

Rushwick C of E Primary School

Ask, Seek, Knock

Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. Matthew 7:7.

SEND and Disability Policy

Last reviewed on: September 2023

Next review due by: September 2024

Rushwick C of E Primary School

Our School Vision

'Ask, Seek, Knock'

Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. Matthew 7 Verse 7.

Inspired by the teachings of Jesus and recognising each person as a unique child of God, we work for the common good of everyone, ensuring our door is open for all to flourish. We encourage all to thoughtfully ask, graciously seek and courageously knock, so that together we can make a difference to our Rushwick School family and the wider world.

Our School Values

Respect	We treat all others with respect. Being respectful is reflected in the courtesy with which we speak, act and treat one another. Acting respectfully gives people the dignity they deserve. Respect is behaving in a way which makes life more peaceful and orderly for everyone.
Kindness	We look for ways to help each other, kindness is showing you care about everyone, knowing that everything is part of God's creation. Kindness is being concerned about the welfare of others. Kindness is showing love to someone who is sad or needs your help.
Trust	We tell the truth and can be trusted. Trust is having faith, hope and a positive outlook. It is relying on and believing in someone or something. It is having confidence that the right thing will come about, without trying to control it or make it happen. We know we are never alone, and that God is always with us.
Compassion	We understand and care for someone who is in trouble or has made a mistake. It is being kind and forgiving even when others may not be sorry for what they have done. It is caring deeply and wanting to help. It is being considerate and having regard for other people and their feelings. It is also important to show compassion to others and yourself. Compassion is one of the most meaningful ways to show love; it is the outworking of genuine love.
Gratitude	We are thankful for all we are given and all of God's creation. Gratitude is to be thankful for what you have. It is an attitude of gratitude for learning, loving and being. It is also being thankful for the little things which happen around you and within you every day. It is an openness and willingness to receive each of God's bounties. To be grateful is to have a sense of wonder about the beauty of this world and to welcome all of life as a gift. Gratitude is a path to contentment.
Courage	We understand that showing courage is doing what needs to be done even when it is really hard and scary. Courage is personal bravery in the face of fear. Courage is going ahead even when you feel like giving up or quitting. Courage is needed in trying new things, in facing the truth and in picking yourself up after a mistake ready to try again. It comes from knowing deep down what is right for you and believing in yourself to do it. Courage can come from prayer and the trust that God will help.

Our vision and values are rooted in scripture, particularly Jesus' teaching on Kingdom principles in the Sermon on the Mount. This is a practical lesson on how to live our lives, rooted in Christian Values. At Rushwick, working with and for others, we endeavor for all our community to know how much they are valued by one another and God.

Jesus teaches us to ask, seek and knock and in response, God will open our hearts and minds to receive, to find and the door will be opened to a world of opportunities.

Special Educational Needs and Disability (SEND) Policy Statement

The purpose of this policy is to outline how at Rushwick Primary School we meet the needs of those pupils who, from time to time, have a significantly greater difficulty in learning than the majority of children of their age. Some may have disabilities which prevent or hinder them from making use of the facilities provided for our pupils.

Key Principles:	<p>All pupils, whether they have Special Educational Needs or not, must have an equal opportunity to participate in the full curriculum of the school (including the National Curriculum), and all activities.</p> <p>Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.</p> <p>Children and young people with special educational needs often have a unique knowledge of their own needs, and their views about what sort of support they would like, to help them make the most of their education, will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.</p>
Aims:	<p>To meet the requirements as set out in the SEND Code of Practice 2015, the Equality Act 2010 and Part 3 of the Children and Families Act 2014;</p> <ul style="list-style-type: none"> • To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all; • To offer excellence and choice to all our children, whatever their ability or needs. • To have high expectations of all our children. • To ensure all our children feel that they are a valued part of our school community. • To provide a curriculum appropriate for all children with Special Needs: including learning difficulties, emotional / behavioural problems, physical difficulties, sensory impairments and other medical conditions. • To work in partnership with parents and the child to achieve personal success and raise their attainment. • To achieve excellence and choice by providing the necessary steps towards learning and participating. • To maintain children's safety and well-being which is central to their development

At Rushwick we use the definition for SEN and disability from 'The Children and Families Act (2014)', the SEND Code of Practice (2015) and we also refer to the Equality Act of 2010. The Children and Families Act (2014) defines children as having special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them, including:
 having significantly greater difficulty in learning than the majority of others the same age.
 having a disability that hinders them making use of educational facilities provided for others of the same age.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Provision for pupils with SEND goes beyond the differentiated approaches and learning arrangements normally provided by high quality first teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services. The management of this provision is the responsibility of our SENDCo, overseen by the Head Teacher and SEND Governor.

