



# Rushton CE (VC) Primary School

## *Happy Learning Together*

### **Special Educational Needs and Disability (SEND) policy and information report (incorporating the local offer)**

#### **Aims of the SEND Policy**

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the school environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement - see Appendix One.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To ensure full inclusion and support for all pupils with medical conditions in all school activities through consultation with health and social care professionals.
- To work in a cooperative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

#### **What are special educational needs?**

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014*

## How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- A pupil asks for help
- Pupil observation indicates that they have additional needs in one of the four areas:
  - 1 Communication and interaction
  - 2 Cognitive and learning
  - 3 Social, mental and emotional health
  - 4 Sensory/physical

## What should I do if I think my child may have special educational needs?

- If you have concerns then first, please discuss these with your child's class teacher.
- This may result in a referral to the school SENCo whose name is Sue Strong and who you can contact via the school office; telephone 01260 226303 or email: [office@rushton.staffs.sch.uk](mailto:office@rushton.staffs.sch.uk)
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

## How will I know how the school supports my child?

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

- Pupils with a disability will be provided with 'reasonable adjustments' in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that includes:
  - 1 Classroom observation by the senior leadership team, the SENCo and external verifiers.
  - 2 Ongoing assessment of progress of all pupils
  - 3 Ongoing assessment made by pupil in specific intervention groups
  - 4 Work sampling on a termly basis
  - 5 Teacher meetings with the SENCo (meeting notes will be kept)
  - 6 Pupil and parent feedback when reviewing target attainment
  - 7 Whole school pupil progress tracking
  - 8 Attendance and behaviour records.
- Information on the quality of teaching will be shared in the headteacher's report to the Board of Governors. Further information may be included in the SEN information Report.
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents

Evenings. Pupil's attainments to meet these targets are tracked using the whole school tracking system.

- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in regular meetings that are undertaken between the class teacher and headteacher.
- Where it is decided that action is required to support increased rates of progress, this will follow an *assess, plan, do, review* model.
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- Additional action to increase the rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child and, if required, provision to the teacher of additional strategies to further support the success of the pupil.
- If review of the action taken indicates that 'additional and different from' support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
- Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- SEN support will be recorded on a Pupil Support Plan. This will identify a clear set of expected outcomes, which will include stretching and relevant academic and development targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from specialist external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to
  - 1 Special Educational Needs Support Service (SENSS)
  - 2 Behaviour Support Services
  - 3 Dyslexia Centres
  - 4 Autism Outreach Team
  - 5 Hearing Impairment Team
  - 6 Visual Impairment Team
  - 7 Educational Psychology Service
  - 8 Physical and Disability Support Service (PDSS)
  - 9 Social Services
  - 10 Local Support Team
  - 11 School Nurse
  - 12 CAMHS (Child and Adolescent Mental Health Service)
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot

reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. For pupils who, despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment. This will be undertaken by the Local Authority.

#### **How will the curriculum be matched to my child's needs?**

- Teachers plan using pupils' achievement levels, differentiating work to match and challenge ability for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

#### **How will I know how my child is doing?**

- Attainments towards the identified outcomes will be shared with parents termly through the school reporting system and Parent's Evenings. Children's reading diaries are used to convey additional information.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo or a member of the senior leadership team where appropriate. Please contact the school office to arrange an appointment.

#### **How will you help me to support my child's learning?**

- Please look at the school website. It can be found at [www.rushton.staffs.sch.uk](http://www.rushton.staffs.sch.uk) and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class teacher or SENCo may also suggest additional ways of supporting your child's learning and these will be clearly identified on the child's individual education plan (IEP).
- The school organise a number of parent meetings during the year. These are advertised in the school newsletter and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

#### **What support will there be for my child's overall well-being?**

Our vision and values are at the heart of our school and we offer a wide variety of pastoral support for pupils. These include:

- A Personal, Social, Health and Economic (PHSE) curriculum (that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being) is delivered to all children.
- Pupil and Parent voice mechanisms are in place eg open door policy, questionnaires, school council.

- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups.
- Attendance is monitored by the Education Welfare Officer.
- Pupils with social care needs or looked after children: The school works closely with the Local Support Team, Safeguarding and Social Services to support pupils. Appropriate services may include a Key worker such as Counsellor, Family Support Worker, Social Worker, as appropriate. All looked after children have a named social worker and a Personal Education Plan (PEP) which must be reviewed at least twice yearly or more frequently according to need.

