

RUSHEY GREEN PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

Reviewed by:

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Signed:

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Mission Statement

At Rushey Green Primary School we work in partnership with parents to provide an education of the highest quality, which celebrates everyone's success in a happy, caring environment where all our differences are valued. We seek to maximise the life chances of all of our children and encourage their participation as active citizens in society by experiencing a positive learning environment that:

- Has high expectations of everyone
- Values their differences
- Offers respect and dignity
- Is challenging but supportive
- Is broad and balanced

We aim to achieve this by helping children to overcome barriers to learning and enabling every child to participate fully in the curriculum.

Rushey Green Primary School Special Needs Policy aims to promote a consistency of approach to meeting children's special educational needs, with a focus on preventative work to ensure that those needs are identified as quickly as possible and early action is taken.

The legal framework for this policy is the Education Act 1996 and the SEND Disability Act 2001 for those children who have a statement of SEND and Code of Practice for Special Educational Needs [2014] and part 3 of the Children and Families Act 2014 for children with an Education Health and Care Plan (EHCP).

The policy is based on the following fundamental principles:-

- A child with special educational needs should have those needs met
- The special educational needs of children will normally be met in mainstream schools.
- The views of the child should be sought, listened to and taken into account
- Parents have a key role to play in their child's education
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum
- Disabled pupils should not be treated less favourably
- Steps should be taken to ensure disabled pupils are not put at a substantial disadvantage.

A child is deemed to have Special Educational Needs if s/he:-

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age within the area of the LA
- c) Is under 5 and falls within the definition a or b or would do so if SEND provision were not made for the child.

Many children will, at some time in their educational career, be in such a position. Schools should be sure that the needs of Looked After Children are being met.

Children will not be regarded as having a learning difficulty solely because the language spoken at home is different from the language in which they are being taught.

Rushey Green Primary School is committed to ensuring that all children with SEND whether physical, intellectual, social or emotional, receive appropriate educational provision. **It is expected that such provision will be provided within a normal classroom setting as far as possible;** that it will enable the child to overcome his or her difficulties as far as possible and to develop his or her potential to the maximum.

This goal is an integral part of our programme for raising standards. We aim to achieve it through a partnership between the school, the child and the child's parents, and Lewisham Education Authority.

The policy will set out the means by which Rushey Green Primary School will endeavour to deliver special needs provision throughout the school; how we will identify and meet the needs of pupils and how we will monitor and assess the improved standards of achievement.

Inclusive Provision

Rushey Green Primary School offers a continuum of provision to meet a diversity of pupil's needs. Although all classes are of mixed ability, our individual teachers have the flexibility to group children by ability, within their classes, across the year group in order to maximise the progress of all our children. Depending on the needs of the children within the cohort, this may look different from one year group to the next. Additional in-class support is available as detailed in the SEND Information Report, a range of provision is available to all pupils who require additional support in specific curriculum areas but also with speech, language and communication needs; social, emotional and mental health needs and also sensory/physical needs. Children are carefully assigned provision following detailed progress meetings between the Leadership Team and class teachers and consultation with parents/carers.

The Role of the Governors

- The Governing Body will have regard to the SEND Code of Practice and should oversee the implementation of any reforms and provide strategic support to the head teacher.
- Key governors, including the nominated SEND Governor will monitor SEND provision through the Standards and Curriculum Committee, which meets termly.
- The Headteacher will report termly to the full Governing Body in accordance with the Committee procedures. Confidentiality will be maintained and only issues of principle and procedure will be discussed.

