



Special Educational Needs and Disabilities (SEND) Policy

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 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 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The New Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Safeguarding Disabled Children and Young People Practice Guidance 2017
- Threshold Guidance for Children with a Disability.
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school’s SENCO (Special Educational Needs Coordinator) with the SEND Governor, in liaison with the SLT, all staff and parents of pupils with SEND

DISTRIBUTION:

FULL COPY:

ALL STAFF – STAFF HANDBOOK

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SEND DEFINITION

Definitions of special educational needs and disabilities (SEND) taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, **or**
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special education 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

SEND REFORMS

New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEND Code of Practice also accompanied this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/SEND

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. Another significant change is the emphasis on every teacher being a teacher of every child or young person including those with SEND

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

MISSION STATEMENT

We are proud of our school, the standards of teaching and learning, our friendly and caring ethos where we take pride in our learning and our ability to empower children through success. We strive to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

We believe that all children should develop academically and socially to the best of their ability. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We are committed to providing a caring environment where everyone feels happy, secure and valued. Our vision is that all our children are prepared for life by becoming:

- Enthusiastic learners who relish a challenge
- Sympathetic friends who enjoy working and playing together
- Skilled pupils who are well-equipped for their future education
- Thoughtful people who care about their world and are developing their own responsible values

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

1. AIMS AND OBJECTIVES

1.1 Aims

We aim to provide every child with access to a broad and balanced education. This includes the New Curriculum in line with the Special Educational Needs Code of Practice. We aim to raise the aspirations of and expectations for all pupils with SEND. Our school provides a focus on outcomes for children and young people and not just on the provision and support we can give them

1.2 Objectives

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- We monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the New Curriculum. This will be co-ordinated by the SENCO

(Special Educational Needs Coordinator) and Head Teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Social Services, Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS) etc.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, school plays, concerts and sports teams
- Provide support and advice for all staff working with special educational needs pupils.

2. RESPONSIBILITY FOR THE COORDINATION OF SEND PROVISION

- The person responsible for overseeing the provision for children with SEND is Mr P Fykin (Head Teacher) pfykin@ekotrust.org.uk
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Mrs H Birbeck (SENCO) hbirbeck@ekotrust.org.uk

3. ARRANGEMENTS FOR CO-ORDINATING SEND PROVISION

The SENCO will hold details of all SEND records for individual pupils. All staff can access;

- The Rushmere Hall Primary School SEND policy
- A copy of the full SEND Register
- Guidance on the identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their One Page Profiles (OPPs), EHC plans etc.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information available through Suffolk's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the schools' SEND provision.

4. ADMISSION ARRANGEMENTS

The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans and those without.

Please refer to the information contained in our school prospectus.

5. SPECIALIST SEND PROVISION

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

Our school accommodates a specially designed **Hearing Specialist Base** for children ranging from Reception to Year 6. It is run by a fully qualified Teacher of the Deaf, along with experienced support staff also fully trained in sign language.

Children are referred to and placed in this unit by the Local Authority and not by the SENCO.

We also accommodate a specialist **Speech and Language Hub** run by a qualified Teacher (alongside two experienced support staff) catering for children from Reception to Year 2.

Again, children are referred to and placed in this unit by the Local Authority and not by the SENCO

6. FACILITIES FOR PUPILS WITH SEND

The school complies with all relevant accessibility requirements; please see the school Accessibility Plan for more details.

7. IDENTIFICATION OF PUPILS NEEDS

7.1 IDENTIFICATION

See definition of Special Educational Needs at start of policy.

Special educational needs and provision can be considered as falling under four broad areas

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

At Rushmere Hall we ensure we provide good teaching to all pupils. The quality and appropriateness of this overall provision is kept under regular review and its impact on the number of children or young people identified with SEND is monitored.

We also consider what is **NOT SEND** but may impact on progress and attainment; These include

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Child in Care
- Being a child of Service Personnel

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.

Identifying behaviour is no longer an acceptable way of describing a Special Educational Need. Any concerns relating to a child's behaviour should be described as an underlying response to a possible need which we will attempt to recognise and identify clearly.

7.2 USING A GRADUATED APPROACH TO IDENTIFICATION

7.21 Quality First Teaching

- a. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d. The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e. Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h. The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- i. Parents' evenings are used to monitor and assess the progress being made by children.

7.22 Accessing SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four- part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

Criteria for entering children on the SEND register will be applied and these could include

- Standardised scores that are below 85 (85 to 115 being recognised as within the average range).
- New Curriculum levels that are 3 sublevels or more below age appropriate/ on track levels.
- The need to involve outside agencies and specialist provision
- A clear barrier to learning and a lack of progress

The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with Teaching Assistants, Learning Support Assistants or Specialist Staff involved to plan and assess the impact of support and interventions and links with classroom teaching.

Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

7.23 Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer and/or by contacting Parent Partnership Service.

Education, Health and Care Plans (EHC Plan)

- a. Following Statutory Assessment, an EHC Plan will be provided by the Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

7.24 Exiting SEND support

Criteria for exiting the SEND register will be applied and these could include

- Standardised scores that are above 85 (85 to 115 being recognised as within the average range).
- New Curriculum levels that are within 3 sublevels of age appropriate/ on track levels.
- The removal of outside agencies and specialist provision
- Removal of barriers to learning and an acceptable rate of progress made over time.