### **Pupils with medical needs**

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

### **What training do the staff supporting children and young people with SEND undertake?**

In the last two years school staff have received a range of training at three levels: awareness, enhanced and specialist.

Awareness training has been provided to staff on:

- How to support pupils with a diagnosis of, or indicators of, dyslexia
- How to support pupils with speech, language and communication difficulties.
- How to support pupils with memory difficulties.
- How to support children with hearing difficulties

Enhanced training has been provided to teachers, TAs and the Senco on:

- Diabetic awareness training
- Supporting gifted and talented
- Early years training
- Talking for writing
- Attendance at the termly Senco Update
- Attendance at SEND Reform consultations

Specialist training has been provided on:

- The school has regular visits from SENSS specialist teachers and an Educational Psychologist who provide advice for staff to support the success and progress of individual pupils. Behaviour Support specialist advisors are available if requested.
- A specialist teacher from the Hearing Impaired service visits school on a regular basis to support one pupil and advise staff.
- The Governor with specific responsibility for SEN is Julie Goodfellow who is a Local Authority advisor for special needs in Derbyshire.

- The Senco works alongside Key Learning Centres (KLC's) for behaviour, learning and physical development.

### **How will my child be included in activities outside the classroom including school trips?**

- Risk assessments will be carried out and procedures are put in place to enable all children to participate in all school activities.

### **How accessible is the school environment?**

- The playground and grounds, the classrooms and hall are accessible for wheelchair users.
- Our Accessibility Plan describing the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

### **How will the school prepare and support my child when joining or transferring to a new school?**

A number of strategies are in place to enable effective transition for pupils. These include:

#### **On entry:**

- A planned programme of visits are provided in the summer term for pupils due to start in September.
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The Senco meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

#### **Transition to the next school:**

- The transition programme in place for pupils in Year 4 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN and additional transition visits may be arranged as required.
- The Annual Review in Year 3 for pupils with a Statement of Educational Need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding middle school choice.
- Parents are encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent



Staffordshire School Choice. Information on this service is located on the Staffordshire website at

[http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions\\_schoolchoice/homepage.aspx](http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions_schoolchoice/homepage.aspx)

- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the Sencos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school. This may be by SIMS and/or with additional information.

### **How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources:

A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit) - all pupils;

the Notional SEN budget; the Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may apply for Additional Educational Needs funding. This funding would then be used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants eg specific intervention groups for literacy, numeracy, speech and language or social support.
- Specialist support from teachers eg 1:1 tuition
- Bought in support from external agencies eg access arrangement assessments, speech and language support.
- Parent workshops
- Provision of specialist resources eg assessment software
- CPD relating to SEND for staff.

### **How is the decision made about how much support my child will receive?**

- For pupils with SEN but without an Education, Health and Care plan, the decision regarding the support required will be taken at joint meetings with the Senco, class teacher and parent. For pupils with a Statement of Educational Need / Education, Health and Care plan, this decision will be reached when the plan is produced or at the Annual Review.

### **How will I be involved in discussions about, and planning for, my child's education?**

This may be through:

- Discussions with the class teacher, Senco or senior leadership team member
- During parents evening

### **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the following:

- Your child's class teacher
- The Senco
- The Headteacher
- For complaints please contact school for the Complaints policy
- The School Governor with responsibility for SEN is Julie Goodfellow.
- The Chair of Governors is John Poole.

**Support services for parents of pupils with SEN include:**

- **Parent Partnership**  
<http://www.staffordshire.gov.uk/education/welfareservice.SpecialEducationalNeeds/spps/home.aspx>
- If you have a general enquiry, would like to speak to one of the team or are a parent wanting to request information and support please telephone 01785 356921 during office hours. Alternatively email on [spps@staffordshire.gov.uk](mailto:spps@staffordshire.gov.uk)
- **Parent in the Know** newsletters  
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

Information on where the Local Authority's (Staffordshire) Local Offer can be found:

Staffordshire County Council intend to offer all services on the Marketplace.



# 4. Inclusion

## Setting suitable challenges

4.1 Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

## Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

4.2 Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.<sup>5</sup>

4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to SEN Code of Practice includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them. every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The

4.4 With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

4.6 The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

<sup>5</sup> Age is a protected characteristic under the Equality Act 2010 but it is not applicable to schools in relation to education or (as far as relating to those under the age of 18) the provision of services; it is a relevant protected characteristic in relation to the provision of services or employment (so when thinking about staff). Marriage and civil partnership are also a protected characteristic but only in relation to employment.