The school has a graduated response in supporting the needs of children with special needs.

Wave 1 is the provision of quality inclusive teaching that takes into account the learning needs of all the pupils in the classroom. It includes differentiated work, flexible groups and creating an inclusive learning environment.

Wave 2 is the provision of specific, additional time limited interventions provided for some pupils who need help to accelerate their progress or enable them to work at or above their age-related expectations. They are often targeted at a group of pupils with similar needs.

Wave 3 is the targeted provision for a minority of pupils where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential.

The Graduated Response

Where a child is identified as having Special Educational Needs, schools and settings should take action to remove barriers to the child's learning and put effective special educational provision in place. This is called SEN support. Support should take the form of a four-part cycle involving the parent and carers and the child. By taking this approach earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what support will help to secure good progress and good outcomes for them. This approach is known as the Graduated Response.

At every stage the responsibility for planning learning objectives, delivering the teaching programme and assessing outcomes is the responsibility of the class teacher. *'All teachers are teachers of children with special educational needs'*. This graduated approach uses *provision mapping* as the primary tool for planning the support and through an 'assess, plan, do, review cycle' the provision is reviewed regularly to ensure it continues to best meet the needs of the pupils with SEN.



Provision mapping is a succinct way of showing the range of provision available to all pupils within a school. It is both a means of accounting for SEND provision and a tool to describe good inclusive practice as well as additional provision. It can be used to show provision for pupils who may or may not have SEN. If our assessments show that a child may be having difficulties in their learning, we use a range of strategies that make full use of all available classroom and school resources. This level of support will be part of Quality First Teaching. The child's class teacher may offer interventions that are different from or additional to those provided as part of the school's usual working practices. Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum. We will record the strategies used to support the child within an agreed time period. The plan will show the short term targets set for the child. This support forms part of the continual 'assess, plan, do, and review cycle on which our SEN provision is based. If, during a review of provision, it is identified that support is needed from outside services, we will consult parents prior to any support being actioned. This may lead to additional or different strategies to those for Quality First Teaching. The new strategies within the agreed plan will, wherever possible, be implemented in the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for Integrated Assessment for an Education Health and Care Plan will be made to the Local Authority.

Roles and Responsibilities:

Everyone in the school community - staff, pupils, parents and governors – have a positive and active part to play in achieving these aims:

The Headteacher has overall responsibility for overseeing the policy, assessment and provision for pupils with Special Educational Needs, and for keeping the Governors informed. They will take complaints or referrals, in the first instance, about general or specific provision.

The SENDCo or special educational needs and disabilities co-ordinator, is the school teacher who is responsible for assessing, planning and monitoring the progress of children with special needs. They have a critical role to play in ensuring children with additional needs receive the support they need. Their role, alongside that of the headteacher and governing body, is vital in determining the strategic development of SEND policy and provision. The SENDCo also:

- co-ordinates provision for pupils with special needs.

- manages the school's special needs policy.
- maintains the school's special needs register and oversees the records kept by class teachers on all pupils with Special Educational Needs, which form part of the pupil's individual support plans.
- liaises and work in partnership with the parents of children with Special Educational Needs.
- contributes to the training of staff and Governors.
- liaises and works in partnership with external agencies, including the Educational Psychology Services, Learning Support Services, Behaviour Support Services, Safeguarding Service, Health Education Services, Educational Welfare Services, Parent Partnership Services and medical services

The Class Teacher and Teaching Assistants

- cater for every pupils' needs through Quality First Teaching.
- identifies that a pupil may have (or no longer has) a Special Educational Need.
- plans what each pupil should learn where appropriate with the specialist support services.
- supervises any helpers (such as learning support assistants) involved in the learning of their pupils.
- assesses and records what progress has occurred.

Pupils by having their wishes about their own needs regularly sought and carefully considered and by all pupils treating their peers with respect.

Parents and Carers through consultation and by working in partnership with the school to help meet their child's needs.

Governors by fulfilling their statutory duties to pupils with Special Educational Needs, by securing appropriate resources, by establishing a policy which has regard to the code of practice or on the identification and assessment of Special Educational Needs, by participating in appropriate training and by appointing a Governor responsible for monitoring SEND within School

Monitoring and Evaluation.

