



Ribbleton Avenue Methodist Junior School

SEND Code of Practice- School

Implementation Guidance

2026-2027

“Brighter futures built with Ambition, Courage and Respect; filled with Love, Hope and Faith.”

Version	September 2026
Author	Mrs Bleasdale
Organisation	Ribbleton Avenue Methodist Junior School
Approved	Governors
Review Cycle	1 Year (Minimum)
Next Review	September 2027

Introduction

Ribbleton Avenue Methodist Junior School is committed to identifying and responding to Special Educational Needs and Disabilities (SEND) at the earliest appropriate opportunity.

This document sets out how the school implements the principles of the **Special Educational Needs and Disability Code of Practice: 0 to 25 years** and should be read alongside the school's SEND Policy, Inclusion Policy, Accessibility Plan, Equality Policy and Child Protection and Safeguarding Policy.

Our approach is child-centred and based upon early identification, high-quality and adaptive teaching, partnership with parents and carers, meaningful pupil participation and the effective use of the graduated approach.

Our aim is to remove barriers to learning and participation while maintaining high expectations and ensuring pupils with SEND have access to an ambitious curriculum and the wider life of the school.

Identifying Special Educational Needs

A pupil has SEN where their learning difficulty or disability requires **special educational provision that is additional to or different from that normally available to pupils of the same age**.

The school recognises the importance of identifying need at the earliest appropriate point and putting effective provision in place.

However, pupils will not be identified as having SEND solely because they are making slower progress or attaining below age-related expectations. Equally, attainment in line with chronological age does not necessarily mean that a pupil does not have SEND.

Some pupils with SEND may attain highly while experiencing significant barriers in other areas.

Identification will therefore consider the individual pupil's strengths, needs, development, progress and wider circumstances.

Early Identification

Teachers are responsible for monitoring the progress and development of all pupils in their class.

On entry to RAMJS, the school will consider:

- Information from previous schools and settings.
- Previous attainment and progress.
- Existing SEND information and provision.
- Individual Education Plans (IEPs), where applicable.
- Education, Health and Care Plans (EHCPs), where applicable.
- Information from parents and carers.

- The views of the pupil.
- Information from professionals already involved.
- Medical, communication, social and emotional information where relevant.
- Whether the pupil may have a disability under the Equality Act 2010 and whether reasonable adjustments are required.

Transition discussions and visits with previous settings are used to ensure relevant information is transferred and provision can be planned effectively.

For pupils transferring to secondary education, the SENDCo and Year 6 staff work closely with receiving schools and relevant professionals to support effective transition.

Monitoring Progress

Class and subject teachers, supported by the Senior Leadership Team and SENDCo, regularly assess pupils' progress.

Staff will be alert to progress which:

- Is significantly slower than that of peers starting from a similar baseline.
- Does not match or improve upon the pupil's previous rate of progress.
- Does not close gaps in attainment.
- Results in gaps in attainment becoming wider.
- Indicates difficulties in areas beyond academic attainment, including communication, independence, emotional regulation, social development or engagement with learning.

Progress is considered in the context of the individual pupil rather than attainment data alone.

Responding to Emerging Needs

Where concerns arise about a pupil's progress, development, behaviour, communication, wellbeing or access to learning, the class teacher will consider the possible barriers and appropriate response.

High-quality and adaptive teaching remains the foundation of provision for all pupils.

Where appropriate, teachers will adapt:

- Teaching approaches.
- Scaffolding.
- Resources.
- Classroom organisation.
- Methods of recording.
- Communication approaches.

- Levels of adult support.
- Processing time.
- Curriculum access.

Additional support or intervention should not be delayed unnecessarily while information is being gathered.

The pupil's response to appropriate teaching, adaptations and interventions may contribute to the school's developing understanding of their needs.

Behaviour, Wellbeing and SEND

Persistent disruptive, withdrawn or dysregulated behaviour does not automatically mean that a pupil has SEND.

Where concerns arise, staff will consider possible underlying factors, which may include:

- Communication and interaction difficulties.
- Cognition and learning needs.
- Social, emotional and mental health needs.
- Sensory or physical needs.
- Medical needs.
- Bullying or child-on-child abuse.
- Bereavement or trauma.
- Family circumstances.
- Attendance difficulties.
- Safeguarding concerns.
- Other environmental or contextual factors.

Staff recognise that behaviour can be a form of communication.

Changes in behaviour, mood, attendance, engagement or presentation will **not automatically be attributed to SEND or disability**. Staff will maintain professional curiosity and follow the school's safeguarding procedures where there may be a safeguarding concern.

Where wider family or contextual needs are identified, support may include **Family Help, targeted early help, Team Around the Family/Child processes and multi-agency working**, as appropriate.

This updates the old document's reference to an “**Early Help Assessment**”, **CAF and TAF**, while retaining its principle that behaviour needs to be understood in its wider context.

