

Legislation

This SEND Policy is written in line with guidance from the SEND Code of Practice 2014, the Equality Act 2010 and Part 3 of the Children and Families Act 2014.

This policy will ensure that our school meets the needs of pupils identified as having a SEND and will ensure that these pupils are not discriminated against. This policy outlines why, when and how additional provision will be made for these pupils. The policy describes systems in place for monitoring and reporting on the progress of pupils who have been identified with SEND. All school policies are interlinked and should be read and informed by all other policies. In particular the SEND policy is linked to behaviour, anti-bullying, medical, safeguarding and curriculum policies.

SEND Co-ordinator (SENDCo)

Enquiries about an individual child's progress should be addressed at first to the child's teacher. The school has an 'open door' policy and teachers will be available to meet with parents to discuss concerns. Other enquiries can be addressed to Mrs Sharon Mellors (SENDCo).

Mrs Mellors is the school SENDCo. Mrs Mellors is a member of the Senior Management Team and works closely with all staff in school. In conjunction with Governors and Head teacher, Mrs Mellors oversees SEND provision and resourcing in school.

Defining SEN

The 2015 SEND Code of Practice (CoP) says that:

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Objectives

- To identify, at the earliest opportunity, barriers to learning and enable participation for pupils with SEND.
- To ensure all staff are aware of the principles of the SEND CoP and the procedures for identifying, assessing, monitoring and reviewing the needs of pupils with SEND.
- To ensure that every child experiences a differentiated curriculum, success in their learning and achieves to the highest possible standard.
- To provide intervention programmes which meet individual needs, and which provide challenge and success.
- To involve pupils in planning and reviewing of their learning experiences, to empower them become independent learners and communicators.
- To work in partnership with parents involving them in planning and reviewing their child's additional support in school.
- To provide a secure, safe and caring environment for all pupils in school including those with a SEND.
- To work with the governing body to enable them to fulfill their statutory monitoring role with regard to the Policy for SEND.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Graduated response

In line with the SEND Code of Practice 2015, we use a graduated approach to identifying and assessing a child's needs, applying an 'Assess, Plan, Do, Review' cycle. We intervene quickly to adapt classroom teaching or provide extra support where required, whilst gathering assessment evidence. Our graduated approach identifies three levels of support: Wave One, Wave Two and Wave Three.

1. Wave One (Monitoring)

The progress of every child is monitored termly by their class teacher, and the Senior Leadership Team. Where children are not making progress in spite of good 'Quality First Teaching' they are discussed with the SEND Co and a plan of action is agreed using Wave One strategies. Examples of Wave One support might be: visual prompts or support, a writing slope, personalised word lists, or a specific reward system.

As well as teachers providing Wave 1 provision for a pupil, parents can ask school to look more closely at their child's learning. We take all parent requests seriously and investigate them all. Frequently, the concern can be addressed with 'Quality First Teaching' and / or some parent support. Otherwise, the teacher and SEND Co will work with parents and pupils to

review the situation and take further action, which might include Wave Two support or placing the pupil on the SEND register.

2. Wave Two (Additional Needs)

Class teachers are continually aware of children's learning: If they observe that a child, as recommended in the Code of Practice, is making less than expected progress, given their age and particular circumstances. This can be characterized by progress which:

- a. Is significantly slower than that of their peers from the same baseline.
- b. Fails to match or better the child's previous rate of progress.
- c. Fails to close the attainment gap between the child and their peers.

Some children may be identified as having additional needs, which means they require short-term extra support in order to boost progress. These interventions are called Wave Two and are additional to whole class Wave One teaching. Wave Two interventions include extra maths and/or literacy groups.

3. Wave 3 (SEN Support)

Children identified as having Special Educational Needs are provided with intervention at Wave Two, or more personalised support referred to as Wave Three, in addition to, whole class Wave One teaching. Wave three support may be specific targets from an Outside Agency e.g. Speech and Language Therapy.

Progress reviews will also result in a child being removed from SENS. Parents will be consulted and class teachers will continue to closely monitor their progress.

Every child's progress and response to the wave of provision is reviewed termly. We then decide upon the level of need and support for the following term. A child's response to additional support can help to identify their SEN. We use a range of assessments including progress data, observations, standardised tests, assessment of the child's response to extra support and the views of both parents or carers and the child. In consultation with parents, advice may also be sought from Local Authority agencies including the Educational Psychologist, the Learning Inclusion Advisory Teacher team (learning or behaviour), the Social Communication Team. As well as, the Speech and Language Therapy service, School Nursing service, Child Development Centre, Child and Adolescent Mental Health Service (CAMHS), Occupational Therapy and Physiotherapy.

