



RUDGWICK PRIMARY SCHOOL

Special Educational Needs and Disability (SEND) Policy

Inspire - Believe - Achieve



Our Mission:

At Rudgwick Primary School, our mission is to provide a happy, fun, safe place, where kindness shines through and where:

- Excellent teaching and a wide range of experiences **inspires** a love for learning and a curious mind;
- Everyone is valued and respected and feel that they belong;
- Individual strengths and talents are nurtured and celebrated and children **believe** in themselves and, through strong friendships, each other;
- A growth mind set is encouraged, mistakes are seen as learning opportunities and confident, resilient learners grow;
- Children are successful learners who, through both independence and collaboration, can make progress and **achieve** to their full potential.

Created: June 2023

Approved by: Full Governing Body

Date for review: June 2024

Reviewed by: SENDCO

Rationale

Rudgwick Primary School is an inclusive school which aims to be a community where everyone is **inspired** by a love for learning, is supported and encouraged to **believe** in themselves and is enabled to **achieve** success.

At Rudgwick Primary School the provision for children with a Special Educational Need or Disability (SEND) is an integral part of our school ethos based on the belief that every child is valued as an individual, displaying a range of needs and abilities. The Special Educational Needs & Disability Coordinator (SENDCO) is also responsible for inclusion. Working from the objectives of the Early Years Foundation Stage, national curriculum & pre-key stage standards, Rudgwick Primary School provides a broad and balanced education which is relevant for all of our children. We plan our teaching and learning in such a way that we encourage each child to reach for the highest level of personal achievement, and to experience success. We recognise and acknowledge that children may need additional or different help from that given to others of the same age, at some stage during their school career. We aim to enable all children to succeed academically, emotionally and socially.

Rudgwick Primary School is part of The Weald Locality, a group of 11 primary schools, who work together to improve outcomes and provision for children with SEND. The SENDCO attends Locality meetings half-termly to further develop expertise, skills and knowledge with regard to SEND.

Legislation

This SEND Policy is written in line with guidance from the SEND Code of Practice 2014, the Equality Act 2010 and Part 3 of the Children and Families Act 2014.

This policy will ensure that our school meets the needs of pupils identified as having a SEND and will ensure that these pupils are not discriminated against. This policy outlines why, when and how additional provision will be made for these pupils. The policy describes systems in place for monitoring and reporting on the progress of pupils who have been identified with SEND. All school policies are interlinked and should be read and informed by all other policies. In particular the SEND policy is linked to behaviour, anti-bullying, medical, safeguarding and curriculum policies.

The Special Needs and Disability Coordinator (SENDCO)

Enquiries about an individual child's progress should be addressed at first to the child's teacher. The school has an 'open door' policy and teachers are available to meet with parents to discuss concerns. Other enquiries can be addressed to Mrs Carmel Wilson (SENDCO) via the school office.

Mrs Wilson is the school SENDCO and Inclusion Leader. Mrs Wilson is a member of the Senior Leadership Team and works closely with all staff in

school. In conjunction with Governors and Head teacher, Mrs Wilson oversees SEND provision and resourcing in school.

Defining SEN

The 2015 SEND Code of Practice (CoP) says that:

A child or young person has SEN 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Objectives

- To identify, at the earliest opportunity, barriers to learning and scaffold support to enable participation for pupils with SEND.
- To ensure all staff are aware of the principles of the SEND Code of Practice and the procedures for identifying, assessing, monitoring and reviewing the needs of pupils with SEND.
- To ensure that every child experiences a differentiated and varied curriculum, success in their learning and achieves to the highest possible standard both academically and socially.
- To provide intervention programmes, based on research, which meet individual needs, and which provide challenge and success.
- To involve pupils in planning and reviewing of their learning experiences.
- To empower them become independent learners and communicators.
- To work in partnership with parents involving them in planning and reviewing their child's additional support in school.
- To provide a secure, safe and caring environment for all pupils in school including those with a SEND.
- To give the children a voice and ensure they feel listened to.
- To work with the governing body to enable them to fulfill their statutory monitoring role with regard to the Policy for SEND.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- For children to become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training

Graduated Approach

In line with the SEND Code of Practice 2015, we use a graduated approach to identify and assess a child's needs. The graduated approach 'draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people (sic CYP)'. SEND Code of Practice 2015 (6.44)

SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised (assess, plan, do, review) with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

We use a graduated approach in order to support children's learning. The following 4 level model for identifying and assessing need will assist teachers in making decisions about a child. At all levels, the voices of the children and their parents/carers will be clearly heard. The model below is fluid and children may move between the levels, dependent upon need. Children accessing universal and early intervention may not be identified as having a special educational need.

Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by
Universal provision	<ul style="list-style-type: none"> • High quality first teaching • A broad and balanced curriculum within an inclusive classroom • Personalised learning targets • Attention paid to different learning styles • Carefully planned differentiation, including practical, visual, concrete resources • Modelling by adults within the classroom • Curriculum assessment of progress to support target setting for pupils • Assessment for learning and constructive feedback • See Inclusive Teaching Checklist & WS Ordinarily inclusive practice 	<ul style="list-style-type: none"> • Differentiated planning and outcomes • Pupil aware of learning targets • Reviewed at Pupil Progress meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths/gaps 	Class Teacher
Early intervention support (Not on SEN Register)	<p>In addition to universal provision:</p> <ul style="list-style-type: none"> • Support within class through small groups and individual support such as Read Write Inc. tutor & Neli language intervention • Tools and resources to support access • Parents involved with target setting • See Inclusive Teaching Checklist & WS Ordinarily inclusive practice 	<ul style="list-style-type: none"> • Pupil planning record • Pupil aware of learning targets • Reviewed at Pupil Progress meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths/ gaps 	Class Teacher SLT

<p>Targeted, additional support (On SEN Monitoring Register)</p>	<p>In addition to universal provision and early intervention:</p> <ul style="list-style-type: none"> • Investigation of strengths and needs • Early intervention and personalised provision • Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment • Targeted support within class through small groups and working individually with an adult • Additional group or individual programmes • Evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. ELSA support, phonics and reading interventions, precision teaching etc). Reviewed 6 weekly. • Tools and resources to support access • See Inclusive Teaching Checklist & WS Ordinarily inclusive practice • 	<ul style="list-style-type: none"> • SENCo made aware (Concern sheet completed, detailing evidence of intervention, impact and outcomes) • Pupil aware of learning targets • Reviewed at Pupil Progress meetings with SENCo • Assessment for Learning systems used to identify strengths/ gaps • Intervention records completed weekly to record progress 	<p>Class Teacher SLT SENCo</p>
<p>Targeted, intensive additional support (SEN register)</p>	<p>In addition to universal provision, early intervention and targeted early support:</p> <ul style="list-style-type: none"> • Multi-professional planning and coordinated support may be in place e.g. Educational Psychology Service, speech and language, Health colleagues, West Sussex Learning and Behaviour team, West Sussex Autism and Social Communication team and CAMHS. • Personalised support, working on an adapted curriculum • High levels of adult support and modelling to enable access to the curriculum • Personalised resources e.g. work station if appropriate • Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention • Individual Education Plan reviewed at least termly • Identified on school provision map, reviewed at least termly • Access to an adapted environment if appropriate • Individual modifications to the curriculum as appropriate • See Inclusive Teaching Checklist & WS Ordinarily inclusive practice 	<ul style="list-style-type: none"> • One Page Profile • Individual Education Plan with at least termly review • Progress meeting with SENCo • SENCo monitoring provision • Intervention identified on whole school provision map. 	<p>Class Teacher SENCo</p>

