



SPECIAL EDUCATION NEEDS AND/OR DISABILITY POLICY

Date adopted: Sept 14

This review: February 2018

Our Vision

Our vision is to create a school where our pupils flourish and are proud of their achievements. We aim to instil in them a passion for learning that will empower them to become successful and to make positive contributions to the local community and beyond.

Our Mission Statement

Rushy Meadow Primary Academy provides an environment where everyone feels part of a safe, secure, happy community. Children's curiosity and creativity is nurtured through an inspiring, broad and engaging curriculum. Every day children are challenged and encouraged to be independent learners, to be resilient and aspirational, so that they all reach their full potential.

This policy reflects the new guidelines set out in the document 'Special educational needs and disability code of practice: 0 to 25 years, Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities,' July 2014.

This policy needs to be read alongside our annual SEND Information Report, and the Sutton Local Offer <http://localoffer.sutton.gov.uk/>.

Of interest may also be the Medical Conditions at School Policy, and the Behaviour and Anti-bullying Policies.

Our Aims and Intentions

Aims

- To provide a nurturing place where everyone feels happy and safe, and is able to achieve their full potential.
- To promote an ethos that provides for the physical, mental, social, moral and spiritual development of each child within a caring community.
- To motivate and challenge every child through a broad, stimulating curriculum, so they gain the skills and knowledge to meet the demands of the 21st century and have positive life outcomes.
- To work in close partnership with parents and carers, encouraging each child to become a valued and responsible member of both the school and whole community.

Intentions

- To ensure the early identification of pupils with special educational needs
- To address those identified needs effectively using all materials and human resources available and accessible
- To enable all teachers to develop a commitment to and the ability to provide outstanding education by delivering a broad curriculum with appropriate differentiation for pupils with special educational needs
- To work in close partnership with parents/carers of pupils with special educational needs.
- To take into account the views of the child.
- To ensure parents and children have a say in decisions that are made and in the planning, commissioning and reviewing of services.

- To work in effective collaboration with the range of Inclusion Support Services including those provided by the London Borough of Sutton, social services and the National Health Service for the benefit of the child.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.

Rushy Meadow Primary Academy is an inclusive school. We offer high quality education for all. We respond to the diverse needs of our pupils by making reasonable adjustments to the curriculum, learning environment, use of resources and teaching practice.

All Sutton community schools have a similar approach to meeting the needs of pupils with SEND and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disability being met in a mainstream setting wherever possible and where appropriate.

Definition of Special Educational Needs and Disability

Children are known to have **Special Educational Needs** if they have a learning difficulty, which calls for special educational provision to be made for them after consultation with key adults at school and parents.

This is defined as children who:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within definition (a) or (b) above or would do so if special educational provision was not made for them.

Disabled children and young people

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 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 diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Equal Opportunities and Inclusion

We ensure that the school meets the needs of all pupils, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the varied needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a diverse society. We also measure and assess the impact regularly through meetings with pupils, staff and parents/carers to ensure all children have every opportunity to be successful.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Staff respond to children’s needs by:

- providing support for children who need help with communication, language and literacy

- supporting children to understand the transitions within each school day through the use of visual timetables and now-next boards
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Partnership with Parents

The school attaches great importance to working with parents in partnership to achieve the very best for its pupils. We endeavour to involve parents and young people in decision making, planning for provision and accessing support agencies where appropriate.

Parents are welcomed into the school to discuss any concerns with their child's class teacher initially, or the Assistant Headteacher - SENCo. There are many opportunities throughout the year to formally and informally discuss pupil's strengths and needs.

For more details see the *SEN Information Report*.

Roles and Responsibilities

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

All staff in school have a responsibility to ensure that the above is true for our pupils with SEND and that we strive to improve outcomes, have high aspirations and high expectations for them. There are several staff in school who are likely to work very closely with the family of a child with additional needs. These may include:

- Class teacher
- Teaching assistant
- SENCo
- Teacher of the Deaf
- Head Teacher
- SEND Governor

Contact details are below:

Rushy Meadow Primary Academy
Rushy Meadow Lane
Fellows Road
Carshalton
Surrey SM5 2SG

Phone number: Tel 0208 669 7588

Email address: office@rushymeadow.sutton.sch.uk

For more details see the *SEN Information Report*.

