

# RUSHEY GREEN PRIMARY SCHOOL



## SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

<b><u>Date of Policy:</u></b>	<b>September 2025</b>	<b><u>Approved By:</u></b>
<b><u>Renewal Date:</u></b>	<b>September 2026</b>	<b>Full Governing Body</b>

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## 1. Introduction

At Rushey Green Primary School the vision is for our school to be *a centre of excellence, where all children develop the skills to become fully participating citizens and able thinkers, instilled with a lifelong love for learning, prepared for tomorrow's world.*

All children have the right to achieve the maximum academic and social potential. This SEND policy aims to promote this by ensuring equity in terms of access and opportunity to all areas of the curriculum.

We are committed to ensuring that all pupils, regardless of their learning differences, will benefit from inclusive teaching which will enable them to make the best possible progress in school; to ensure they can actively participate in the wider aspects of school life and; support their readiness for the next phase of their education.

Teaching and learning are of a high standard and are focused on enabling all students to access a broad and rich curriculum to foster independent learning and develop life-long skills. Work is adapted and tailored for students with SEND to ensure that teaching and learning is at the appropriate level for their individual strengths and differences. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We believe that students achieve their best if they feel safe, healthy, confident and happy and therefore we do our best to support all our students to develop good self-esteem and personal fulfilment.

Every teacher within Rushey Green Primary School is a teacher of SEND, as outlined within the SEND Code of Practice.

The staff are committed to inclusive practice for all pupils, and this is at the heart of everything we do.

## 2. Aims and objectives

- To ensure that all teachers and support staff have the knowledge, skills and understanding to support children with learning differences in the short and long term, as required
- To ensure that Rushey Green Primary School fully implements national legislation and guidance regarding pupils with SEND
- For there to be focus on creating additional support in the mainstream classroom, through adapted teaching and support for learning so that all children achieve the best possible education and other outcomes
- To ensure that children's progress and development is regularly monitored and reviewed so that children identified as having Special Educational Needs are promptly and accurately assessed and their needs addressed appropriately
- To monitor and evaluate progress of children with SEND and the impact of intervention
- To ensure regular consultation with parents and children (wherever possible) and outside agencies to develop opportunities for working in partnership
- To raise expectations and aspirations for all pupils with SEND among teachers, support staff, families and the pupils themselves.

- To close the gap between progress of pupils with SEND and those without SEND.
- To ensure the SEND policy is understood and implemented consistently by all staff

### 3. Rights Respecting School

At Rushey Green Primary School, we are a Gold Rights Respecting School. This means we are a committed member of UNICEF and a follower of the United Nations Conventions on the Rights of the Child in everything we do. In practice, this means that Rushey Green Primary School is committed to protecting the rights of every child in its care and putting this at the heart of our actions and decision-making.

Articles, which are particularly pertinent to this SEND policy, are:

**Article 23** (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

**Article 24** (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

**Article 25** (review of treatment in care) If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances. the vision is for our school to be *a centre of excellence, where all children develop the skills to become fully participating citizens and able thinkers, instilled with a lifelong love for learning, prepared for tomorrow's world.*

### 3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [local-authority-maintained](#) schools which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## 4. Definitions

### 4.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 4.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental difference that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 4.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difference usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>

AREA OF NEED	
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or differences. Pupils may have:</p> <ul style="list-style-type: none"> <li>● Mental health concerns such as anxiety, depression or an eating disorder</li> <li>● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>● Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example presenting with behaviours that challenge, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>● A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 5. Roles and responsibilities

### 5.1 The SENCOs

The SENCOs at our school are Kerry Cowmey and Annisha Thomas. They can be contacted via the [school office](#).

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil’s needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned

- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

## 5.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

## 5.3 The SEND link governor

The SEND link governor is Charlotte Teager. She can be contacted via the [school office](#).

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

## 5.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 5.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated and adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

## 5.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to regular meetings to review the provision that is in place for their child – this generally through planned parents' evenings and through annual review meetings for pupils with Education, Health and Care Plans
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

- Given an annual report on the pupil's progress, in line with the school's reporting schedule

The school will take into account the views of the parents or carers in decisions made about the pupil.

