

Rushwick Primary School

Special Educational Needs Policy

Policy Statement:

Some pupils will, permanently or 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. We will give these pupils individual consideration and make special provision for them, working in partnership with others as necessary. The Governors' intention is that the needs of all pupils are identified and met as soon as possible. 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. Pupils with Special Educational Needs will be encouraged to become independent and take responsibility within the school.

The school will have regard to the Special Educational Needs Code of Practice (2015) when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. 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. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help 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.

Aims:

- To offer excellence and choice to all our children, whatever their ability or needs.
- To have high expectations of all our children.
- To have all our children feeling 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.

Objectives:

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

- **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.
- **Staff** by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils through Quality First Teaching, by working in partnership with the Special

Educational Needs Co-coordinator (SENDCo), pupil, parents and other agencies in appropriate training.

- **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.

Implementation

Graduated Response:

The school has a graduated response in supporting the needs of children with special needs (*School Offer - Waves of Intervention document*). 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. 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 an identification 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:

Rushwick SEN Team:

SEN Coordinator: Deborah Hulls

SEN Assistant: Trudie Staples

Headteacher: Geoff Jeffrey

SEN Governor: Claire Jagers

The Headteacher:

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

The Class Teacher:

- caters 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.

Special Educational Needs team:

- oversees the school's special needs policy.
- advises teachers on how pupils might meet planned learning objectives.
- co-ordinates provision for pupils with special needs.
- 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

Monitoring and Evaluation.

The SENDCo and SEND assistant 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.

The SENDCo and SEN assistant are involved in supporting teachers drawing up Support Plans for children. 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.

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 SEN team and the Special Needs Governor. Governors' judgments will be an overview. They will not enquire into individual cases.

Policy revised: September 2018

Review date: July 2019

Appendix 1

Frequently asked questions from the parent/carer's point of view:

Question	Answer
<p>How does School know if children need extra help?</p>	<p>Rushwick Primary School is committed to early identification of Special Educational Needs (SEN). Children are identified using a range of evidence through:</p> <ul style="list-style-type: none"> • School assessment and monitoring - child performing below age expected levels. • Liaison with Nursery Provider/previous school. • Concerns raised by parents • Concerns raised by school staff • Liaison with external agencies • Health diagnosis through paediatrician/doctor
<p>What should I do if I think my child may have SEN?</p>	<p>At our School we pride ourselves on building positive relationships with parents. We are open and honest with parents. Therefore, if you are concerned you need to speak to your child's class teacher or contact the SENCO.</p>
<p>How will staff at Rushwick Primary School support my child?</p> <p>Who will oversee, plan, work with my child and how often?</p> <p>Who will explain this to me?</p>	<ul style="list-style-type: none"> • Your child's class teacher and the SENCO will oversee and plan your child's support plan. • The class teacher will ensure progress is being made in all areas. • There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a small group. • The regularity of these sessions will appear in the Support Plan. • The class teacher and SENCO will meet with you to discuss and review the Support Plan or any other concerns termly. • In addition to this, there are two parents' evenings per academic year. • For further information the SENCO is available to discuss support in more detail.
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p> <p>What opportunities will there be for me to discuss my child's progress?</p> <p>How does the school know how well my child is doing?</p>	<p>At our School we believe that your child's education should be a partnership between parents, teachers and indeed your child. Therefore we actively encourage parents to be involved in their child's learning.</p> <ul style="list-style-type: none"> • We offer an open door policy where you are welcome to make an appointment to meet with either the class teacher or SENCO to discuss how your child is progressing. On Tuesday after school there is an informal drop-in with class teachers from 3.15 - 3.30pm, where we can offer advice and practical ways of helping your child at home. • In the autumn and spring term we have parents' evenings to discuss progress and your child's next steps. We also send home a written report at the end of the summer term. • More informally, we have open afternoons throughout the year for your child to show you their work. • If your child is on the SEN register, they will have an Individual Support Plan which will have individual targets, so you will know what they are working towards. The support plan is reviewed on a termly basis.

	<ul style="list-style-type: none"> • If your child has complex SEN, they may have an Education Health Care Plan (ECHP), which means a formal meeting (Annual Review) will take place to discuss your child's progress and a report will be written. • As a school we measure and track children's progress in learning against national age related expectations. • The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. • Children who are not making expected progress are picked up through Pupil Progress meetings. In these meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
<p>What support will there be for my child's overall well-being?</p>	<p>All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring and understanding team looking after our children. Children's emotional, mental and physical well-being is very important to us as a school and the recent implementation of the THRIVE Approach further consolidates this.</p>
<p>What is the pastoral, medical and social support available in the school?</p>	<p>The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be your first point of contact. If further support is necessary, the class teacher liaises with the SENCO for further advice and support. This may be working alongside outside agencies such as Health and Social Services and the Behaviour Support Team. Class teachers may also address specific issues through whole class circle time, using the THRIVE Approach materials. In addition to this:</p> <ul style="list-style-type: none"> • We celebrate children's achievements from both in and out of school in assembly times. • There are many opportunities for our children to take part in the wider life of our School. We have sports teams, a very successful choir who take part in many events in our community. • We have a school council where the children discuss important issues to the school community and organise fund raising events for both local and national charities. • We offer a wide range of extra-curricular school activities which are run by class teachers during lunch time and afterschool. The children can take part in lots of activities like team games, art, maths, chess, and singing.
<p>How does the school manage the administration of medicines?</p>	<p>The school has a policy regarding the administration and managing of medicines on the school site.</p> <ul style="list-style-type: none"> • Parents need to contact the school office if medication is recommended by health professionals to be taken during the school day. • The First Aid named staff generally oversee the administration of any medicine. • Dedicated staff have regular training and updates of conditions and medication affecting individual children, so that they are able to manage medical situations.
<p>What support is there for behaviour, avoiding exclusion and increasing attendance?</p>	<p>At our School we have a positive approach to behaviour management and have a very clear reward system in place, which is followed by all staff and pupils.</p> <ul style="list-style-type: none"> • If a child has a behavioural difficulty, an Individual Behaviour Plan (IBP) is written with the child and parents. • We can get advice and support from the Behaviour Support Team, who will provides support and advice to school staff and parents, as well as working 1:1 with the child.