The Role of the SENDCO

- The day to day operation of the SEND policy.
- The establishment and maintenance of an environment which supports pupils with special educational needs - providing leadership in establishing basic classroom practice (learning and behavioural management) that is in line with the SEND policy and all school policies.
- Liaison with Headteacher and Deputy, including regular weekly meetings to discuss children and issues.
- Leading and being responsible for the organisation of a team of teaching and Support Staff [in cooperation with the Deputy Headteacher] in their work with children with SENDs.
- The coordination of provision for children with special educational needs and disabilities.
- Liaising with and advising fellow teachers, Teaching Assistants and bought in services such as speech therapy and various psychologists and psychotherapists.
- Organising and contributing to in-service training of staff.
- Teaching some children at SEND Support.
- This teaching involves setting standards and acting as a role model for other staff.
- It focuses the system on the impact of the support provided to that individual child, rather than how children access support according to the category of support to which they have been allocated
- It places emphasis on a graduated approach (assess, plan, do and review)
- The aim is to improve the experience and outcomes of school for all pupils ensuring high quality teaching and learning
- Organising and monitoring educational provision for children with statements and EHC Plans and providing the necessary documentation for their annual reviews. Applying for EHC Plans when deemed necessary or when parents request it and this view is supported by school.

- Maintaining the SEND Register, Individual Educational Plans and other records.
- Liaison with parents of children with SEND in order to build a partnership that ensures their understanding of and participation in educational provision for their child. Ensure they receive regular reports.
- Managing and deploying resources in the most efficient way i.e. SEND Budget, matrix money (in co-operation with SBM)
- Liaison with external agencies and Lewisham Education Authority.
- Lead reviews of SEND Policy and practice and liaise with the designated School Governor.

Monitoring

The success of the school's SEN and Disability policy will be judged against the aims set out above. The Governing body, together with the Senior Leadership Team, will ensure successful implementation of the policy and effectiveness against the following criteria:

- That all children are meeting their potential, as far as is reasonably possible
- That class teachers feel supported by the SEN provision
- The provision of a whole school positive learning

The range of support made in the school each year in response to identified needs is detailed in the Provision Map.

Admissions

Children with Special Educational Needs follow normal admissions procedures. The only criterion for priority is an EHC Plan that names Rushey Green Primary School. Disabled children are not treated less favourably or put at a substantial disadvantage.

If a new child is starting who is known to have Special Educational Needs [information gathered from parents, previous schools or admission forms], the SENDCO and class teacher are alerted by the office staff, who also pass on any relevant records as soon as they arrive. 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 [see assessment].

If the new child has a statement, an EHC Plan, a disability or a medical condition, other factors are considered:-

- Medical needs
- Cognitive development
- Psychological factors
- Previous school experience
- Accessibility of building
- Resources and equipment.

It may be necessary to employ someone to work with the child or to seek advice from appropriate professionals. A level and style of intervention has to be sought that supports the child but does not detract from their dignity or their ability to learn and work independently.

Resources

Children who have a statement or an EHC Plan receive direct matrix funding from Lewisham. This is spent on personnel and equipment to support that particular child. Funds from the Special Educational Needs budget are used to subsidise statements and EHC Plans. Lewisham now agrees to EHC Plans only for children judged to need 19 hours or more 1-1 support [matrix 6+]. Other money is funded through the Collaborative and should be spent on children who would have received a lower amount of funding.

Identification, Assessment & Intervention, Target Setting, Monitoring, Record Keeping

The importance of early identification, assessment and provision for any child who may have Special Educational Needs cannot be overemphasised. Rushey Green has a variety of procedures in place - some statutory and some specific to the school.

The trigger for considering whether a child is showing signs of having Special Educational Needs is usually an expression of a “concern”. This generally comes from a teacher’s professional judgement but may also be by a parent, another professional such as a social worker, a support worker or indeed by the child. The school is sometimes notified by the Health Authority that a child joining the Nursery or Reception is likely to have SEND. Such an expression of concern is discussed with the SENDCO. The class teacher and SENDCO then investigate, enlisting the help of other staff, professionals and parents.

In order that a child does not go unnoticed, more formal statutory and in school procedures are in place. In particular, annual end of year assessment results are monitored and children in Y1 are assessed to determine whether they have any difficulties of a dyslexic nature. The school is using Insight tracking system to follow children’s progress on a termly basis. Children who are supported by special needs Teaching Assistants have smaller steps of learning assessed each term. Their progress is monitored by the SENDCO.

