



Ridgeway Primary Academy

SEND Policy 2019 - 2020

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.66 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

SEND Code of Practice 0 – 25 (July 2014)

School SEND Information Report regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions April 2014

The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

The process of developing the draft of this policy was initially carried out by the Affinity TSA SENDCo Leadership Development Group. It was then finalised by the SENDCO in consultation with SEND Governor, parents, pupils and staff at the school.

The SENDCO at Ridgeway Primary Academy is Mrs Elizabeth Harris. The SENDCO is new in post and will complete the NaSENCO award within the 3 year recommended timescale. She is a qualified teacher and a Specialist Dyslexia teacher (AMBDA).

Ridgeway is an academy and has even more responsibility for determining its own future. By working alongside the other schools in the Multi-Academy Trust, we must ensure that all decisions are made for the benefit of the children of Ridgeway and with the consideration of all children in the MAT. We are committed to equality and inclusion of all pupils and believe in Enjoyment in Learning.

At present the school's number on role is 275 (September 2019). We have 24 children on the SEND register, this equates to 9% of the total number of children.

AIM

We are committed to providing an appropriate and high quality education for **all** children at our school which enables them to

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transition to their next phase of education.

We expect every member of staff to have the highest aspirations and expectations for all pupils, including those with special educational needs and disabilities.

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

We aim to provide all children, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and where they feel equally valued and fully part of the school community.

OBJECTIVES

To achieve this aim we will:

1. Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe.
2. We will respond to learners in ways which take account of their varied needs and life experiences, moving away from an approach that locates a problem within the child, but means doing everything we can to meet a child's SEN.
3. We are committed to identifying a pupil's special educational needs at the earliest point and then making effective provision as this is known to improve long term outcomes.
4. Work in close partnership with parents to achieve these aims. We are committed to parents participating as fully as possible in decisions and being provided with information and support necessary to enable this.
5. Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates.
6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.

7. Provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.
8. Appoint a qualified Special Educational Needs and Disability Coordinator who will have responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care (EHC) plans.

The executive head teacher, head of school, SENDCO, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0 -25 (July 2014)

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of *all* pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils identifying, in particular, where pupils are making less than expected progress, either academically or socially, given their age and individual circumstances. If the gap continues to widen between these children and their peers, then further tests may be employed to assess a child's ability and attainment.

Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

Broad areas of need as outlined in the SEND Code of Practice (2014)

These four broad areas give an overview of the range of needs that the school plans for and not to fit a pupil into a category.

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In our school, the needs of the whole child will always be considered in this process and will be evidenced on a One Page Profile. This profile outlines what people like and admire about the child, what is important to them, what support is needed to help them achieve within the educational setting.

There are other factors that may impact on progress and attainment that are not considered SEND:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Social deprivation
- Being a looked after child
- Being a child of a serviceman or service woman

Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents to identify.

THE GRADUATED APPROACH TO SEND SUPPORT

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through half termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. Class teachers will put in place if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupils needs and to gain parental perspective on any emerging concerns and areas of strength.

Where a pupil's needs are persistent, the class teacher will complete an initial concerns checklist and arrange to meet with the SENDCO. At this meeting the requirement for additional fine-tuned assessments will be ascertained. Parents may be invited to attend this meeting and share their perspective. Where appropriate, the child's views will be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child, after consultation with the parents/carers, will be placed on the school SEND record at 'SEND Support'. The class teacher, however, remains responsible and accountable at all times for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching assistant. High quality teaching, differentiated for individual pupils is always seen as the first step in responding to pupils who may have SEND.

Working together the SENDCO, class teacher, parents and child (where appropriate) will plan and deliver appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. This will be delivered by staff with

sufficient skills and knowledge. This SEND support will take the form of a four part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of a child.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the SENDCO where needed, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The school can involve specialists at any point for advice regarding early identification and effective support. However, where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies e.g. Autism Outreach, Educational Psychologists. Parents will always be involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child them self. Specialist agencies will only be contacted where parents are in agreement. It is the SENDCO's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child.