## 5.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings, according to their ability to provide feedback
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

# 6. Our approach to supporting pupils

## 6.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a learning difference and/or disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. At this stage teachers are encouraged to share their initial concerns with parents and carers to obtain their views. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

The school also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has an additional educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of the Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Being a child of service personnel

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

We will work in a multi-agency way to make sure we get relevant information before the pupil starts with us at Rushey Green Primary School, so support can be put in place as early as possible.

## **6.2 Consulting and involving pupils and parents/carers**

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision. When we aim to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Parents are also able to meet with the SENCO to discuss concerns via fortnightly SEND Surgery appointments.

## **6.3 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services at this point.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded and will be made accessible to staff and parents in the form of a One Page Profile, Relational Support Plan or Individual Learning Plan – dependent on the nature of the support being put in place.

### **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### 4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

Where a child has an Education, Health and Care Plan, an annual review will be completed and documentation will be shared with relevant school staff, parents and the local authority.

### 6.4 Levels of support

#### School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist where possible. We recognise that we aren't able to meet all the needs of every pupil and we therefore currently receive external support from the following services:

- o Educational Psychology
- o Specific Learning Difficulties Team
- o Speech and Language Therapy
- o Occupational Therapy
- o Lewisham Sensory Teachers Team
- o Community Paediatrician
- o Child and Adolescent Mental Health Service (CAMHS)
- o Mental Health Support Team (MHST)
- o School Nursing Team
- o School Attendance and Welfare Team
- o Outreach Inclusion Service
- o Lewisham Virtual School

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

#### Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## 6.5 Promoting Social, Emotional and Mental Wellbeing

At Rushey Green Primary School, we are on a journey to becoming a Relationally Safe school, through the embedding of a Relational Approach in all areas of the school. We aim for all children to feel safe, cared for and have a sense of belonging within our school. Our key focus is on building positive relationships and embedding key thinking that all behaviours are communication.

We are therefore committed to promoting the social, emotional and mental wellbeing of our pupils through a range of strategies, activities and provision:

- A designated SEMH resource base for pupils (Year 1 to Year 6) with a primary need of Social, Emotional and Health difference. Pupils accessing the resource base must have an Education, Health and Care Plan and applications to the resource base are made via their respective local authority
- Introduction of OPAL Play – a whole school approach
- Learning Mentor and ELSA interventions – including social skills, friendship skills, support for bereavement
- Many varied after school clubs
- Play Therapy for targeted pupils
- Pet Therapy for targeted pupils
- Emotional School Nurse support for key pupils
- Music Therapy for targeted pupils
- Partnership with Lewisham MHST – delivering 1:1 parent led interventions and whole class tailored interventions

## 6.6 Supporting pupils at school with medical conditions

Rushey Green Primary School recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including school visits and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Some pupils may also have special educational needs and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision.

## 6.7 Supporting pupils who are Looked After (LAC)

Children who are being accommodated, or who have been taken into care, by a local authority are legally defined as being 'looked after' by the local authority. Many looked after children may present with additional learning needs.

All maintained schools and academies and free schools must appoint a Designated Teacher for Looked After Children – at Rushey Green Primary School, this is Annisha Thomas. She ensures that the implications of a child being both looked after and having SEN are fully understood by relevant school staff. The Designated Teacher works closely with the Virtual School to ensure that we have effective, joined up processes for meeting the needs of looked after pupils, who present with SEND.

## 6.8 Transition

We will support vulnerable children and children with SEND at all stages of transition by planning and preparing for the transition between phases of education and between educational settings:

Between classes, phases and Key Stages within school:

- Use of transition books with photographs of new staff, room, facilities, etc.
- Visits to the new room and extra meetings with new staff

- Transition meetings - opportunities to meet and talk with new staff and SENCO.