When a child is from a minority ethnic group care is taken to consider the child within the context of his/her home, language, culture and community. For instance, a child with English as a second language is not automatically placed on the SEND Register if they are experiencing difficulties. The EMAS team’s advice would be sought. Where possible, we make use of local sources of advice relevant to the ethnic group (e.g. Whole African Links in Education, The Tamil Association).

Assessment and Intervention

- The procedures outlined under identification naturally form part of our assessment of children with Special Educational Needs. However, further assessments and procedures are available once a child has been placed on the SEND register.
- Assessments are administered by staff within the school and requests are made to the school nurse for information concerning sight, learning, and general medical wellbeing. Parental consent is needed for this information to be released to the School.
- For a list of outside agencies – please see the External Support section of this policy.
- All adults within the school and from outside undertake their work with children in the open. Blinds may be drawn down part way to minimise distractions for a child but they are never fully closed.

The Graduated Approach

The new Code of Practice lays out a model of action and intervention in schools and early education settings to help children who may have special needs. At Rushey Green, we follow the Assess, plan, do, review cycle. Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of need(s). If not already involved and with the agreement of parents, the SENDCO will make a referral to a specialist agency.

SEND Support: a graduated approach to identifying and meeting SEND, with schools involving parents in identifying needs, deciding outcomes, planning provision and seeking expertise at whatever point it is needed. Where necessary specialist assessments and advice are requested to help fully support a child’s individual needs in school.

Educational Health Care Plans: Children with Education Health & Care Plans receive a specific amount of money from the Borough in which they reside. The School spends this money in such a way as to meet the provision outlined in the child’s statement or plan. This almost always involves 1-1 support from a Teaching Assistant with regular assessment from one or more outside agencies. The school makes a financial contribution to most statements.

Target Setting

- Targets are currently set twice yearly for children on the special needs register in the form of Individual Education Plans. However these will be phased out as a new system of monitoring a child’s progress replaces

them. These targets are currently set by class teachers in collaboration with the class teacher, teaching assistants, the SENDCO, professionals outside the school, parents and the child.

- Currently all children in the school have targets set at Open Evening generally relating to English and Maths. Children on the SEND Register will generally have 3 or 4 targets related to a variety of academic, behavioural and/or social issues. All targets are very specific and achievable. Frequently they are tied in with the school certificate system so that the child is rewarded for progress and achievement.
- Children are involved in target setting. They discuss their targets with their teacher before each open evening.
- A very small number of children in the school respond negatively to targets and praise. Indeed, targets may serve only to focus their difficulties onto that issue. Other procedures such as “limited praise statements” or targets that are not discussed with the child are adopted in these cases.

Monitoring Children on the SEND Register

- Currently all children at SEN Support or with statements and EHC Plans have an Individual Educational Plan (IEP). The child’s class teacher writes these in collaboration with other staff working with the child and parents. Some other children may also require an IEP at the discretion of the SENDCO and/or class teacher.
- Until they are replaced IEPs are reviewed termly. Progress is monitored using tracking systems. If targets have been achieved new ones are suggested. In the first weeks of the Autumn and Summer class teachers review and write the IEPs for all children who have statements or were previously on SEN Support.
- Children are removed from the register if and when they are deemed to have met their targets to such an extent that they have overcome their specific need or difficulty.
- This is a basic minimum. More informal discussions take place throughout every term. The SENDCO is available to Teaching Assistants and teachers for specific appointments but also spends many lunchtimes, playtimes and before and after school discussing children with staff.
- If a child is causing particular concern at any one time or we wish to gather specific information about their work, behaviour or well-being, class teachers, support workers and lunchtime supervisors may be asked to observe them more closely and keep daily or weekly notes on them.
- The scholar pack computer programme enables the SENDCO and Headteacher to monitor the SEND Register and specific children/groups of children on it.