Examples of specialist agencies which are available to be used by the school

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing and vision impairment , including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists
- Occupational therapists and physiotherapists
- Autism Outreach Service

In some cases, there is a charge for accessing specialist agency support; funding will come from the school's notional SEND budget and will be monitored by the SENDCO and head teacher.

Where pupils are made subject to an EHC Plan, the school will work in close partnership with any specialist agencies named on the Plan to provide support and specialist advice.

The LA SEND Support Plan and Education Health and Care Plan process

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider requesting an LA SEND Support Plan or Education, Health and Care assessment from the Local Authority if appropriate. To inform this decision, the SENDCO will have close regard to the local authority's criteria for funding through an SEND Support Plan or for an EHC Plan assessment. This can be found on the Leicestershire Local Offer web site along with information on the EHC plan coordinated assessment process and will be shared in full with parents to ensure they are confident and clear about what the process is and how they are involved in it.

Removing pupils from the SEND register

In consultation with parents, the child will be considered for removal from the SEND register where he / she has made sustained good progress that:

- betters the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,
- or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- and SEND Support is no longer required to ensure this progress is sustained.

SUPPORTING PARENTS/CARERS OF CHILDREN WITH SEN

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this by:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing all information in an accessible way
- The SENDCO being available to meet with, by appointment through the school office or by email.
- Publishing about how the school implements the SEND Policy on the school web site following the information set out in the SEND information regulations (2014) and as part of the school's contribution to the Local Offer.
<https://primarysite-prod-sorted.s3.amazonaws.com/ridgewayprimary/UploadedDocument/97b78a2619d34a97b2bc3adddad6e5ea/ridgeway-primary-academy-local-offer-2016-update.pdf>
- Class teachers meeting with parents, in addition to parent evening appointments, to discuss concerns regarding pupils' progress at the earliest opportunity. These concerns may have been raised either by the class teacher or the parents themselves.

- Class teachers will invite parents of pupils with SEND in their class to a meeting at least three times a year to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of or in addition to parents' evening meetings and may be supported by the SENDCo where appropriate.
- The school will ensure that teaching staff are supported to manage these conversations as part of their professional development.
- Support and guide parents in ways that they can help with their child's learning and development at home.
- A record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff and a record will be given to the pupil's parents.
- Signposting parents to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service.
- Consulting with a representative group of parents of pupils with SEND when reviewing the school's SEND Local Offer <http://www.ridgewayprimary.org.uk/children-with-special-needs/> and the SEND policy. A paper copy will be made available to parents on request.
- Planning in additional support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into school or on to the next phase of education.
- Making use of media such as email, to contact parents, and for parents to contact school.
- Seeking parents' views through periodic questionnaires and considering adjustments to practice in the light of analysis.

SUPPORTING PUPIL VOICE

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights by becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

How the school will do this

- Self-knowledge is the first step towards effective self-advocacy so, with their parents, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, pupils with SEND are involved in monitoring and reviewing their progress and are as fully as possible included in

making decisions about future support and provision. Their views are recorded and shared.

- All staff will actively listen to and address any concerns raised by children themselves.
- Pupils with SEND are encouraged to stand for election to the School Council and to apply for Year 6 responsibilities.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or on to the next phase of education.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2014) is followed. Arrangements in place in school to support pupils with medical conditions, are detailed within the school's policy for 'Supporting pupils with Medical Conditions'. This can be found on the school's website.

MONITORING AND EVALUATION OF SEN

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEN. This is done through scrutiny of data related to the achievement of pupils with SEN, work scrutiny, observation and sampling of parent and pupil questionnaires. The school's SEND Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant LIASE data as part of the Governing body's process of monitoring the effectiveness of the school's SEND Policy.

TRAINING

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCOs regularly attends the MAT Subject Leader's Meetings in order to keep up to date with local and national updates in SEND. We also buy into Matthews Psychology Service, which helps to develop her understanding of different aspects of child psychology.

FUNDING FOR SEND AND ALLOCATION OF RESOURCES

The school's core budget is used to make general provision for all pupils in the school including pupils with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the 'notional SEND budget'.

