



Together we learn, together we succeed

Special Educational Needs and Disability (SEND) Policy

Date approved by the governing body	14 December 2021
Date for full implementation	14 December 2021
Date for Review	October 2022
Status	Statutory

At Rusper Primary School, we aim to provide a fully inclusive environment as possible for all the children in our care. All Teaching staff are responsible for the SEND children in their class. Our vision is to ensure that no child is left out of any activity and we do our best to cater for their needs. Pupil's strengths and talents, both in and out of school, are recognised and fostered by the school. Parents are consulted and the child's voice are prominent features in helping us support the child in the best way possible.

1) Aims of this 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 taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN 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.
- 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 broad 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 support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in 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.

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND code of Practice (2014). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which call 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.

Disability: 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 and 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.

3) The kinds of special educational needs for which provision is made at the school

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care needs assessment (EHCNA) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN pupils of pupils at this school.
- For children with an EHCNA, parents have the right to request a particular school and the Local Authority must comply with that preference and name the school or college in the EHCNA unless:
 - a) It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - b) The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCNA, the Local Authority will send the governing body a copy of the EHCNA and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCNA sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCNA also have the right to seek a place at a special school if they consider that their child's needs could be better met in specialist provision.

4) How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Teachers who notice a child is struggling with their learning, can fill in a form (Appendix A) for the SENCo which enables us to record what has been put in place for the child and how that child has performed over a period of time. Following a discussion between class teacher and SENCo we may decide to enlist the help of outside agencies so, the SENCo will meet with the parent to discuss concerns and who we may use to help us support their child. (It should be noted, in most cases, the class teacher and the parents will have had discussions to raise concerns).
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills. E.g. selected reception children are screened by the Speech and Language team.
- Whole school tracking of attainment outcome indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- A pupil asks for help

5) What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning, then please initially discuss these with your child's teacher. This may then result in a referral to the school SENCo whose name is **Mr N Avey**. The SENCo can be contacted via the school office.
- Parents may also contact the Headteacher directly if they feel this is more appropriate.

- 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.

6) How will the school support a child with SEND?

- All pupils will be provided with high quality teaching which is scaffolded to enable children to access at their level of learning and meet the needs of their provision.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum. E.g. This will include moving furniture to provide a pupil base if required.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
 1. Classroom observation by the senior leadership team, the SENCo, external verifiers,
 2. Ongoing assessment of progress made by pupils with SEND,
 3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 4. Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
 5. Attendance and CPOM records.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Pupils' attainments are tracked using the whole school tracking system called Insight and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and the Headteacher.
- Additional action to increase the rate of progress will then be identified and recorded.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- Action relating to SEN support will follow an assess, plan, do and review model:
 1. Assess: Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 2. Plan: If review of the action taken indicates that "additional to 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.
 3. Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
 4. Review: 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 always be sought from 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. Specialists in other schools e.g. teaching schools, special schools.
 2. Learning and Behaviour Support Team. This team also has a separate Autism Team who can allocate specific advisors when required.
 3. Hearing Impairment Team.
 4. Visual Impairment Team.
 5. Educational Psychology Service.
 6. Educational Welfare Officers.
 7. Social Services.
 8. School Nurse.
 9. NHS Speech Therapy
 10. Occupational Therapy Team.
 11. Child and Adolescent Mental Health Service.
 12. Speech and Language Therapy Service.
 13. Early Help Support.
- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
 - For a very small percentage of pupils, whose needs are significant and complex and the SEN support 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 Needs Assessment (EHCA) plan being provided and some funding towards to their support.

7) How will the curriculum be matched to each child's needs?

- Teachers plan (**children with SEN are highlighted in green**) using pupils' achievement levels, scaffolding tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCo and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with the parents.

8) How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.
- Parents may also find a home – school diary a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo, **Headteacher** at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01293 871272.

9) How will parents be helped to support their child's learning?

- General information about curriculum content can be found on the curriculum sections of the website www.rusper.w-sussex.sch.uk/website
- Specific or targeted help for parents to support their child's learning is provided by the class teacher at planned parent meetings, as a specific need arises or upon parental request. Teachers are accessible to parents via the school office or via Microsoft Teams – direct chat. The SENCo may also suggest additional ways of supporting your child's learning through the annual pupil profile consultation – here the child will be consulted on their likes/dislikes, their strengths and issues, the formulation of small targets to help them achieve; teacher/parent consultation
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning. (This is currently unavailable due to COVID 19 and Omicron).
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

10) What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the SENCO's Pupil Profiles (the parents and child's voice are prominent in these) and aim to support improved interaction skills, emotional resilience and well-being.
- Access to an identified Learning Mentor.
- Pupils who find outside class times difficult are provided with support within the school to develop their social interaction skills.
- Some TA's, who are identified as supporting a child, will also provide playground support.