Deciding Whether a Pupil Has SEND

Where there are concerns that a pupil may have SEND, the class teacher and SENDCo will consider all available evidence.

This may include:

- Teacher assessment and observations.
- Progress and attainment information.
- The pupil's strengths and areas of difficulty.
- The pupil's views.
- Parent and carer views and concerns.
- Previous school information.
- Screening and assessment information.
- The effectiveness of reasonable adjustments and adaptations already made.
- The pupil's response to intervention.
- Advice from external professionals where appropriate.
- The pupil's wider development and circumstances.

Where appropriate, the SENDCo may undertake classroom observations and meet with the pupil, parents/carers and teaching staff.

Where necessary, advice or assessment may be sought from relevant specialist services.

A pupil does not need to progress sequentially through universal and targeted levels of provision, or complete a set number of interventions, before SEND can be identified.

The decision is based upon whether the pupil has a learning difficulty or disability which requires special educational provision that is additional to or different from that normally available.

Where it is decided that a pupil has SEND, this will be recorded on the school's SEND record and parents/carers will be formally informed.

Partnership with Parents and Carers

Parents and carers know their children well and their views are an important part of identifying and responding to SEND.

Where concerns arise, the school will seek to have an early discussion with parents/carers to develop a shared understanding of:

- The pupil's strengths.
- Areas of difficulty.

- Parent/carer concerns.
- The pupil's views.
- The outcomes being sought.
- Support already in place.
- Further provision or assessment that may be required.
- How progress will be reviewed.

Parents and carers will be involved throughout the graduated approach and will receive clear information about their child's progress and the impact of provision.

Parents and carers will also be signposted, where appropriate, to **Lancashire SEND Information, Advice and Support Service (SENDIAS)** for impartial information, advice and support.

Pupil Voice

Pupils will be encouraged and supported to participate in decisions about their education and support.

Their views will be gathered in a way appropriate to their age, understanding and communication needs.

Where necessary, reasonable adjustments will be made to enable pupils to communicate their views, wishes and feelings, including the use of visual supports, alternative communication methods, familiar adults and additional processing time.

Pupils will be involved, wherever appropriate, in setting and reviewing their outcomes and identifying what helps them to learn successfully.

SEND Support

Where a pupil is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place.

SEND Support is delivered through the graduated approach:

Assess → Plan → Do → Review

The graduated approach is a continuous cycle through which provision is reviewed and refined as the school's understanding of the pupil's strengths and needs develops.

Support is matched to need and may include **Universal Provision, Targeted Provision and Specialist and Individualised Provision**.

These describe types and levels of provision and **do not represent stages that pupils must work through before being identified as having SEND**.

This retains the principle in the existing Code of Practice document that SEND Support is a four-part

cycle which becomes increasingly informed by understanding of the pupil's needs.

Assess

The class teacher, working with the SENDCo, will undertake a clear analysis of the pupil's needs.

Assessment may draw upon:

- Teacher knowledge and assessment.
- Previous progress and attainment.
- The pupil's development in comparison with their previous progress and individual starting point.
- Observations.
- Pupil voice.
- Parent/carer views.
- Information from other teachers and support staff.
- Relevant screening or assessment tools.
- Information from previous settings.
- Advice from external professionals where relevant.
- The pupil's response to previous support and interventions.

Concerns raised by parents/carers will be taken seriously and considered alongside the school's own assessment and information.

Assessment is not a one-off event and will be reviewed as the school's understanding of the pupil develops.

Plan

Where SEND Support is required, the class teacher and SENDCo will work with the pupil and their parents/carers to agree appropriate provision.

The plan will identify:

- The pupil's strengths and needs.
- The outcomes being sought.
- Reasonable adjustments required.
- Teaching strategies and approaches.
- Interventions and additional provision.
- Who will provide the support.

- The expected impact.
- How progress will be measured.
- A date for review.

At RAMJS, this will normally be recorded through the pupil's **Individual Education Plan (IEP)** and associated provision mapping.

Teachers and relevant support staff will be made aware of the pupil's needs, outcomes and provision required.

Parents/carers will be informed of the planned support and encouraged to contribute to the process.

Do

The **class teacher remains responsible and accountable for the pupil's progress and development**, including where a pupil receives additional support from teaching assistants, specialist staff or through provision away from the classroom.

The class teacher will work closely with staff delivering interventions or individualised provision to ensure that:

- Support is linked to classroom teaching.
- Relevant learning is reinforced.
- Provision is delivered as intended.
- Progress and impact are monitored.
- Appropriate adjustments are made.

The SENDCo will support teachers in assessing needs, planning provision and identifying appropriate strategies and specialist advice.

This retains an important requirement from your existing document: responsibility remains with the class teacher even where interventions involve group or one-to-one teaching away from the main class.

Review

The effectiveness and impact of SEND provision will be reviewed at an agreed time.

