



Special Educational Needs and Disability (SEND) Policy

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Policy Review Date:	September 2024	Headteacher Nitash Odedra	Signed <i>N. Odedra</i>	25/09/2023
Ratified by Governing Body:				
Chair of Governors: Sue Welford	Signed <i>Sue Welford</i>		25/09/2023	

Inclusion is at the heart of Rushey Mead Primary School and we strive to ensure that all children are able to succeed.

We are lucky to have a Designated Specialist Provision (DSP) for Communication and Language (predominantly children with Autism) which is part of our school, providing regular opportunities for children in the DSP to be integrated into the main school where appropriate to their needs and vice versa. For further information about our DSP, please read the accompanying document; ***DSP Schools Provision Statement RMPS*** or access the DSP area on our school website.

We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and must be read and informed by all other policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

The SEND team at Rushey Mead Primary School

Inquiries about an individual child's progress will be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to:

Natasha Jackson – Senior Assistant Head Teacher and SENCo

Please make an appointment with the school office if you wish to speak to the SENCo.

Headlines from the 2014 Code of Practice

- Education, Health and Care Plans (EHC Plans) are used to support children from birth – 25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All children are closely monitored and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.
- There are four broad categories of SEND:
 - **Communication and interaction** (such as autistic spectrum and language disorders)

- **Cognition and learning** (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
- **Social, emotional and mental health** (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
- **Physical and sensory** (such as hearing or vision impaired)

We have children in all these categories of SEND, and some children may have difficulties in more than one category. This may include children with a diagnosis as well as those with learning profiles consistent with the diagnosis.

- We strive to work closely with parents and children to ensure that we take into account the child's own views and aspirations and the families' experience of, and hopes for, their child. Families are invited to be involved at every stage of planning and reviewing SEN provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children. Tracking and monitoring of our SEND children is in line with whole school practice.

Defining SEND

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2014 SEN Code of Practice: 0 – 25 Years; Introduction xiii and xiv

SEND at Rushey Mead Primary School

Our objectives are:

- To identify, at the earliest opportunity, barriers to learning for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively

- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents and families
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to this document.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Identifying children at SENS (SEN Support)

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at regular pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo and a plan of action is agreed with the teacher and shared with parents.
2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers
3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, a graduated response is implemented by school. This may result in the child being placed on the SEND register at SENS.

The SENCo or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. Children receiving interventions will have their progress tracked throughout the time they are receiving the support and the outcome of these will be shared with families.

A formal written end of year report will be sent at the end of the summer term. Other informal meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time.

Reporting and reviewing support for children at SENS (SEN Support)

Once a child has been identified as needed SENS, some of the following documents may need to be completed.

This means that the child has outcomes that are in addition to their class targets:

- Intervention group targets
- Checklists
- Assessment records
- Schools internal monitoring paperwork – Pupil Outcome Plan (POP)
- Element 3 funding
- Pastoral Support Plan (PSP)
- Positive Handling Plan (PHP)
- Personal Education Plan (PEP)
- Referral for medical needs (FYPC service referral form)
- School Contract
- Proposal for Education, Health and Care Plan
- The Engagement Model mode of assessment for children working pre-National Curriculum

Referral to an outside agency listed below:

- Speech and Language Therapist (SALT)
- Educational Psychology Service (EPS)
- Learning, Communication and Interaction Team (LCI)
- Vision and Hearing support service (VS and HS)

Primary Social, Emotional and Mental Health Service (SEMH)

- Family Support/ Early Help Assessment (EHA)
- School Nurse
- Education Welfare Officer (EWO)

The Engagement Model

The engagement model is a teacher assessment tool to help schools support pupils who are at key stage 1 (KS1) and key stage 2 (KS2), working below the level of the national curriculum and not engaged in subject-specific study. Your child may be assessed using the engagement model if they have special educational needs and disabilities (SEND), which mean they cannot demonstrate recognisable and specific skills, knowledge and understanding in:

- English language comprehension and reading
- English writing
- mathematics as such, they are unable to engage in such subject-specific study.

The engagement model is formed of 5 areas of engagement:

- exploration
- realisation
- anticipation
- persistence
- initiation

Moving to an EHC Plan (Education, Health and Care Plan)

Following consultation between families, school and relevant outside agencies, we may consider applying for and Education, Health and Care Needs Assessments if:

- The child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet their SEND
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that they may at some point benefit from special school provision.