Record Keeping

- The SENDCO and class teacher keeps files of a child’s IEPs, meetings with parents, professional reports and recommendations and other relevant information. These are kept in individual files and in an inclusion folder which is kept with the class teacher. These files are accessible to all staff working with the child and, on request, to parents.
- The scholar pack computer programme is in the Admin. Office, Head Teacher’s Office and Deputy Headteacher’s room.
- Records are kept until a child leaves the school when they are passed onto the child’s new school.
- Children with SEND are tracked on the Insight tracking system as are all children in the school.

Curriculum

- All children with Special Educational Needs are supported to access the National Curriculum and the classroom work.
- In some circumstances some children with Special Educational Needs are withdrawn from the main class and work separately in a small group or individually.

This can be for a variety of reasons

1. Work with an outside agency (e.g. speech and language therapy, psychotherapy etc.)
2. frequent hospital visits, medical absences
3. specialist support - e.g. visit from physiotherapist or need to follow physiotherapy programme

4. 1:1 support and group withdrawal to follow a specific literacy or Numeracy programme.
- Wherever possible, such withdrawals are kept to a minimum and teachers work hard to include children in all tasks the class undertake. Teachers differentiate their teaching and the tasks children are given in order that children with Special Educational Needs can be part of all topics undertaken and have access to the National Curriculum.
 - Rushey Green Primary School works as a whole in seeking strategies for differentiation to benefit all children.
 - It is the responsibility of the class teacher to plan or oversee planning for all the children in their class

SEND Curriculum

Children receiving Special Educational Needs support in school follow the national curriculum and their work is planned by their class teacher & other specialist teachers with support (where appropriate from the SENDCO and other professionals). We aim to adopt a multi-sensory approach so that children are given a range of ways of experiencing learning and can find the ways of learning that most suits them. Children have access to particular ICT programmes.

We receive support and advice from outside agencies particularly from the Drumbeat Outreach Service, Speech and Language Services, the Educational Psychology Service and Lewisham's specific learning difficulties team.

The Range of Provision

The main methods of provision made are:

- full-time education in classes, with additional help and support by class teacher through a differentiated curriculum;
- use of visual timetables, tasks, plans and prompts to promote independence;
- periods of withdrawal to work with a support teacher/TA/Learning mentor;
- in-class support with adult assistance, where appropriate;
- attendance and/ or behaviour outreach support from the woodlands outreach service;
- support from the pastoral manager within class or as part of a withdrawal programme;
- additional strategies such as reminders and motivational tools to support behaviour;
- nurture provision;
- sensory Circuits/ activities to ensure readiness for learning.

Integration

- It is the aim of the Government, Lewisham Education Authority and Rushey Green Primary School that, where possible, children with special educational needs will have their needs met in mainstream schools. Such integration is not simple and requires commitment from the Governors, the Headteacher, all staff, parents and children if it is to be achieved in a positive and successful way.
- At Rushey Green we regard ourselves as an inclusive school that welcomes children from many different backgrounds and with many different needs. We welcome children with EHC Plans and work to ensure these are funded at a level that will enable us to give the child in question adequate and positive support.
- All staff at Rushey Green aim to create a welcoming and individual atmosphere which helps children to feel safe and valued and eager to learn.
- It is not just children with EHC Plans who can feel isolated and threatened. Many children fear bullying and exclusion. For children with Special Educational Needs these fears are heightened by their awareness that they are failing to achieve in one or many ways, and could easily be picked out as "different".
- Social, physical and curricular integration for all children is our aim.
- We set about achieving this firstly by including all children in all activities wherever possible. All staff seek to behave towards children with Special Educational Needs in such a way that we act as a positive role model for other children. Through the curriculum and classroom work, class discussions, circle time and assemblies we aim to make our commitment explicit and seek to encourage children to be open and inclusive.