	<ul style="list-style-type: none"> • We have an Early Intervention Support Worker who can offer parents support in managing difficult behaviour at home. • Attendance of every child is monitored on a daily basis by the Office Staff. Lateness and absence is recorded and is reported to the Headteacher.
How will my child be able to contribute their views?	<ul style="list-style-type: none"> • We have a school council, which is an open forum for any issues or viewpoints to be raised. • Our Support Plans are pupil friendly, which means they are written with the children in child speak. They are reflective about what they find tricky and can identify their next steps with support. • We have a pupil questionnaire, in which we seek the viewpoints of the children before review meetings. • We will invite pupils in to the Support plan review meetings • Around the school we have posters reminding the children who they can go to if they want someone to talk to. • If your child has an ECHP, they will give their contribution before a review meeting.
What specialist services and expertise are available at or accessed by the school?	As a school we work closely with outside agencies. These include, Behaviour Support Team, Educational Psychologists, GPs, school nurses, Early Intervention Support, CAMHS, Speech and Language Therapists, Social Services and Outreach support from local special schools.
What training have the staff supporting children with SEN had or are currently having?	<ul style="list-style-type: none"> • Our SENDCO is an experienced qualified teacher, who has completed the Masters Level National SENCO Accreditation. • The SENCO attends SEND briefings and updates. • All staff receive SEND training and updates. • Recent training has included Thrive Approach training, Attachment Disorder training, Autism training, Dyslexia awareness training. • Two staff members are trained THRIVE Approach Practitioners • We have three Higher Level Teaching Assistant (HLTA)
How will my child be included in activities outside of the classroom, including school trips?	<ul style="list-style-type: none"> • All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. • A risk assessment is carried out prior to all off site activities to ensure everyone is safe. • We will also help to prepare your child for any changes in their day.
How accessible is the school environment?	<ul style="list-style-type: none"> • The school site is wheelchair accessible with a large disabled toilet. • There is also a disabled parking bay close to the school entrance.

<p>How will the school prepare and support my child when joining the school and transferring to a new school?</p>	<p>At our School we liaise closely with our Nursery feeders to provide a smooth transition into Reception class.</p> <p>The transition programme includes visits to the Nursery setting, visits to family home and the invitation to join current Reception class for story and lunch during summer term prior to starting to school.</p> <ul style="list-style-type: none"> • For children with SEND, we encourage further visits to familiarise them with the new surroundings. • When children are preparing to leave us for a new school; usually to go to secondary school, we arrange additional visits, and meetings with the SENCO and parents to prepare for the transition. • We liaise closely with staff when receiving and transferring children to different schools, making sure that all relevant records are passed on and needs discussed and understood. • If your child has complex needs then an ECHP Review will be used as a transition meeting. Staff from both schools and parents would attend.
<p>How are the school's resources allocated and matched to children's SEND?</p>	<ul style="list-style-type: none"> • We ensure that all children who have Special Educational Needs are met to the best of the school's ability with the funds available. • We have a team of LSAs who deliver the programmes designed to meet the children's needs. • The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.
<p>How is the decision made about what type and how much support my child will receive?</p> <p>How do we know if it has had an impact?</p>	<p>The class teacher and the SENCO will discuss your child's needs and what support would be appropriate and then discuss this with you.</p> <ul style="list-style-type: none"> • Verbal feedback from the teacher, parent and pupil. • Reviewing the targets on your child's Support Plan. • Comparing baseline assessments to assessments carried out after the intervention programme.
<p>Who can I contact for further information?</p> <p>Who should I contact if I am considering whether my child should join the school?</p>	<p>Your first point of contact would be your child's class teacher to share any concerns. You could also arrange to meet our SENDCO - Mrs Deborah Hulls. Read through the SEND Policy on our website.</p> <p>Contact the School Office on 01905 422502 to meet with the Headteacher - Mr Geoff Jeffrey or the SENCO - Mrs Deborah Hulls, to arrange a visit to discuss how the school could meet your child's needs.</p>
<p>How can the Local Authority help my child ?</p>	<p>The following website has information regarding Worcestershire Local Offer - with further advice and guidance for how to access services for your child.</p> <p>http://www.worcestershire.gov.uk/thelocaloffer</p>

	<p>If you think your child has severe difficulties but the school disagrees, you can contact the Special Educational Needs section of your Local Authority (LA) and ask for your child to be assessed.</p>
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