Having a diagnosis (e.g., of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

The process is:

1. A request for Statutory Assessment is made by anyone concerned about the child's SEND. A parent can ask for an Independent Support (SENDIASS) to help with this process.
2. The request is considered by the Local Authority and a decision made whether to proceed with the assessment.
3. If the request is agreed, the Local Authority will gather reports and relevant documentation from the child, their family and all agencies involved in supporting them.

4. If the application for an EHC Plan is successful, a member of the Local Authority may call an Integrated Assessment Meeting (IAM) for parents, the child and the school, together with any health or social care professionals who are involved with the family. This is not statutory but is a useful meeting. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. At the end of this meeting, individual views are shared as to whether or not a child's needs are best met with an EHC Plan or an alternative such as a School Contract or Element 3 Funding application.
5. The Local Authority arranges a Resource Allocation Panel (RAP) meeting to make a final decision.
6. Following the RAP meeting, if agreed, the LA will produce the EHC Plan which will record the decisions made at the meeting. The Plan will be reviewed at least annually and school will invite families and all agencies involved with the child. This is called an Annual Review meeting and the outcomes are recorded on an Annual Review return and sent to the Local Authority.
7. If the RAP does not agree to an EHC Plan, the family is given the right to appeal.

Admission Criteria for the DSP

- A child must have an Education Health Care Plan (EHCP) and a DSP named within this.
- To gain a place in Bonsai Class (our DSP's class name), all applications and decisions are made by Leicester City Special Education Services (SES) and not by the school. The maximum number of spaces in our provision is 10 places and we cater for children from Year 1 to Year 6.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA).

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by

both the class teacher – who monitors progress towards the targets during the intervention – and by the SENCo who monitors overall progress after the intervention.

- Interventions are planned in blocks
- At the end of each block, children’s progress towards their targets is assessed and recorded
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENCo monitors interventions to identify ‘what works’.

Our DSP provides opportunities for children to work towards their EHCP outcomes within a personalised and tailored curriculum. As the children progress, opportunities for them to access a variety of mainstream learning, when they are ready and at their individual level, are provided. This provision may or may not be at their chronological age level, but at their cognitive level. The expectation is that our children are able to access a significant amount of time back within a mainstream classroom and that there is the opportunity to return to mainstream school no longer requiring specialist provision, which will be agreed on specific exit criteria with the Local Authority (LA).

Adaptations to the curriculum teaching and learning environment

Rushey Mead Primary School is disability friendly across most of our site. The school is split over two levels. Corridors are wide and we have easy access toilets. Where and when appropriate, we make changes to the environment or building that are necessary for children with physical or other sensory disabilities.

All of our classrooms are inclusion-friendly; we aim to teach in a way that will support children with traits of dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff expertise

All of our teachers are trained to work with children with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house or LA courses, provision of books or guidance towards useful websites.

Some of our TAs have expertise and training on other areas or specific interventions. All TAs work with children with SEN and Disabilities.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to access additional expertise from the LA. This includes access to Educational Psychologists and Advisory Teachers.

Children with social, emotional and mental health needs

Behaviour is not classified as a SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g., bereavement, parental separation) we may refer to relevant outside agencies to support the family and child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services), or the school may make a referral through the Educational Psychologist or school nurse.

If the child is felt to have long-term social, emotional or mental health needs - for example with anger management - the school offers anger management programmes, social skills interventions and a nurture group in LKS2. The school also offers Play Therapy from a trained Play Therapy Practitioner who works in school. These are delivered by trained members of staff who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills. The School has the Anti-Bullying Award.

Transition arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from the nursery - as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visit to the classroom environment in order to identify where the toilets are, where the pegs are etc...
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story

Transition to Secondary School

The secondary school SENCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g., extra visits, travel training etc.

Enhanced transition arrangements are tailored to meet individual needs.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

SEND Impact of our provision and support

- Children at Rushey Mead Primary School feel happy, safe, secure and respected
- Inclusion is key for children to succeed regardless of their individual abilities and needs. It promotes and provides wider school opportunities which are not curriculum led and develops the children's confidence and resilience
- Behaviour is good due to the support in place, positive role models, structures and routines and celebrating success
- Diversity is celebrated in all its forms to help overcome stereotypes, build cultural awareness, discourage racism or bullying and encourage unity
- Children demonstrate effective engagement in activities, developing their speaking & listening (Oracy) and social skills
- Children have clear understanding of their daily routine and our expectation of them
- Children with SEND make good progress from their starting points due to the use of resources, small group intervention and 1:1 support where necessary which meet the need of the individual children