The pupil also has a responsibility to try their best, use the resources offered to them in an appropriate way, communicate with adults what their needs are or what may help them (if they are able to), follow rules and expectations and try hard to be successful, achieve well and care about others.

Specialist Provision

The London Borough of Sutton Hearing Impairment Resource Unit for primary age children with Hearing Impairment is located within Rushy Meadow Primary School.

The HIRU (Hearing Impairment Resource Unit) can admit children from the London Borough of Sutton and neighbouring LEAs.

The communication philosophy within the HIRU is one of total communication, use of residual hearing, speech reading and vocalising, gesture, pointing, sign supported English and British Sign Language skills. Our Hearing Impaired children receive a balance between specialist 1:1 or small group provision, and whole class mainstream education with support.

Throughout the school we also have:

- Radio Hearing Aid Systems (transmitters and receivers) including a recent conversion to comfort audio systems for most of our HI children.
- Sound Field System in main hall and portable Sound Field System to be used in a classroom.
- Acoustic cladding in some classrooms.
- Flashing lights connected to fire alarm system.
- ELSAs (Emotional Literacy Support assistants) to help children develop good social and communication skills.
- Drawing and Talking Therapy to give children another way to express what they are feeling.
- Single storey building with wheelchair access to playground via ramps.
- Disabled toilet facilities for children and adults
- Total communication / Sign supported English in classes and during whole school events including assemblies.
- Close and regular links with the Sensory Impairment Service

Please see the school's Local Offer for more details about how we work with specialist services

<http://localoffer.sutton.gov.uk/>.

For more details see the *SEN Information Report*.

Identification, Assessment and Provision

High quality teaching is always at the core of our provision to all pupils. Class teachers and the school's Senior Leadership Team closely monitor the progress and attainment of all children in the school, and review practice accordingly.

We identify children with special needs quickly, and plan for additional support through assessment, observation, discussion with parents/carers and use of specialist support services.

Intervention can be triggered through concern that despite providing differentiated high quality learning opportunities pupils:

- Make little or no progress
- Work at levels significantly below others of a similar age
- Show persistent emotional/behavioural difficulties
- Have sensory or physical problems which hinders progress
- Experience communication or interaction difficulties, which require an individual specific intervention in order to achieve access for learning.

If it is felt that a pupil does have a SEND, the London Borough of Sutton's Graduated Support for Special Educational Needs and Disability is used to determine the type and severity of need, in accordance with the SEND Code of Practice Broad Areas of Need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

These four broad areas give an overview of the range of needs that will be planned for. **The purpose of identification is to work out what action we need to take, not to fit a pupil into a category.** When identifying the need of a pupil we consider the needs of the whole pupil, including social or emotional needs.

If a pupil does not have a significantly greater difficulty with learning or a disability which prevents them from or hinders them in accessing educational facilities, but we are concerned about their progress or social and emotional well-being, then we will add them to our SEND monitoring list and continue to meet with the class teacher and parents to monitor and discuss any concerns, as needed.

The following do not constitute cause to identify as SEND:

- Disability (The Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour (see below)

We recognise that challenging, disruptive or disturbing behaviour is a reflection of a learning, social, emotional or mental health need, which could be, as yet, unidentified. Children demonstrating such behaviour can be identified on the SEN register as having a Social, Emotional or Mental Health (Behaviour) need or, following appropriate cognitive assessment, Cognition and Learning need. School staff, parents/carers and outside, relevant agencies will then work together to identify and plan the appropriate special educational provision and support for the child.

All teachers are teachers of children with additional needs and have important day-to-day responsibilities. We have a range of expertise on our staff, and we often seek advice and information from other professionals.