The amount in this budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEND budget to pay for special educational provision to meet a child's SEND. If the school can show that a pupil with SEND needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual pupil.

The school may also make use of Pupil Premium Funding where a pupil is registered as SEND and is also in receipt of Pupil Premium grant to address their needs and enhance learning and achievement.

Each term, in consultation with the head teacher and class teachers, the SENDCO will map the targeted provision in place for pupils on the SEND record to show how resources are allocated and to monitor the cost of the whole of our SEND provision. This targeted provision is outlined on the school's Provision Map.

ROLES AND RESPONSIBILITIES

SENDCo

The key responsibilities of the SENDCO are taken from the SEND 0- 25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND

- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the executive head teacher, head of school and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

Governing Body, Executive Head teacher and Head of School

The Governing Body will, in line with SEND Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEND and disability and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements

The executive head teacher, head of school, SENDCo and governing body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

The executive head teacher will ensure that the SENDCO has sufficient time and resources to carry out their functions. This will include providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

STORING AND MANAGING INFORMATION

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cupboard when not in use. All data held on school computers is password protected and all passwords are kept securely. Teacher's laptops are also encrypted. The school has in place a Records Management Policy, which covers freedom of information and data protection. Ridgeway has an acceptable use policy for staff and for children. When a child moves school, computer based information is sent to the receiving school via a secure CTF file. Written records are posted on to the next school or are taken by the parents. Any sensitive information will be sent recorded delivery.

REVIEWING THIS POLICY

This policy will be formally reviewed annually.

ACCESSIBILITY

Our vision statement is 'Enjoyment in Learning'.

Our key objective is 'To reduce and, where possible, eliminate barriers to accessing the curriculum and to ensure full participation in the Ridgeway community for pupils, and prospective pupils, with a disability and/or additional needs.

When a child is identified as having a special education need or a long term condition/ disability, parents are consulted.

1) Additional Needs

When a child joins the school, parents are asked to identify if their child has additional needs that may impact upon the child's progress at Ridgeway.

If, after discussion this is agreed, then the pupil's name is added to our medical and health list. The parent is asked to complete a form outlining the condition and its possible impact on the pupil's learning. This is shared with the class teacher and other relevant staff. Parents are asked to meet with the class teacher to discuss whether or not to share this information with the class at the start of each year. As part of this meeting, any additional strategies to be put into place are discussed in order for the child to reach their full potential.

2) Special Educational Need

If a child has a learning difficulty that is impacting on their progress, after discussion with parents (see SEND Policy) an initial concerns form is completed. The SENDCO will support the teacher in putting in place new strategies to support the child. If this does not have enough impact the child may be put on the Special Needs register and an In-class Support Plan is drawn up to target their learning. This is a tiered system driven by need and we use specific criteria to identify whether or not they should be added to the school SEND record.

For most children on the SEND register, targets are drawn up by the class teacher in consultation with the SENDCO. These targets will be worked on in class as well as in small group interventions where appropriate. These will be reviewed termly and new ones set as appropriate. Discussions will be had between home and school as to how well these targets are being met. Some children may only need a year or two of this type of intervention.

For those children who have an EHC plan, an In-class support plan is reviewed each term and will involve the class teacher, support staff, parents and pupil in identifying the child's next steps for learning. Targets will also be reviewed at the child's annual review, which reviews the EHCP to ensure that it still meets the child's needs. It is adjusted as appropriate in line with the outcomes of the review and advice received.

Some children with more complex needs or who are falling behind at school may continue on the register. Children are carefully monitored and may receive support from specialist outside agencies.

Class teachers are allocated specific classroom assistant support time. It is the teacher's responsibility to ensure that this adult resource is used to support children on the SEND record, and that this support is recorded clearly with dated outcomes. The termly provision map will outline how and when the support is being used.

Physical environment

Ridgeway will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. In particular we aim to install extra emergency lighting and improve access to the hall. We are reviewing teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.