Identifying Children (SEN Support)

The SEND Co and/or class teacher may undertake pupil assessments, which add to and inform the teacher's understanding of a pupil's strengths and areas of need. The SEND Co, working closely with parents, is able to seek outside agency advice where this is an appropriate course of action.

Although the school can identify special educational needs, and make provision to meet those needs, we are unable to make diagnoses. Parents are advised to seek medical advice with reference to conditions as ADHD and Autistic Spectrum Conditions. School can offer support, advice and 'signposting' to parents who have concerns relating to their child's medical needs.

Working with Parents and Pupils

We aim to have positive, and transparent relationships with all of our parents. The school is proud of the 'open door' policy we maintain at Rudgwick primary school and ensures that we are available to meet with parents as soon as any concern arises. If a child is experiencing difficulties, parents will be informed either at termly parents' meetings or during informal meetings to discuss the child's progress. A parent will always be informed by the class teacher or SEND Co, if a child has been identified as having additional needs and requires some support in their learning.

Once a child has been identified as having a SEN, the class teacher and SEND Co will invite parents to school to:

- Let them know that their child is being placed on the SEN register.
- Discuss any assessments, strengths and difficulties relating to their child.
- Share and contribute to an Individual Learning Plan for the next term.

This is part of the graduated approach and cycle of 'Assess, Plan, Do, and Review' required in the Code of Practice 2015. Depending on their age, interest and parental preference the child will be invited to attend all or part of this process. Records are kept of these meetings and are available to parents.

Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the Spring Term the SEND Co will write a review of progress and provision for all pupils on the SEND List. This will accompany the pupil's Annual School Report.

Systems for Monitoring Children at SEN Support (SENS)

Once a child has been identified as needing SENS the following systems for monitoring support are put in place.

- A one page 'Individual Pupil Profile', or depending on need a lengthier 'Pupil Passport', will be completed with pupil and class teacher. This will be shared with parents during parent liaison meetings described above. This document will include their strengths, interests, what they enjoy about school, what they find challenging and what helps them to achieve.
- An Individual Learning Plan (ILP) is produced, as described above, for each child on SENS. The plan records specific and challenging outcomes or targets for the child to achieve in a term. Personalised provision is recorded on this plan and may be in small group work and/or support to access a differentiated curriculum. The day-to-day implementation of this plan is the responsibility of the class teacher who will work closely with support staff to record progress towards targets and outcomes during the term. Longer term targets will be broken down into smaller steps. The ILP is reviewed termly and parents and pupils are invited to be part of this process. After the initial ILP has been discussed with parents they are invited by letter to come into school to be part of the consultation and review process and the start and end of each term. There is also an opportunity to discuss your child's ILP at termly parents' evenings.
- If an outside agency e.g. educational psychologist, speech and language therapist is involved with a pupil the SENDCo will always involve parents in the process. The SENDCo will ensure reports or assessments are copied to parents and teachers. Advice and suggestions from outside agency advice is incorporated as outcomes or targets on the pupil's ILP.

Moving to EHCP (Education, Health and Care Plan)

If children fail to make progress over time, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC plan. Generally we apply for an EHC Plan if:

- The child is Looked After and therefore may be additionally vulnerable.
- The child has a disability which is life-long 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 the child may at some point benefit from special school provision.

Children who, with support, will achieve well in mainstream school are less often assessed for EHC Plans. A child having a diagnosis (e.g. ASD, ADHD or dyslexia) does not mean that a child requires an EHC plan. If the application for an EHC Plan is successful, a member of the Local Authority (LA) will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, hopes, aspirations and barriers to their learning. Following the meeting the LA will produce the EHC plan, which will record the decisions made at the meeting.