Request for a Statutory Assessment	<ul style="list-style-type: none"> As above – if interventions are not supporting the child to make expected progress a discussion with the parents may lead to an Education, Health Care Needs Assessment application The SENDCO and class teachers collate information for a EHCNA request and send off to West Sussex 		
Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term. (SEND register – EHCP or application)	<p>In addition to universal provision, early intervention, targeted early support and targeted intensive additional support:</p> <ul style="list-style-type: none"> Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) Multi-professional planning and coordinated support e.g. Educational Psychology Service, Health colleagues and Community and Mental Health Services. Personalised support, working on an individualised curriculum High levels of adult support and modelling to enable access to the curriculum Personalised resources e.g. work station if appropriate Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention Individual Education Plan reviewed at least termly Identified on school provision map, reviewed at least termly Access to an adapted environment if appropriate Individual modifications to the curriculum 	<ul style="list-style-type: none"> Annual Review Meeting Annual Review Report Pupil Passport Individual Education Plan reviewed at least termly IEP Progress Forms Termly progress meeting with SENCo Intervention identified on whole school provision map. 	Class Teacher SENCo

1. Universal Provision

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. At this stage it is the class teachers who identify barriers to learning. They will notice individual differences and adjust their teaching and use quality first teaching strategies to scaffold and support the child. If a child is not making expected progress then an inclusion referral form is completed.

2. Early Intervention Support

The progress of every child is monitored termly by their class teacher, and the Senior Leadership Team. Where children are not making progress in spite of good 'Quality First Teaching' they are discussed with the SENDCO and parents and a pupil planning record is agreed. This is reviewed using the termly assess, plan, do, review cycle. Examples of support might be: visual prompts or support, personalised word lists, or a specific reward system.

As well as teachers providing additional provision for a pupil, parents can ask school to look more closely at their child's learning. We take all parent requests seriously and investigate them all. Frequently, the concern can be addressed with 'Quality First Teaching' and / or some parent support. Otherwise, the teacher and SENDCO will work with parents and pupils to review the situation and take further action.

If following a termly cycle of assess, plan, do and review a child is still not making progress as defined in the Code of Practice:

- a. Is significantly slower than that of their peers from the same baseline.
- b. Fails to match or better the child's previous rate of progress.
- c. Fails to close the attainment gap between the child and their peers.

Then they will move to personalised additional support.

3. Personalised Additional Support

The class teacher will involve the SENDCO to assess the child's strengths and difficulties. The main purpose of an assessment undertaken at this level is to plan further teaching in the expectation that it will significantly advance the child's progress. The child will be moved onto the monitoring SEND register and an individual learning plan (ILP) written specifically for their needs. The ILP is part of the termly assess, plan, do, review process which involves the child and their parents/carers.

Some children may be identified as having additional needs, which means they require short-term extra support in order to boost progress. These interventions are additional to whole class teaching. We are mindful to only use interventions that have an evidence base and are proven to be effective. It is key that children are able to transfer their knowledge and skills back to the classroom. Class teachers should have an overview of these additional programmes and ensure they are effective and clearly mapped out in the child's ILP. We use interventions such as Read Write Inc. tutoring, narrative therapy, Lego therapy, ELSA support, NELI early language programme and precision teaching. The SENDCO ensures that staff have up to date training on these interventions which is provided by West Sussex County Council.

4. SEN Support

Children identified as having Special Educational Needs are provided with a more personalised support plan which may include specific targets from an outside agency. The child will be placed on the SEND register. An Education Health Care Plan may be considered if a child requires more support than the school budget can provide.

Every child's progress and response to the provision is reviewed with the child and their family termly. We then decide upon the level of need and support for the following term. A child's response to additional support can help to identify their SEN. We use a range of assessments including progress data, observations, standardised tests, assessment of the child's response to extra support and the views of both parents or carers and the child. In consultation with parents, advice may also be sought from Local Authority agencies including the Educational Psychologist, the Learning Behaviour Advisory Teacher team and the Autism and Social Communication Team. As well as, the Speech and Language Therapy service, School Nursing service, Child Development Centre, Child and Adolescent Mental Health Service (CAMHS), Occupational Therapy and Physiotherapy.

Progress reviews can result in a child being removed from the special needs register. Parents will be consulted and class teachers will continue to closely monitor their progress.

Identifying Children (SEN Support)

The SENDCO and/or class teacher may undertake pupil assessments, which add to and inform the teacher's understanding of a pupil's strengths and areas of need. The SENDCO, working closely with parents, is able to seek outside agency advice where this is an appropriate course of action.

