

Rushwick Primary School

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:	<ul style="list-style-type: none"> • 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. • 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. • 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.
Aims:	<ul style="list-style-type: none"> • 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; • 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
	<p>Policy revised: September 2021</p> <p>Review date: July 2022</p>

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.

The SEND Code of Practice (2015) states: SEN: 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.

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 our Head Teacher and SEND Governor.

Implementation

Graduated Response:



The school has a graduated response in supporting the needs of children with special needs (see *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. 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 - has 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.

- 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 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.

- 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.

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.

Special Educational Needs team 2020-2021:

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| - SEND Coordinator: | Deborah Hulls |
| - SEND Assistant: | Trudie Staples |
| - Headteacher: | Geoff Jeffrey |
| - SEND Governor: | Ben Tanner |

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

Our school complaint policy can be found here: <https://www.rushwick.worcs.sch.uk/key-information/school-policies/documentation?task=download&id=524>

PLEASE NOTE THIS DOCUMENT SHOULD BE READ IN CONJUNCTION WITH OUR SCHOOL'S SEND INFORMATION REPORT TO PROVIDE FURTHER INFORMATION