SEND – Teaching, Learning and the Curriculum

- We believe that all children learn best when they are included with the rest of their class. Our aim is for all children to be working independently in class reaching their full potential.
- All children, including those with children with SEND, are taught by their teacher as well as being supported by teaching assistants.
- Teachers aim to spend time each day working, in a group, with all children with SEND.
- When allocating additional teaching assistant support to children, the focus is on outcomes. We aim to allocate sufficient adult assistance to enable each child to reach challenging targets without developing a learned dependence on adult support.
- Targets for children at SENS are set to be challenging in an attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps and are therefore used as a strategy in class. The intervention is monitored by the class teacher and pupils progress towards set objectives, which are kept under review. The SENDCo, working alongside the class teacher, monitors overall progress following completion of the intervention.
- The school has a range of interventions, which are identified on the pupil ILP. When considering an intervention we look at the child's learning need in order that we can match the intervention to the child. Interventions are planned in blocks of up to 10 weeks. Progress made in these interventions is recorded and assessed. A decision is made as to whether to continue, change or cease the intervention according to the child's progress against targets set.
- The Learning Environment:
 1. Rudgwick Primary School is a 'disability friendly' school. The school building is one level; we have two easy access toilets. We generally find that no additional adaptations to the building are necessary for children or stakeholders with disabilities.
 2. Other adaptations to the physical environment will be made, as appropriate, to children with other sensory disabilities.
 3. All our classrooms are inclusion friendly: we aim to teach in a way that will support children with tendencies towards conditions as dyslexia, dyspraxia, ADHD, ASD.
- Curriculum:

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 made more accessible. This accessibility is made possible by skilled support, effective use of scaffolding as well as provision of visual, auditory, tactile and concrete resources.

Access to Extra-Curricular Activities

All of our children have equal access to lunchtime clubs, after school clubs and support activities, which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class educational visits and residential visits are part of our curriculum and we aim for all children to be included in all of them. No child is excluded from an educational visit and residential visit because of SEN, disability or medical needs.

Staff Training and SEND Expertise

All of our teachers are trained in school to work with children with SEND. Some have more experience than others in this area. All teachers have access to advice, information, resources and training to enable them to teach all children effectively. We incorporate SEND training into our whole school staff-training programme. The SEND Co offers training and advice in school as well as sharing resources and disseminating information relating to SEND issues. The school is also able to access training from the Local Authority (e.g. Educational Psychologist, Learning and Behaviour Advisory Team) and other outside agencies such as the Speech and Language Service. School can access support and advice from School Nurse for medical advice and expertise. School can also opt to buy-in additional training and/or advice from a variety of independent sources, as well as training from within school resources and self-help opportunities.

Teaching assistants also have access to 'in-house' training as well as opportunities to attend training provided by external agencies.

Children with Social, Emotional and Mental Health Needs

A behaviour difficulty is not classified as a SEND. If a child shows consistent, unwanted behaviours, the class teacher will assess the child's needs. This will involve working with the family to explore any circumstances, or history of experiences, which may impact on a child's behaviour. If the child's behaviour is felt to be a response to trauma or to home based experiences we will work with the family to explore options for support. This may involve working with the family and other outside agencies as social care or medical professionals.

If parents and school are concerned that the child may have mental health needs school would 'signpost' parents to their GP or the School Nurse for a possible referral to an appropriate health professional.

If the child is felt to have long term emotional or mental health needs – for example with anxiety or anger management – the school offers a range of

interventions to develop social skills or emotional resilience. School has a Learning Mentor who provides this type of support; developing trusting relationships with specific 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 parents, the bully and the victim to improve social skills and resolve any bullying. Pupils with SEND are supported to access systems in place, e.g. bullying cards / worry box, to address bullying concerns as soon as possible.

Transition Arrangements

- Transition into school:

We acknowledge that children and parents sometimes find transition into a new school or a new class quite challenging and this is particularly challenging for parents of pupils with SEN or disability. This process can also be difficult for the children themselves.

School aims to provide support including:

1. Prior to entry to school - meeting for new parents attended by class teachers, support staff, SENDCo
 2. Meetings with SENDCo / class teacher and parent as required.
 3. SENDCo and class teachers visiting pre-school settings
 4. SENDCo liaising with outside agencies.
 5. Additional visits to school as required for parents and pupil.
 6. Transition information booklet compiled by Y2 pupils for YR
- Transition within school:
 1. Additional visits to new classroom.
 2. Transition booklet with photographs of new class / key people.
 3. Pupil Passports and Individual Profiles to pass from class to class.
 - Transition within secondary phase:
 1. The transition Annual Review Meetings (existing Statements and EHCPs), for Year 6 pupils, are held in the Spring or Summer Term of Y5. Secondary school staff are invited to attend.
 2. A programme of additional visits to secondary school for vulnerable pupils. Support groups with the Learning Mentor. Booklets to support transition.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of the children with SEND following the Code of Practice 2015.

The Governor with particular responsibility for SEND is Joy Rolland. She meets with the SENDCo regularly to discuss actions and provision in school relating to SEND.

Complaints

The school aims to work in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

West Sussex Local Authority Local Offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. This Local Offer can be found at localoffer@westsussex.gov.uk

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring non-judgmental attitude throughout the school.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)