11) Pupils with medical needs (Statutory duty under the Children and Families Act)

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by lead First Aider, Mrs Lord, in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions (DfE) 2014* and identified in the school Medicine Administration Policy.

12) What specialist services are available at the school?

The school has access to a range of specialist support, who can offer advice, identified in (6) above.

13) What training do the staff supporting children and young people with SEND undertake?

In the last **five** years school staff have received a range of training at three levels; awareness, enhanced and specialist

Awareness training has been provided to specific staff on:

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum.
- How to support pupils with behavioural difficulties.
- How to support pupils with speech, language and communication difficulties.
- Attachment Theory and strategies to support children

Enhanced training for all staff

- Team Teach – May 2021
- Dyslexia Friendly Classroom – February 2022

Enhanced training for staff for individual pupils on:

- The Learning and Behaviour Support Team who provide advice to staff to support the success and progress of individual pupils. They also have a specific Team who will advise on children on the Autistic spectrum.
- The NHS Speech Language Therapist visits to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.

Specialist training has been provided to the SENCo on:

There has been a transition in SEN leadership this academic year, and training for the incoming SENCo is planned but not yet completed

Training for the outgoing SENDCo (responsible for handover) is

- The SEN coordination award. Warwickshire University
- Horsham School Partnership meetings
- The Learning and Behaviour Support Team who provide advice to staff to support the success and progress of individual pupils. They also have a specific Team who will advise on children on the Autistic spectrum.
- The NHS Speech Language Therapist visits to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.

Specialist training has been provided to the Governor with specific responsibility for SEN has completed the on:

- The Governor with specific responsibility for SEN has completed the SEN Governor training.

The school has participated in a Pilot for Inclusive education. This was led by the SENDCo who carried out a full audit on the 4 aspects – 1) The environment, culture & ethos; 2) Leadership; 3) Personal Development, Wellbeing & welfare of children, young people & staff; 4) Quality of Education.

14) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable **all** children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

15) How accessible is the school environment?

In the last **seven** years the following adaptations have been made to the school environment:

- One toilet has been adapted to ensure accessibility for visitors with a disability.
- A medical room has been provided in order to enable a safe place to deal with injuries.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

16) How will the school prepare/support my child when joining or transferring to a new school?

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

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/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 SENDCo is available to met 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. Appointments with the SENCo can be made via the school office.
- If pupils are transferring from another setting, the previous school records will be requested immediately.

Transition to the next class

- As we are a small school, the children are in mixed age classes. When moving from KS1 to KS2 meetings are set with some children to give them the experience of what the changes will be like. This can include joining a class for story time, a walk around the classroom to know where everything is kept and what the classroom is like, making a booklet with pictures so that the children have a record to find their way around the room. Due to the present issue with COVID 19 **and now Omicron**, it is likely that transition booklets will be the way forward as children cannot cross bubbles.

Transition to the next school

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to met staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in year 5 for pupils with an EHCNA begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos' of both schools will 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 parent notifying their child has been enrolled at another school.

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 that includes:
 1. A proportion of the funds allocated per pupil to the school to provide for their education is called Age Weighted Pupil Unit.
 2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services.
 4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. These target the broad areas of need:
 - 1) Cognition and learning
 - 2) Communication and interaction
 - 3) Social, mental and emotional health
 - 4) Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the **Head teacher or class teacher**.

17) How is the decision made about how much support each child will receive?

- for pupils with SEN but without an EHCNA, the decision regarding the support required will be carried out by the **Head teacher or class teacher** as an audit of need termly. This will then be related back to parents.
- For pupils with an EHCNA, this decision will be reached in agreement with parents when the EHCNA is being produced or at an annual review.

18) How will I be involved in discussions about and planning for my child's education?

This will be through:

- Discussions with the class teacher and / or SENCo.
- During parents' evenings.
- Meetings with support and external agencies.

19) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The SENCo
- The Headteacher
- For complaints, please contact the school Governor with responsibility for SEN. Their name is Mrs Milnes. She can be contacted via the school office.

20) Support services for parents of pupils with SEN include:

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via www.parentpartnership.org.uk/
- West Sussex SENDIAS service – (SEND information, Advice and Support Service). Provides information, advice and support to children and young people who have Special Educational Needs &/or disabilities and to their parent carers. Their service is impartial

and confidential. they can be contacted through their website

<https://westsussexsendias.org>

- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCNA. Independent Supporters aim to provide guidance to parents regarding the EHCNA process.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

21) Information on where the Local Authority's Local Offer can be found.

The West Sussex Local Offer can be found at the following web address: <https://westsussex.local-offer.org/>

This policy will be evaluated annually by the Headteacher, SENDCo and Governor for SEN to be ratified by the full Governing Body.