The school has already had significant alterations to accommodate wheelchair users, with the addition of a lift from the bottom playground to the top playground. Ramps have been constructed so that there is easy access to and from the school building. The school also has a disabled toilet, fitted with a changing bed and appropriate toileting facilities for those with a disability. Any equipment required is readily available under the supervision of the appropriate professionals.

New Pupils

In the event of a request from parents for a pupil with additional needs to attend Ridgeway Academy we may take professional advice to assess their level of need, how they will access various parts of the school and how we can ensure full curriculum entitlement. To assist us in this process we would, of course, work alongside any relevant outside agencies.

Each individual child's needs are of course different and would need to be assessed and the parents consulted prior to enrolment. Any further additional adjustments that are required would need to be completed before the child attends school, including the appointment of suitable support staff. This process would of course be completed in the quickest possible time. We would strive to make all reasonable adjustments to facilitate the needs of each child within the limitations of the buildings and financial constraints.

It is important for each child to feel included within the school community to realise their full potential.

Over the past few years, the school has had modifications made for wheelchair access. There are ramps into school, with wider door openings. As the playground is on two levels, a lift has been installed so that there is access to the top playground. As there are classrooms adjacent to the top playground, access to these classrooms is now available for any child with a mobility disability. The school has a disabled toilet, with appropriate changing facilities for a child with a mobility disability. We ensure that equipment, drawers and pegs are also at an accessible height and within easy access.

Classes

Since September 2013 Ridgeway Academy has had buildings on 2 levels. A lift provides access to the top playground classes so any child with a mobility disability can be with their own age range.

Some children are very sensitive to noise and for these children we will endeavour to teach them in a quieter area i.e. closed classroom.

Accessibility plan

An accessibility plan is in place at Ridgeway which covers the needs of those with health issues and those with a physical disability. Where appropriate, support plans are put into place to support either a health and/or physical need.

Targets	Strategies	Outcome
Maintain Staff "accessibility awareness" skills	Arrange staff training where necessary	Relevant staff have received information about accessibility and how this relates to their role
To ensure all Staff, Governors and visitors have their additional needs met	Induction process identifies any additional needs Adults to inform Head of any changes to health that require additional support	School successfully implements support as appropriate
Availability of written materials in alternative formats	Staff made aware of possible needs through training. Staff respond effectively when need arises.	Key Staff are aware of different needs and formats Need for alternative arrangements are identified and met.
To effectively support children with a <u>short</u> term medical need	Discuss need with parents and produce a plan to support their short term need	Pupil is back in school and effectively supported
To effectively support children with <u>long</u> term health/ medical needs	Identify child and condition on medical needs list Up-dated medical needs list is received by each teacher at the start of each year. Effective support plan is agreed with parents and external agency (to review)	Care Plan is drawn up by parents and school, all relevant staff clearly informed and training arranged where appropriate Parent up-date information at least on an annual basis Plan supports pupil in school Parental Contact Form

	<p>Effective communication</p> <ul style="list-style-type: none"> • Info/ photo on display for all staff • Info up-dated on health/ medical needs form 	up-dated
Have clear print guidelines (RNIB)	Ensure that staff are applying guidance.	All information is easy to read.
Consider needs of disabled person in the event of evacuation	Evacuation Plan includes information about person with disability	Staff are clear about what to do.
Ensure door closers are serviced regularly.	Premises Officer to ensure that this happens	Door closers work effectively
Suitability Survey carried out	Governor and Site Manager meet annually to review suitability of site	Annual suitability survey identifies priorities which feed into school Asset Management plan
Ensure that all children have opportunities to experience the full curriculum including off-site visits and extra curricular activities	<p>Where accessibility issues arise they are sensitively overcome.</p> <p>Trip Organising Sheet</p> <p>Letters re “clubs” include space for parent to flag up their child if their disability will impact on them attending</p>	Curriculum being planned with full participation in mind.

DEALING WITH COMPLAINTS

We would encourage parents in the first instance to discuss their concerns with their child’s class teacher. However, if the matter is not satisfactorily resolved, they should then make an appointment with the SENDCO or the Executive Head teacher. If after the meeting you still have concerns then your concerns can be voiced to the governors in writing.