Although the school can identify special educational needs, and make provision to meet those needs, we are unable to make a diagnosis. Parents are advised to seek medical advice with reference to conditions as ADHD and Autistic Spectrum Conditions. School can offer support, advice and 'signposting' to parents who have concerns relating to their child's medical needs.

Working with Parents and Pupils

We aim to have positive, and transparent relationships with all of our parents. The school is proud of the 'open door' policy we maintain at Rudgwick Primary School and ensures that we are available to meet with parents as soon as any concern arises. If a child is experiencing difficulties, parents will be informed either at termly parents' meetings or during informal meetings to discuss the child's progress. A parent will always be informed by the class teacher or

SENDCO, if a child has been identified as having additional needs and requires some support in their learning.

Once a child has been identified as having a SEN, the class teacher and SENDCO will invite parents to school to:

- Let them know that their child is being placed on the SEN register.
- Discuss any assessments, strengths and difficulties relating to their child.
- Share and contribute to an Individual Learning Plan for the next term.

This is part of the graduated approach and cycle of 'Assess, Plan, Do, and Review' required in the Code of Practice 2015. Depending on their age, interest and parental preference the child will be invited to attend all or part of this process. Records are kept of these meetings and are available to parents.

Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. Parents will receive the ILP and an annual school report in the summer term.

Systems for Monitoring Children at SEN Support (SENS)

Once a child has been identified as needing SENS the following systems for monitoring support are put in place.

- A one page 'Individual Pupil Profile', will be completed with the pupil and class teacher. This will be shared with parents during parent liaison meetings described above. This document will include their strengths, interests, what they enjoy about school, what they find challenging and what helps them to achieve.
- An Individual Learning Plan (ILP) is produced, as described above, for each child on SENS. The plan records specific and challenging outcomes for the child to achieve in a term. Personalised provision is recorded on this plan and may be in small group work and/or support to access a differentiated curriculum. The day-to-day implementation of this plan is the responsibility of the class teacher who will work closely with support staff to record progress towards outcomes during the term. Longer term outcomes will be broken down into smaller steps. The ILP is reviewed termly and parents and pupils are invited to be part of this process. After the initial ILP has been discussed with parents they are invited into school to be part of the consultation and review process and the start and end of each term.
- If an outside agency e.g. educational psychologist, speech and language therapist is involved with a pupil the SENDCO will always involve parents in the process. The SENDCO will ensure reports or assessments are copied to parents and teachers. Advice and suggestions from outside agency advice is incorporated into outcomes on the pupil's ILP.

Moving to EHCP (Education, Health and Care Plan)

EHCP SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream schools. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child or young person's needs without an EHC plan.

If the application for an EHC Plan is successful, a member of the Local Authority (LA) will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, hopes, aspirations and barriers to their learning. Following the meeting the LA will produce the EHC plan, which will record the decisions made at the meeting. The EHCP targets will be written into the child's ILP and reviewed termly. There will be an annual review when all involved professionals and the family meet to discuss progress against the EHCP outcomes.

SEND – Teaching, Learning and the Curriculum

- We believe that all children learn best when they are included with the rest of their class and staff have high expectations of them. Our aim is for all children to be working independently in class and reaching their full potential.
- All children, including those with children with SEND, are taught by their teacher and supported by teaching assistants.
- Teachers aim to spend time each day working, in a group, with all children including those with SEND.

- When allocating additional teaching assistant support to children, the focus is on outcomes. We aim to allocate sufficient adult assistance to enable each child to reach challenging targets without developing a learned dependence on adult support.
- Outcomes for children at SENS are set to be challenging in an attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps and are therefore used as a strategy in class. The intervention is monitored by the class teacher and pupils progress towards set objectives, which are kept under review. The SENDCO, working alongside the class teacher, monitors overall progress following completion of the intervention.
- The school has a range of interventions, which are identified on the pupil ILP. When considering an intervention we look at the child's learning need in order that we can match the intervention to the child. Interventions are planned in blocks of up to 10 weeks. Progress made in these interventions is recorded and assessed. A decision is made as to whether to continue, change or cease the intervention according to the child's progress against targets set.
- The Learning Environment:
 1. Rudgwick Primary School is a 'disability friendly' school. The school building is one level; we have two easy access toilets. We generally find that no additional adaptations to the building are necessary for children or stakeholders with disabilities.
 2. Other adaptations to the physical environment will be made, as appropriate, to children with other sensory disabilities.
 3. All our classrooms are inclusion friendly: we aim to teach in a way that will support children with tendencies towards conditions such as dyslexia, dyspraxia, ADHD, ASD and sensory processing.
- Curriculum:
All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class practice, curriculum content and ideas can be made more accessible. This accessibility is made possible by skilled support, effective use of scaffolding as well as provision of visual, auditory, tactile and concrete resources.