- If we reprimand children we criticise the behaviour not the child.
- In the stories we choose to read, and in our work to counter bullying, we seek to deal with issues of difference, tolerance and acceptance.
- Special arrangements are made to include all children in class trips - e.g. use of taxis, limiting a walk at Horton Kirby. If necessary, special arrangements are also made for a particular Lunchtime Supervisor to be named to a child as the person they should seek if they have a problem at lunchtime.
- The school takes account of the SEND Disability Act 2002 when planning building work, when reviewing policies and when enrolling new pupils.

The Centre for the Deaf

- Rushey Green Primary School has a resource for pupils with hearing impairment. The Resource admits those pupils who use their residual hearing, supported by appropriate amplification, to develop understanding and use of spoken language, and whose hearing impairment is their main area of need.
- Pupils with hearing impairment who are admitted to the Resource usually have an Educational Health Care Plan (EHCP). If they don't, we apply for one. Pupils are based in the mainstream in their age appropriate class and are withdrawn for specific speech and language, English and Maths work.
- The Centre is managed by a Teacher of the Deaf.
[Please see the policy for pupils with hearing impairment for further information.]

Teachers are made aware of the individual needs in their classes and take these needs into account when planning. Strategies may include:

EAL and EMA:

We monitor and support the learning of all ethnic minorities to ensure that all ethnic groups achieve well. Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from Special Educational Needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. Where there are concerns regarding access to learning it may be necessary to complete a home language assessment to ascertain whether a pupil has SEND needs in addition to EAL.

The main methods of provision are:

- **access to dual language texts, posters and displays;**
- **access to word banks;**
- **opportunity for visual literacy techniques such as reading pictures and drama;**
- **opportunity for discussion and cooperative learning;**
- **opportunities to communicate in their first/home language;**
- **The use of physical artefacts and materials which reflect the children's home background/ culture;**

Parents.

- The relationship between parents of children with special educational needs and the school has a crucial bearing on the child's educational progress and on the effectiveness of any action the school may take. In order to maximise children's progress, we aim to build a partnership with parents and to take account of their wishes, feelings and knowledge at all stages. By working with parents, we hope to pool our responsibilities towards the child so that provision can be made effectively.
- We aim to ensure that parents of children at Rushey Green are open and confident in working in partnership with us and with other professionals. We aim to support parents who may feel threatened by the system they find their child in. SEND files are available to parents who ask to see them. We aim for a full exchange of information.

- If parents initially wish to express a concern about their child they should first approach the class teacher. If the difficulty cannot be quickly dealt with, the Headteacher or SENDCO will become involved. If it is the school who wishes to raise an issue with the parent, the class teacher, SENDCO or Headteacher may approach the parent depending on the nature and/or severity of the concern.
- Both the Headteacher and SENDCO make dated notes of all such meetings and these are kept in the SEND files.
- Parents are kept involved and informed through both formal and informal means. Open evenings are held termly at which IEPs are discussed, added to and signed. Parents receive a report in the summer. Children with an EHC Plan discuss their child's progress with the class teacher or SENDCO at least once each term. On occasion, arrangements are made to report to parents in person, by phone or by letter or report book once a week or at the end of each day. The SENDCO and teachers make themselves available to parents before and after school and parents are able to make specific appointments if they so wish and can communicate through homework and reading folders.
- Rushey Green has an active Rushey Green School Association (RGSA).

Complaints

- Whenever communicating with parents we aim to inform them of both the positive and the negative aspects of their child's progress and to involve them in programmes for helping their child. We recognise that some parents may at times feel dissatisfied with our efforts on behalf of their child. They may disagree as to whether the child has a Special Educational Need at all; as to the nature of that Special Educational Need or as to the nature of the support their child requires. Rushey Green Primary School has adopted Lewisham Education's complaints procedure.
- If a parent wishes to make a complaint on any matter to do with Special Educational Needs, they should discuss the matter with the class teacher first. 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.
- Parents will be made aware of Lewisham's Partnership Project - given a leaflet and advised to contact the Parent Partnership Advisor, if they wish. A leaflet is displayed on the Parents' notice board. These parent partnership services have been strengthened as a result of the new Code of Practice.
- If a parent is still dissatisfied, they should obtain a copy of the complaints procedure and follow the steps outlined in it.