The SENDCo will monitor the movement of children within the SEND system in school. The SENDCo provides staff and Governors with regular summaries of the impact of the policy on the practice of the school. Regular school monitoring will include reviewing the provision and access of the curriculum to SEND pupils.

The SENDCo is involved in supporting teachers drawing up Support Plans for children. These support plans (IPM's) will be reviewed with parents on a termly basis. The SEND team (which includes the headteacher) holds regular meetings to review the work of the school in this area. The SEND team and the Governor with responsibility for Special Needs also hold termly meetings.

From time to time and where needed school will arrange for further workshops to be run by external providers especially where we are supporting pupils with social, emotional, mental well-being.

The Governors will evaluate the success of this policy by enquiring how effectively pupils with Special Educational Needs participate in the whole curriculum and all activities. This is done through regular meetings between the SEND team and the Special Needs Governor. Governors' judgments will be an overview. They will not enquire into individual cases.

Addressing various levels of SEND

If the child continues to make poorer than expected progress over 2 terms, then the class teacher, SENDCo and Head Teacher will meet to discuss the outcome of previous interventions and additional strategies that have been put in place to support the child. At this point, if appropriate, the child's name will be placed on the SEND register. The additional support offered to a child is referred to as SEND support.

Following further assessment, a plan will be designed detailing appropriate interventions, such as:

- Classroom organisation and management
- Alternative teaching strategies
- In-class support by teacher or teaching assistant
- Small group work
- Speech and Language
- English and maths
- Social interactions
- Emotional support and understanding
- Mental Health
- Gross and Fine Motor skills
- Behaviour support
- Use of specialist equipment

If, despite receiving an individualised programme and SEND support, the child does not make the expected progress over 2 terms, a referral can be made for support from an external service. External specialist may act in an advisory capacity, providing additional specialist assessment and /or be directly involved in supporting a child.

Education Health Care Plans

A small number of children who have severe or complex needs, requiring more support than can be offered through the school at SEND support level, can either be forward by the school in consultation with the parent, or alternatively directly by the parents at their discretion for an Educational Health Care Plan (EHCP).

Initially an Educational Health Care Plan Needs request needs to be completed and submitted online by either the school or parents. https://www.worcestershire.gov.uk/sites/default/files/2023-03/ehcp_-_parents_guide_to_submitting_an_ehcp_assessment_request.pdf Worcester Childrens First (WCF) have 4 weeks to advise all parties of the outcome of the request. Should the application be validated an observation and assessment by an Educational Psychologist (EP) will follow, along with reports from any other agencies involved with the child including health. WCF will evaluate all the evidence and makes a decision as to whether to an EHCP is applicable or required.

Annual review of a statement of special educational needs

All EHCP's must be reviewed annually with the parents, the pupil, WCF case officer, the school and other professionals involved are invited to consider whether any amendments need to be made to the description of the child's needs or the special educational provision specified. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. At the review in year 3, the aim should be to give clear recommendations as to the type of provision the child will require at the middle school. It will then be possible for the parents to visit middle schools and to consider appropriate options within the similar timescales as other parents. The SENDCo of the chosen middle school should be invited to attend the final annual review, to allow the school to plan an appropriate Provision map to start at the beginning of the new school year enabling reassurance that an effective and supportive transfer will occur.

External Agencies the school will work with include:

1. Chads Grove Learning Support School
2. Perryfields Behavioural Support
3. Visually Impaired Team
4. Speech and Language Team
5. Therapy Dog
6. Health Service – school nurse
7. Educational Psychologist
8. Early Help
9. Social Services
10. CAMHS (Child Adolescent Mental Health Service)
11. Worcester Children's First
12. Other appropriate agencies

These agencies will carry out assessment procedures, contribute suggestions to assist the teaching and learning process in school, and possible further referrals. Decisions about which actions are appropriate for children will be made on an individual basis by careful assessment of:

- Difficulties
- Adaptive teaching to learning
- The learning

Rushwick CE Primary School is an inclusive Primary School. We have high expectations for all pupils including those with special educational needs and /or disabilities. We ensure that individual children meet their potential through excellent class teaching; an exciting and broad curriculum; enrichment opportunities and when appropriate providing differentiated work and a personalised approach, working with parents and outside agencies to meet the needs of every child.

This policy will be reviewed in July 2024.