Moving to secondary school:

- Sharing of information with the new school, as agreed with parents and child
- Children and/or parents will be offered extra visits to designated new secondary school.
- The SENCO will liaise with secondary SENCOs.
- Secondary school staff will be invited to introduce themselves to prospective pupils during visits to Rushey Green Primary School

Transferring to a different school:

- We will ensure timely handovers of pupil files to new schools.
- The SENCO will liaise with the new school and may make a follow up visit to check transition is successful.
- Sharing of information with the new school, as agreed with parents and child

Transferring from another school setting:

- The SENCO will liaise with the former school and may visit the child in their current school to ensure that transition is successful and to make sure any additional support is put in place
- Visits will be offered to Rushey Green Primary School
- Transition meetings - opportunities to meet and talk with new staff and SENCO
- Sharing of information, between schools, as agreed with parents and child

## **6.9 Storing and managing information**

Provision made for pupils with SEND is recorded accurately and kept up to date. Pupil files are stored electronically within a secure shared cloud system in line with our school policy on Information Management (this includes information on how long to store documents, when they should be destroyed, what should be kept, where etc.) and the confidentiality policy.

Assessment data is monitored and tracked using Insight. The SEND Register is stored and kept up to date on Arbor.

## **6.10 Evaluating the effectiveness of SEN provision**

We aim to evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress using the school assessment materials (PiXL and past KS1 and KS2 Assessment Papers) and use of tailored assessment systems
- Use of the Boxall Profile to track the progress of pupils presenting with Social, Emotional and Mental Health Needs
- Carrying out the review stage of the graduated approach for pupils with Individual Learning Plans
- Monitoring by the SENCO and Senior Leadership Team
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

## 7. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding policy.

## 8. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Training opportunities are in place for key adults supporting pupils with SEND through local agencies including Drumbeat ASD Outreach, Lewisham Educational Psychology Team, Lewisham and Greenwich Speech and Language and Occupational Therapy Teams and Brent Knoll School.

Whole staff training is delivered by the SENCO, Senior Leadership Team and key professionals including the Speech and Language Therapist, MHST, Educational Psychology Team and Lewisham SEN Team.

## 9. Admission and accessibility arrangements

### 9.1 Admissions

Pupils with SEND follow normal admissions procedures, unless they already have an Education, Health and Care Plan.

If a new child is starting who is known to have SEND [via information gathered from parents, previous schools or admission forms], the SENCO and class teacher are alerted by the office staff, who will also pass on any relevant records as soon as they arrive. The SENCO will contact the previous school as part to gather information and discuss transition support. In some cases a tailored transition plan may be required to support with settling into school. The new child is then monitored by the class teacher. The child is given a chance to settle down and then, if necessary, their behaviour and learning are assessed in a more formal way

Admissions for pupils with Education, Health and Care Plans are handled by the LA SEN Team, who will send consultation paperwork to the school. The school will then identify the appropriateness of placement and the efficient education of other children through various means including reading the paperwork, discussions with previous settings, visits to the pupil.

### 9.2 Accessibility

Rushey Green Primary School Dulwich has a lift, wide doors and all-access toilets. Translations and interpreters can be provided when required through the use of Language Line. Accessibility arrangements can be found within the [related policy](#).

## 10. Complaints about SEND provision

Where parents/carers have concerns about the SEND provision at Rushey Green Primary School, they should first raise their concerns with the class teacher. If the matter is unresolved they should make an appointment with the SENDCO and/or

Headteacher to see if it can be resolved at an informal level. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the [school's complaints policy](#).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, please contact [Lewisham SENDIASS](#). You can request mediation by contacting [Kids Mediation](#).

## 11. Monitoring and evaluation arrangements

### 11.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 2.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND through various points of the year
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

### 11.2 Monitoring the policy

This policy will be reviewed by the Behaviour and Inclusion Committee **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

## 12. Links with other policies and documents

This policy links to the following documents, which can be found on the [Rushey Green Primary School website](#).

- SEN information report
- The Waves of Provision at Rushey Green Primary School (also known as the Local Offer)
- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding policy
- Complaints policy