For more details see the *SEN Information Report*.

A Graduated Approach to SEN **Assess – Plan – Do – Review**

A pupil will be identified as 'SEND Support' unless their SEND cannot be met without special educational provision that would require an Education, Health and Care Plan (EHC Plan).

Where a pupil is identified as SEND Support or where they have an EHC Plan, we will take action to remove barriers to learning and put effective special educational provision in place. This SEND support is delivered in a four-part cycle of Assess, Plan, Do, Review.

Through this cycle, earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. Class teachers are responsible and accountable for the progress and development of the

pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Assess

Pupils are only placed on the SEND register following detailed assessments of their needs and following the provision of high quality teaching. This assessment data forms their baselines and is then utilised to monitor the impact of interventions and support. This evidence is discussed with the SENCo, parents/carers, class teacher, support staff, any professionals involved and, where appropriate, the pupil.

Assessments are reviewed and repeated as needed, so as to ensure effectiveness of provision and to monitor progress towards targets set.

Plan

Additional support will be documented by an Individual Education Plan (IEP) or Provision Map, which will detail the targets the pupil is working towards, the success criteria and the frequency of the support. Targets are small, measurable, achievable, relevant and time specific.

Class Teachers and the SENCo hold termly review meetings to track progress towards outcomes and evaluate interventions. This may happen more regularly if required. Parents are invited to contribute to the Provision Map or IEP ahead of the SEN review meetings. We will decide the provision, resources and adjustments needed for a pupil in collaboration with parents and carers and taking account of reports from professionals. We always aim to include resources and strategies of support that parents and carers can implement at home.

The SENCo is responsible for updating and maintaining the IEPs or Provision maps.

Do

Class Teachers continue to work with pupils with SEND on a daily basis and retain responsibility for the pupil. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. We recognise that additional intervention and support cannot compensate for a lack of good quality teaching.

Any support that is provided outside of the classroom by another member of staff is always monitored by the class teacher supported by the SENCo. The class teacher continues to plan and assess the support, with the member of staff delivering the support. The SENCo supports the class teacher and continuously monitors progress.

A detailed overview of our provision can be found in the SEND information report, on the school website.

Review

IEPs and Provision maps are reviewed every term at SEN review meetings. This review takes place following the termly Progress meetings, where the progress and attendance of all the children are discussed.

The support in place and the progress made will be evaluated and this will take into account the views of the pupils and parents. This will then feed back into the analysis of the pupils needs and the support in place will be revised as appropriate.

Where a pupil has an EHC plan, this must be reviewed annually and the Annual Review paperwork

shared with the Local Authority.

If additional support is required from external professionals, such as Speech and Language Therapist, Educational Psychologist etc., then this referral will be made by the SENCo following consultation with the parents or carers and with their consent.

If it is felt that we are unable to meet the needs of the pupil, from within our provision, then we will consider applying to the LA for a statutory assessment of those needs with a view to obtaining an EHC plan or an Additional Support Contract (ASC.)

EHC Plans

The school (or parent/carer) can request that the Local Authority carry out a statutory assessment of a pupil's needs. This is a legal process, which sets out the amount of support that will be provided for a pupil.

After a request has been sent to the Local Authority they will decide whether they think the pupil's needs (as described in the paperwork provided which will include reports from any professionals involved as well as the parent's views), require a statutory assessment.

If this is the case they will ask parents and all professionals involved with the pupil to meet to discuss and outline the pupil's needs. From this the Local Authority will decide if the pupil's needs are severe, complex and lifelong and that they need more support. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support in place and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

Exiting the SEND register

A pupil has a SEND if they have a learning difficulty or disability which means that they have significantly greater difficulty in learning than the majority of others of the same age and which calls for special educational provision to be made for them. A pupil's need for such provision is assessed and reviewed, as described above, and the support in place evaluated.

