and motivation to engage with those around them.

How will teaching be adapted to support the child/young person with special educational needs?

The classes are grouped into **keystage** pathways, we also have a SEMH pathway, the needs of the children are carefully considered prior to assigning a class group. Each pathway has a personalised curriculum tailored to the developmental age of the child and how best to develop their communication and independence skills for their future next steps.

Each class also has a high staffing ratio ensuring all children can access the learning opportunities on offer. Pupils are banded by the local Authority. We have high expectations of our children and our staff are experienced, creative and skilful ensuring the children access a rich and varied learning environment. Everything is delivered through a broad and varied experience ensuring that there is a clear focus on their future goals and next steps. . In addition, the school provides a developmental framework through which the children develop their skills in the key areas of communication, cognition, social skills, life skills and motor skills. A range of strategies is used to support the development of these key skills, for example Makaton signing, PECS, TEACCH, multi-sensory environments, circuits and educational visits.

Our staff have substantial experience working with students with SEND and are able to implement a wide range of strategies and specialist interventions to successfully support our students with their SEND and health needs to access their curriculum. Some examples of our specialist physical facilities and some non-exhaustive examples of adaptations we may take are listed below under the four areas of need;

| Communication & Interaction | SEMH |
|---|--|
| Makaton signing PECS Visual support Various forms of AAC Objects of reference | Music Therapist SEMH pathway. SEMH and or behaviour support. PSHE & RSE intervention sessions. |

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|---|--|
| Coreboards BLANKs levels Self Advocacy | Zones of Regulation to support emotional regulation Sensory processing resources, ear defenders, chewies, fidget toys etc. |
| Cognition & Learning | Sensory & Physical |
| Use of ICT as an alternative tool for recording Use of symbolised resources to support access to text School garden Cooking facilities Text to speech and speech to text facilities Timetable adjustments Continuous provision For VI e.g. enlarged text, different coloured backgrounds Access to ICT. | Internal Sensory & Physical lead Sensory processing resources, ear defenders, chewies, fidget toys etc. Soft play room Rebound therapy School Gym playground equipment Scooters & bikes Sensory circuits Sensory room Specialist eating equipment/resources. |

How does the school involve children in decisions that affect them?

Pupil voice is articulated in a variety of ways. Staff operate with “commentary style” approaches, focusing adult language upon a non-verbal child’s responses and actions. Most able pupils participate in higher functioning learning opportunities and are encouraged to speak out their own views in situations such as zones of regulations and daily circle times, pupil voice is captured at the point of annual review, through our school council representatives, year 6 self advocacy groups and annually through our pupil voice documentation that runs as part of our EHCP process.

How does the school work towards improving emotional and social development?

We provide support for pupils to improve their emotional and social development through our everyday practice and expertise in working with children and young people with SEN. In addition, the following provisions and aspects of our curriculum further support emotional and social development:

- Richmond Hill has an anti-bullying policy.
- The PSHE curriculum includes a focus on preventing and minimising the impact of bullying, including cyber-bullying.
- The school participates in national ‘Anti-Bullying’ week and holds several activities to promote awareness of bullying.
- We have specialist provisions to support those with the highest level of need in this area.
- Pupil specific interventions linked to developing self esteem,
- Our family team and Senior Leadership Team, work closely with external agencies and are able to refer to services when required.

Enrichment or other experiences that benefit Emotional & Social development:

- Pupils with SEN form 100% of the school council.
- Pupils enjoy their snack and mealtimes together as class groups, they are encouraged to communicate with each other during these important parts of the school day.
- Zones of regulation is utilised across many of the departments



- All pupils work towards individual Social , Emotional and Mental Health outcomes identified in EHCPs
- Mental and Physical Well Being targeted lessons
- Swimming
- Competitive sporting events (External)
- Sports Days
- Performances
- Themed curriculum enrichment days
- Curriculum teaching and learning and enrichment activities that link directly to equality & Inclusion.

All of the above not only promotes teamwork/building friendships / confidence and wellbeing and a sense of self but also aligns with the schools Vision & Values.

How are the schools' resources allocated to support children with SEND?