Appendix 1

Pupil Support Referral Form - Teachers

Assess-Plan-Do-Review

Pupil's name:

Class:

Staff name:

Date of referral:

Is the pupil on the SEN register?

Classification (See below):

C&I

C&L

SEMH

S&P

Please describe the nature of the pupil's issue(s) or your concerns in terms of how they are finding it difficult to access the curriculum:

Please indicate on the provision map below what you have already done to address the pupil's needs by means of high-quality differentiated teaching and other individual targeted support and add any further comments here.

What impact have the strategies had?

Have the parents been involved and what are their views?

Referral actioned by: _____ on: _____

Provision Mapping: Student Name:

School:

Year Group:

Date:

Area of Need	Wave 1 Quality First Teaching using differentiated strategies and delivery methods recognising that all teachers are teachers of SEN	Wave 2 Provision that is 'additional to and different from', managed by depts	Wave 3 Support specifically linked to an individual's targets, managed by SENCo
Cognition and Learning Needs	Teacher individual targets Class rules, rewards and sanctions Differentiated curriculum Differentiated teaching groups for English and Maths Key Word lists Coloured overlays/paper Opportunities for speaking and listening Writing Frames Mini whiteboards Multi sensory teaching Task broken to small chunks Pair work/teamwork Think pair share Modelling Learning Mats Memory techniques Colour coded activities (RAG) Work printed on coloured paper (unless the student is wearing coloured glasses.) Seated next to a student that can offer peer support. Whiteboard resources printed as handouts. Alternative methods of recording other than writing allowed and encouraged. Dictionaries and thesauruses available. Seating plans	Small group activities Individual; teaching TA support Booster lessons/drop in sessions Specialist assessment Visual timetables Small group English/ Maths Reading in class minimised. Where needed, it should be given in advance to enable preparation. Access to high interest/low readability books. Access to text/books provided orally. Use of appropriate ICT , tablet/ laptop Extra time given to complete assessment. Reduced work load allowed for class work and homework Practising with a scribe Printing off homework for students without ICT at home Assistive Technology -iPad/ Laptop	Individual intensive teaching Intensive TA support 60-90% External Agency involvement Read, Write, inc Individualised Literacy Intervention (ILI) Alpha to Omega Intervention Intervention to increase fluency in phonics and reading Numicorn Intervention Access arrangements for exams – laptop, extra time, rest breaks, a reader, separate room PCR Meetings
Communication and Interaction needs	Differentiated curriculum planning Simplified language Visual aids Modelling Structured routines Verbal instructions and information backed up by visual support Tasks broken down into smaller chunks	Use of symbols Visual timetable In class support with speech/language focus 40% Student to have the opportunity to repeat and summarise what has been taught.	1:1 Speech & Lang Programme Social use of language Group Specialist Autism Team Visual timetable/instruction cards TA support Lunchtime/break club Study skills

	Parts of the lesson to be recorded using the voice recorder function on a mobile phone or Dictaphone. Time given to formulate answers in class Lesson menu card Seating plans Multi-sensory approach Demonstration; listen; read; record		
Social, Emotional and Mental health.	Seating plans Positive support/praise Whole school approach Class rules Class reward system Parent links	Boxall profile NFER Assessment Restorative Justice TA support PSP Alternative Curriculum Parental Contact Quiet room/place	NFER Assessment ELSA Teacher time 1:1 PSP IParental contact Alternative Curriculum Restorative Justice Social Skills Lunchtime/Break club
Sensory and/or Physical needs	Individualised resources e.g . <ul style="list-style-type: none"> ▪ Writing slopes ▪ Pencil grips ▪ Use of appropriate fonts and font sizes ICT Hearing/visual aids and equipment	OT programmes Alternative recording Additional handwriting Assistive Technology	Physiotherapy support Individual support for PE specialised programme Individual free time support Assistance to move around site Access to PC/laptop Additional TA support in practical lessons Coordination Club

Appendix 2 – Pupil Profile



Together we learn, together we succeed

<i>name</i>	<i>picture</i>
My thoughts	
What I like in school	What I find hard in school
My parents thoughts	
What is going well in school	What are the concerns
My teacher's thoughts and information	
Success and Achievements	Barriers To Further Progress

Target 1 (Date)
Provision & Strategies
Evaluation

Target 2 (Date)
Provision & Strategies
Evaluation

Target 3 (Date)
Provision & Strategies
Evaluation

Appendix C Referral Form Record - SENDCo

Assess-Plan-Do-Review

For completion by SENCO in preparation for target setting

Date	ACTION

Further Assessments needed? :-

Assessment required:	Reasons for Assessment:

Amendment to SEN Register required? YES/NO

Interventions:

Date Started	Starting Data	Intervention Length	Finishing data	Progress / Impact	Next Steps

Teacher meeting booked:_____

Suggested Date for Review _____

Distribution:-