Reviews will consider:

- Progress towards identified outcomes.
- The impact of interventions and support.
- Whether barriers have reduced.
- Pupil views.

- Parent/carer views.
- Teacher and support staff observations.
- Whether provision should continue, change, increase or reduce.
- Whether further assessment or specialist involvement is required.

The class teacher and SENDCo will revise provision in light of the pupil's progress and development, in consultation with the pupil and parents/carers.

Parents/carers will receive clear information about the impact of support and will be involved in planning next steps.

Levels of Provision

Provision at RAMJS is described through three broad levels:

Universal Provision

High-quality and adaptive teaching available to all pupils and designed to anticipate and remove barriers to learning and participation.

Targeted Provision

Additional support or interventions for pupils who require provision beyond universal classroom practice.

Targeted provision may be short-term or ongoing according to individual need.

Specialist and Individualised Provision

Highly personalised provision for pupils with more complex or significant needs.

This may include:

- Individualised teaching approaches.
- Specialist programmes.
- Provision through The Nest.
- Individual adult support where required.
- Specialist assessment or advice.
- External professional involvement.
- Provision specified within an EHCP.

These levels are not a sequential pathway.

A pupil may require provision at different levels simultaneously and provision may increase or reduce according to their individual needs and progress.

Identification of SEND is based upon the pupil's needs and whether special educational provision is

required — **not upon whether they have completed previous levels of intervention.**

External Professional Involvement

Where appropriate, the school may seek advice or assessment from external professionals.

This may include education, health, social care and specialist SEND services such as:

- Educational Psychology.
- Specialist Inclusion Support Team.
- Speech and Language Therapy.
- Occupational Therapy.
- School Nursing.
- CAMHS/CYPPS.
- REACH Behaviour Support.
- Other specialist services appropriate to the individual pupil.

The SENDCo will coordinate specialist involvement where appropriate and ensure that relevant recommendations are considered within the pupil's provision.

Parents and carers will normally be involved and consent sought before referrals to external SEND services where this is required.

This does not prevent the school from sharing information or making referrals without consent where necessary to safeguard a child or where there is another lawful basis for doing so.

Education, Health and Care Needs Assessments

Where, despite appropriate assessment and provision, a pupil continues to experience significant barriers and may require provision beyond that which can reasonably be provided through SEND Support, the school will consider whether an **Education, Health and Care (EHC) needs assessment** may be appropriate.

This decision will be considered in partnership with the pupil, parents/carers and relevant professionals.

The school will provide appropriate evidence of the pupil's needs, provision and progress to support the statutory assessment process.

Education, Health and Care Plans

Where a pupil has an Education, Health and Care Plan (EHCP), the school will ensure that the provision specified within the plan is understood and delivered.

The school will work in partnership with parents/carers, the pupil, the Local Authority and relevant professionals.

An EHCP must be reviewed by the Local Authority at least every 12 months. The school will cooperate with the Local Authority and, where requested, convene and hold the Annual Review meeting on its behalf.

The review will consider the pupil's progress towards outcomes, the appropriateness of current provision and any changes that may be required.

This retains the statutory annual-review requirement that appears at the end of your existing document.

Record Keeping and Information Sharing

The school will maintain clear and appropriate records relating to the identification, assessment, provision and review of pupils with SEND.

Relevant information will be shared with staff who need it in order to support the pupil effectively.

SEND information will be stored securely and processed in accordance with the school's data protection, safeguarding and information-sharing procedures.

When a pupil transfers to another setting, relevant SEND information will be transferred securely and promptly to support continuity of provision.

Safeguarding and SEND

The school recognises that pupils with SEND, disabilities and certain health conditions may face additional safeguarding challenges.

Staff will be alert to the possibility that:

- Indicators of abuse, neglect or exploitation may be mistakenly attributed to SEND or disability.
- Communication difficulties may create barriers to disclosing concerns.
- Pupils may experience increased isolation or vulnerability.
- Pupils with SEND may be disproportionately affected by bullying or child-on-child abuse.
- Some pupils may experience harm without outwardly showing signs.

Staff will maintain professional curiosity and will not assume that changes in behaviour, mood, attendance, presentation or injury are attributable to SEND without further exploration.

Where safeguarding concerns arise, staff will follow the school's **Child Protection and Safeguarding Policy** and **Keeping Children Safe in Education 2026**.

Monitoring and Review

The SENDCo will monitor the implementation of this document through:

- SEND reviews and IEP reviews.
- Provision mapping.

- Pupil progress information.
- Classroom observation and monitoring.
- Pupil voice.
- Parent/carer feedback.
- Evaluation of interventions and provision.
- Liaison with teachers and support staff.
- External professional advice.
- Governor monitoring.

This document will be reviewed annually and sooner where required following changes to statutory guidance, Local Authority arrangements or school practice.