The local Authority sets an agreed number of places and the school receives a budget of £10 000 per place. In addition for each place that is taken up "Top-up" funding is provided according to a formula agreed with the Local Authority. The allocated budget is used to provide staff and resources. The budget and the school's use of resources are monitored by the Governing Body. The effectiveness of the provision is monitored by the Local Authority through the School Improvement Adviser.

What services external to the school can provide support to children with SEN?

Support can be requested from a range of health, therapy, social care and education services ·
Health Professionals – including school nurse, VI, HI, continence, dietician and dental clinics ·
Therapy Professionals – including physiotherapists, occupational therapists, ~~Art therapy~~ and Music therapy.

Other Professionals- including Educational psychologists, SENs team, medical team, Social Care services and CAMHs (Children and Adult Mental Health team).

How are staff in the school supported to work with children with special educational needs and what training do they have?

An induction programme lead is in place to equip new staff for their role. All new starters attend an induction programme which includes positive handling training, safeguarding training, communication and HR input. A new teacher induction programme has been created for all new teachers to Richmond Hill, including ECTs and unqualified teachers. The Teachers are supported by a teaching and learning lead and overseen by the training and induction Lead practitioner.

Medical training including(but not limited to) epilepsy awareness, epipen training and behaviour management training is updated regularly. Richmond Hill School has regular staff meetings for teachers, HLTAs and TA3s. We also provide opportunities for in house training which is catered to the needs of the pupils on the specific sites and runs throughout the year to ensure all staff have the opportunity to attend the training. This training is led by the internal experts in the specific areas of need, including communication, interventions and Therapeutic Thinking. ALL staff must also attend INSET days, there is a training plan that highlights what training is covered over the year to ensure staff are training in the important areas including safeguarding and positive handling.

How will the setting support the child in moving on to another school?



The preparation for transition to secondary school commences when the child is in Year 5 when parents are asked to consider their child's high school placement and visits to potential schools are arranged. If requested by the parents, a member of staff will endeavour to accompany the family for the visit. In Year 6 during the autumn term the parents request a place for their child at their preferred school. Phase transfer meetings are arranged with the receiving school with parents and professionals working with the child to share information to ensure transition is as successful as possible. If it is necessary and appropriate, professionals will undertake an assessment to ensure the information is up to date. The children visit the receiving school with their peers during the summer term and staff from the receiving school visit the children in their current classes. At any time during the process if parents have any concerns they are encouraged to contact appropriate Richmond Hill School staff or representatives from the Local Authority (whoever is most appropriate). It is acknowledged that every family is individual and requires different levels of support.

How accessible is the school environment?

The school provides a totally inclusive environment. Both buildings are wheelchair accessible and all changing and toilet facilities are designed for children with disabilities. A total communication environment is provided including the use of communication boards and a variety of technology. The curriculum and resources are designed for learners with a wide range of cognitive and physical needs. For parents whose first language is not English, school endeavours to support and translate for parents who would find this helpful. When required, the services of the Local Authority Translation Team are sought.

Complaints about SEN provision

Our commitment is always to work with young people and their families and in most cases, when highlighted early, it is possible to address the problem informally. Where the pupil, parent or carer remains dissatisfied with the provision they are receiving, they are encouraged to make an appointment to speak with a member of the senior leadership team, who will make every effort to listen to the concern and to work with the family and colleagues to resolve the issue. Should the informal approaches to resolving a concern not result in a satisfactory conclusion, details of our school's Complaints procedure will be shared

Who can parents/carers contact for further information at the school?

For further information about the school please contact @richmondhill.luton.co.uk or 01582 721019 West Site or 01582 346171 East Site.

The Local Offer Our local authority's local offer is published here:

<https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page>

Contact details of support services for parents of pupils with SEN:

Luton SENDIAS

The Luton Special Educational Needs and Disability Information Advice and Support Service (SENDIAS) was previously known as the Luton Parent Partnership.

The information, advice and support provided is to help enable children, young people and their parents / carers to participate in decisions regarding their education needs, in order to achieve the best possible outcomes.

SENDIAS provide information and support to:

parents / carers of children with SEN or disabilities,
children and young people with SEN or disabilities.



You can contact Luton SENDIAS using the information below:

Telephone 01582 548156

E-mail sendias@luton.gov.uk

Website www.sendiasluton.co.uk

Monitoring and evaluating the policy

This policy will be reviewed annually, and should be updated with any changes as soon as reasonably practicable.