8. ACCESS TO THE CURRICULUM, INFORMATION AND ASSOCIATED SERVICES

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In-class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

For more information on access, support and provision at Rushmere Hall please refer to our School SEND Offer 2019 on our website www.rushmerehall.org.uk

8.1 Links to Support Services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

8.2 Links with Other Agencies and Voluntary Organisations

Rushmere Hall Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- SES (Specialist Education Services) Communication and Interaction Team, or SEMH (Social, Emotional and Mental Health) Team (*previously known as CISS*) or the Cognition and Learning Team
- Educational Psychologist
- The Access and Assessment Team (formerly CAMHS; Child & Adolescent Mental Health Service)
- Educational Welfare Officers
- Advisory Teacher Team – including Early Years Support and Sensory Service
- Family Services Team
- Social Services
- The Early Help Team (through the CAF process)
- Children's Therapy Teams (Speech & Language/Physiotherapy/Occupational Therapy)
- School Nurse and Paediatric Team

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

9. WORKING IN PARTNERSHIPS WITH PARENTS

To see how the Local Authority support pupils and families please see www.suffolk.gov.uk/localoffer Rushmere Hall has a SEND Offer on our school website with further information on what the school can give. Please see www.rushmerehall.org.uk under policies.

We believe that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority SENDIASS (Parent Partnership Service) where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend

meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SENCO or SEND Governor may be contacted at any time in relation to SEND matters.

10. INCLUSION OF PUPILS WITH SEND

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

10.1 SUPPORTING AND INCLUDING PUPILS 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 (SEND) 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 and the SEND Code of Practice (2014) is followed.
- There are arrangements in place to support pupils at school with medical conditions. Please refer to the school's policy for supporting pupils with medical conditions together with new recent guidance published by DfE.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349435/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

The school has a policy for Supporting and Including Pupils with Medical Conditions.

11. ACCESSIBILITY

The DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Please see Rushmere Hall's Accessibility Plan, available on the school website.

12. MONITORING AND EVALUATING THE SUCCESS OF PROVISION

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on an Individual Pupil Profile (IPP), which are updated termly or when the intervention is changed. They are updated by the class teacher and are monitored by the SENCO. They reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

13. ROLES AND RESPONSIBILITIES

SEN Team		
SEN Governor: Leighanne Walker		
Assistant Head for Inclusion, SENDCo and Designated Safeguarding Lead: Helen Birbeck		
Teaching Assistants	Family Liaison and Safeguarding	Inclusion and Thrive
Mrs G Clark (Dyslexia, KS2 SEN) Mrs A Mills (KS1 SEN) Mrs N White (Speech and Language) Ms A Hutchings (EAL) Mrs J Mumford (ASD) Mrs C Enemoh (Independent SALT)	Mrs L Schultz (Deputy Designated Safeguarding Lead) Mrs M Darroch (Child In Care Lead)	Mrs L Lock (Inclusion and Pastoral Support) Mrs A Button (Inclusion and Pastoral Support)
Some additional LSAs who work alongside children who have an EHC Plan or specific medical needs.		
Medical Needs: The Head Teacher and the SENCO, together with the senior First Aid Officers are the staff responsible for managing the school's responsibility for meeting the medical needs of pupils.		

14. IN-SERVICE TRAINING (CPD) AND RESOURCES

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.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO 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 SENCO attends relevant SEND courses, SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

14.1 How is SEND funded?

All pupils with SEND will have access to the generic element of a school's budget. For those with the most complex needs, additional funding (High Needs Funding - HNF) is retained by the local authority. The SENCO will refer individual applications to the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

15. STORING AND MANAGING INFORMATION

The school complies with current data protection and confidentiality requirements with regard to information about students and families. We follow Local Authority guidelines and policies and our Confidentiality Policy is available on our school website.

16. LINKS WITH OTHER SCHOOLS

The school is part of the Eko Trust and we work in partnership with the other trust schools through to share advice, training and development activities and expertise.

17. DEALING WITH COMPLAINTS

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or SENCO, who will be able to advise on formal procedures for complaint.

18. BULLYING

Protocols and guidelines regarding bullying can be found within the school's Behaviour Policy, Safeguarding Policy and E Safety policy on the school website.

All steps are taken to ensure and mitigate the risk of bullying of all pupils but especially of vulnerable learners. Any parent is encouraged to discuss bullying issues with the class teacher, in the first instance.

19. SAFEGUARDING

Safeguards for children with SEND are essentially the same as for children without. Particular attention should be paid to promoting a high level of awareness of the risks of harm and high standards of practice, and strengthening the capacity of children and families to help themselves.

Disabled children are recognised as the most vulnerable group in respect of safeguarding their wellbeing. They may have physical, sensory and learning disabilities and difficulties.

Severely disabled children often rely on parents and carers to meet most or all of their needs.

Since the Disability Discrimination Act 1995 was repealed in 2011 by the Equality Act 2010 it remains unlawful to discriminate against a disabled person in relation to the provision of services.

This includes making a service more difficult for a disabled person to access or providing them with a different standard of service.

The Disability Discrimination Act 2005 (DDA) and the Equality Act 2010 define a disabled person as someone who has: "a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities."

This means that the needs of children and young people with long term illnesses such as leukaemia, diabetes, cystic fibrosis, or sickle cell are addressed. They may not usually be thought of as disabled, but their vulnerabilities may be similar.

The key issue is the impact of abuse or neglect on a child or young person's health and development and how best to support them and safeguard their welfare. Research suggests that children with a disability may be generally more vulnerable to significant harm through physical, sexual, emotional abuse and / or neglect than children who do not have a disability.

At Rushmere Hall we take into account that children with SEND may be especially vulnerable to neglect or abuse for a number of reasons:

- Many disabled children are at an increased likelihood of being socially isolated with fewer outside contacts than non-disabled children;
- Their dependency on parents and carers for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour;
- They have an impaired capacity to resist or avoid abuse;
- They may have speech, language and communication needs which may make it difficult to tell others what is happening;
- They often do not have access to someone they can trust to disclose that they have been abused; and/or
- They are especially vulnerable to bullying and intimidation.

20. REVIEWING THE POLICY

This policy will be reviewed annually.