BULLYING

Ridgeway Primary Academy’s Anti-bullying policy

<https://primarysite-prod.s3.amazonaws.com/uploads/28f52ba6715f4de9acdcc4193c921c7f/e28d/0009581rid-00-AntiBullyingPolicy2014.pdf>

We at Ridgeway value all children and those with Special Educational Needs and Disability, have the same rights as every other child coming to school. Every year in November, the school has an anti-bullying week. During this week, each class will focus on bullying and what it is. What is bullying and what children can do about it is central to this week. There is also an emphasis on what a bully 'looks' like and why they might behave as they do.

The awareness of the anti-social nature of bullying is also carried out through the school's PSHE programme, school assemblies, the school council and in the curriculum as appropriate.

Children's Emotional Literacy is developed by teaching them a wide vocabulary of words for emotions. We believe that this makes the children better able to express their feelings, helping them to resist attempts at bullying. We also consider that being able to understand and express emotions reduces conflict between children and makes them less inclined to misinterpret others' actions, which can be a factor in bullying.

All children are encouraged to report bullying, but extra vigilance is given to those vulnerable groups of children, including those with SEND. The teacher will look for signs that a child may be bullied. Such signs are:

- An unwillingness to come to school
- Becoming withdrawn, anxious or lacking in confidence
- Starting to stammer
- Crying to sleep or has nightmares/bed wets
- Regularly feeling ill in the morning
- Beginning to do poorly in their school work
- Coming home with torn clothes or damaged books
- Having their possessions going missing
- Having unexplained cuts and bruises
- Stopping eating
- Being frightened to say what is wrong
- Being frightened of walking to or from school
- Changing their usual routine

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person.

All children on the SEND register, have the same access to anti-bullying strategies as the rest of the school. All children are encouraged to have a voice, but also to implement the school strategies including our WAIT strategy:

- **W**alk away
- **A**sk them to stop
- **I**gnore them
- **T**ell an adult

For children who have communication difficulties and are on the autistic spectrum, then a social communication group may be used to help the child have a voice with which to make their feelings known. A child who is on the autistic spectrum may require social stories to understand what bullying is, what it looks like and what they can do about it.

A link to our safeguarding and equality policies can be found below.

Safeguarding policy <https://primarysite-prod.s3.amazonaws.com/uploads/4551ab91ce4c4ed9b9026f191889c372/c3a9/OurSafeguardingPolicy-May2014.pdf>

Equality policy <https://primarysite-prod.s3.amazonaws.com/uploads/9419de5289984b48bf501d7acc4444ab/581e/0007977rid-00-Equality-RidgewayDec12.pdf>

APPENDICES

- School' Information Report <https://primarysite-prod.s3.amazonaws.com/uploads/abfb34f0e1fb4f8587aac6710b92df83/5872/ChildrenwithSpecialNeeds.pdf>
- Ridgeway Primary Academy's Local Offer <https://primarysite-prod.s3.amazonaws.com/uploads/908a3977d229444699c478e2b5871779/8ac1/RidgewayPrimaryAcademyLocalOffer.pdf>
- Leicestershire's Local Offer http://www.Leics.gov.uk/index/children_families/family/send.htm
- Admission of pupils with SEN; duties of Governing Bodies <https://primarysite-prod.s3.amazonaws.com/uploads/8f96306aefba4b068c9362f1df8ec9ee/2bd1/AdmissionsPolicy.pdf> Admission policy.
- **SEND Information Advice & Support Service (Parent Partnership)**
- Abington House
85 Station Road
Wigston
Leics
LE18 2DP
- Telephone: 0116 3055614
E-mail: sendiass@leics.gov.uk
- Behaviour Policy <https://primarysite-prod.s3.amazonaws.com/uploads/c44b81ae3c01464d9d0c9bba19d7c05f/a429/0009594rid-00-BEHAVIOUR.pdf>
- Homework policy <https://primarysite-prod.s3.amazonaws.com/uploads/ff81e5e59c9947fdb25d78d238185ca/792f/0009595rid-00-homeworkpolicy.pdf>
- Glossary of terms