INSET

- Staff at Rushey Green are keen to develop their expertise by attending relevant courses to promote continuous professional development (CPD).
- INSET training for Special Educational Needs is funded by the Standards Fund and comes from the Government. This category of funding supports training that takes place on site, at Lewisham's Professional Development Centre and elsewhere. Rushey Green buys into a Service Level Agreement with Lewisham for training for both teachers and Support Staff. Outside courses are generally more expensive.
- The SENDCO and the Deputy Head allocate this money. Staff may ask to go on certain courses that interest them or they may be asked to attend.
- The SENDCO will arrange training for staff in line with the needs of the school.
- Our basic aim is to train all support staff to work with children with Special Educational Needs. All have completed courses in ICT, classroom support and playground behaviour. Many have attended courses in specialisms such as Art, Speech Therapy, Sounds Write and alternative communication systems. We have paid for many Teaching Assistants to undertake NVQs. Others have undertaken such courses in their own time and at their own expense.
- The SENDCO, Learning Support Teacher and the teachers working with children with EHC Plans are encouraged to attend relevant courses and training needs are identified during the performance management process as well as at other times.
- Staff are expected to fill in an evaluation of each course they attend so that we know which ones are effective in

raising standards of teaching and learning. Teachers report back to staff meetings. The SENDCO may organise staff meetings to pass on knowledge gained from courses - e.g. meetings about classroom management.

External Support

- The SENDCO and all those concerned with Special Educational Needs must, of necessity, work with a variety of professionals from agencies external to the school. We aim to work in partnership with those agencies - a partnership that involves the full exchange of information.
- The SENDCO normally meets with the professionals from these agencies. Teachers and Support Workers may be asked to talk or work with such visitors if they have information and advice concerning a particular child.
- We now have to buy support from these agencies.

Below is a list of agencies involved with Rushey Green.

- Educational Psychology Service
- Speech & Language Therapy Services
- Lewisham Early Intervention Team
- Targeted Family Support
- Lewisham SEND Team
- Lewisham Specific Learning Difficulties Team
- School Nursing Service
- Diabetes Nursing Team
- Epilepsy Nursing Team
- Lewisham Youth Service Key Worker Service
- Drumbeat Outreach Team
- Lewisham Children and Families Social Work Team
- Lewisham Young Carers Social Work Service
- Lewisham Children with Disabilities Social Work Team
- Child & Adolescent Mental Health Service.
- Early Years Team.

Many of these agencies are based at Kaleidoscope, Lewisham and Greenwich NHS Trust

Success Criteria

- Systems are in place to identify children with special educational needs as early as possible.
- Accurate assessments are made to inform target setting.
- Staff development fosters curriculum access for all children.
- The views of the child are taken into account.

- There is a true partnership with parents.
- The child's progress against targets is regularly reviewed.
- Children are making progress against their targets.
- Children are improving and, where appropriate, coming off the SEND register or getting greater support.
- Children with special educational needs and disabilities are participating fully in the life of the school.

Glossary

- SENDCO Special Educational Needs and Disabilities Coordinator
- SENDs Special Educational Needs
- MATRIX MONEY Level of funding per child from Lewisham
- IEP Individual Educational Plan
- SBM School Business Manager
- AEN BUDGET Additional Education Needs Budget
- PACT Parents and Children together
- RGSA Rushey Green Primary School Association
- INSET In service training
- SLA Service Level Agreement
- SEN Team Team supporting children with visual, hearing or multi-sensory impairment.

Reviewed February 2021 – Alecia Hughes