Access to Extra-Curricular Activities

All of our children have equal access to lunchtime clubs, after school clubs and support activities, which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaption to meet the physical and learning needs of our children. Class educational visits and residential visits are part of our curriculum and we aim for all children to be included in all of them. No child is excluded from an educational visit and residential visit because of SEN, disability or medical needs.

Staff Training and SEND Expertise

All of our staff are trained in school to work with children with SEND. All staff have access to advice, information, resources and training to enable them to teach all children effectively. We incorporate SEND training into our whole school staff-training programme. The SENDCO offers training and advice in school as well as sharing resources and disseminating information relating to SEND issues. The school is also able to access training from the Local Authority (e.g. Educational Psychologist, Learning and Behaviour Advisory Team) and other outside agencies such as the Speech and Language Service. School can access support and advice from School Nurse for medical advice and expertise. School can also opt to buy-in additional training and/or advice from a variety of independent sources, as well as training from within school resources and self-help opportunities.

Children with Social, Emotional and Mental Health Needs

A behaviour difficulty is not classified as a SEND. If a child shows consistent, unwanted behaviours, the class teacher will assess the child's needs. This will involve working with the family to explore any circumstances, or history of experiences, which may impact on a child's behaviour. If the child's behaviour is felt to be a response to trauma or to home based experiences we will work with the family to explore options for support. This may involve working with the family and other outside agencies as social care or medical professionals.

If parents and school are concerned that the child may have mental health needs school would 'signpost' parents to their GP or the School Nurse for a possible referral to an appropriate health professional.

If the child is felt to have long term emotional or mental health needs – for example with anxiety or anger management – the school offers a range of interventions to develop social skills or emotional resilience. School has an ELSA who provides this type of support; developing trusting relationships with specific children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with parents, the bully and the victim to improve social skills and resolve any bullying. Pupils with SEND are supported to access systems in place, e.g. bullying cards / worry box, to address bullying concerns as soon as possible.

Transition Arrangements

- Transition into school:

We acknowledge that children and parents sometimes find transition into a new school or a new class quite challenging and this is particularly challenging for parents of pupils with SEN or disability. This process can also be difficult for the children themselves.

School aims to provide support including:

1. Prior to entry to school - meeting for new parents attended by class teachers, support staff, SENDCO
 2. Meetings with SENDCO / class teacher and parent as required.
 3. SENDCO and class teachers visiting pre-school settings
 4. SENDCO liaising with outside agencies.
 5. Additional visits to school as required for parents and pupil.
 6. Transition information booklet.
- Transition within school:
 1. Additional visits to new classroom.
 2. Transition booklet with photographs of new class / key people.
 3. Pupil Profiles to pass from class to class.
 - Transition within secondary phase:
 1. The transition Annual Review Meetings (existing ILPs and EHCPs), for Year 6 pupils, are held in the Spring or Summer Term of Y5. Secondary school staff are invited to attend.
 2. A programme of additional visits to secondary school for vulnerable pupils. Support groups with the Learning Mentor. Booklets to support transition.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of the children with SEND following the Code of Practice 2015.

The Governor with particular responsibility for SEND is Fairley Allan. He meets with the SENDCO regularly to discuss actions and provision in school relating to SEND.

Complaints

The school aims to work in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

West Sussex Local Authority Local Offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. This Local Offer can be found at localoffer@westsussex.gov.uk

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring non-judgmental attitude throughout the school.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)