A pupil will exit the SEND register when

- They are working at or near to the level expected for a child of their age, without the need for significant, additional support.
- They are not demonstrating significant emotional or social needs that are impacting on their ability to learn.
- They are able to manage their sensory or physical needs without significant, additional support.
(Please note this list is not conclusive as we recognise that every child is different and demonstrates different needs.)

Assessment without levels for pupils with SEND

Following the introduction of the new national curriculum in September 2014, the Government made the decision that from September 2015, national curriculum levels would no longer be used for reporting pupils' attainment. The decision was that schools should have the freedom to develop their own approaches to assessment, to suit the needs of their children. At Rushy Meadow Primary Academy, we assess pupils according to the national expectations for their year group. Pupils are teacher assessed and complete formal assessments every term which provides us with the evidence to make a judgment against the criteria for their year group. At Rushy Meadow Primary Academy, a child can then be identified as '**emerging**', '**expected**' or '**exceeding**' within their year group's curriculum. Some pupils,

who are identified on the SEND register, may be working within a curriculum that is lower than their chronological age. The SENCo reviews the progress and attainment of all the children on the SEND register and makes a judgment as to which curriculum they should be assessed against. This is based upon a range of information:

- previous rates of progress,
- previous response to intervention,
- diagnosis and advice from external professionals involved,
- end of previous year's Summer Term level,
- results of baseline assessments,
- discussion with teachers,
- review of pupils work so far.

Parents and carers are informed of this.

At the end of each Key Stage, in Year 2 and Year 6, we report to all parents whether pupils have met the standards for that key stage in reading, writing and mathematics. All schools are required to report whether a child is

- *Working at greater depth at the expected standard*
- *Working at the expected standard*
- *Working towards the expected standard*

If a child is working below the expected curriculum then they may be reported as working within the '**pre-key stage**' standards (shown in bold below).

For Key Stage 1, we would report one of the following for each curriculum area:

- *Working at greater depth at the expected standard*
- *Working at the expected standard*
- *Working towards the expected standard*
- ***Foundations for the expected standard.***

At the end of Key Stage 2, we would report one of the following for each curriculum area:

- *Working at greater depth at the expected standard*
- *Working at the expected standard*
- *Working towards the expected standard*
- ***Growing development of the expected standard***
- ***Early development of the expected standard***
- ***Foundations for the expected standard.***

If a child is working within a curriculum that is lower than their age, their class teacher is differentiating the learning so as to ensure that the child is able to follow the year group topic, the individual class lessons and the teacher's input within a lesson but that they are still working towards their curriculum's objectives. The additional support that is in place, as described in the IEP or provision map, is to close the gap between the child and their peers so they are able to access the curriculum that is appropriate for their age.

Access Arrangements for pupils with SEND

Access arrangements can be made for pupils with SEND when taking tests or being assessed. For example, additional time, adapted resources (such as enlarged print) small rooms, an adult to read the

assessment questions or to scribe and rest breaks.

Within the classroom, pupils with SEND have access to a vast range of resources, which enable them to access the learning. For example, coloured overlays, enlarged worksheets or adapted writing equipment as well as single workstations, sensory equipment and 'quiet areas'.

We always help to support our pupils with their emotional, social and behaviour needs so as to ensure there are no barriers to their learning. For example, pupils have access to communication cards, cool-down areas in their classroom and can access resources and support from our ELSA.

Allocation of Resources

Each academic year we map our provision to show how we allocate resources to each year group for SEND support. This is reviewed on a termly basis and is fluid to allow for pupils who have made sufficient progress to be removed from intervention and to allow others who have demonstrated insufficient progress to be included. We use delegated school funding, pupil premium allowance, and Local Authority top-up funding to provide for our pupils with additional need.

Professional Development and Staff Training

The School Development Plan dictates whole school priorities for training and professional development of staff. We also look at the needs of children on our SEND register, and plan training accordingly.

- The SENCo liaises with the Senior leadership team to identify the training needs of the current staff.
- The SENCo provides or organises specific SEND training to meet those needs.
- The SENCo attends the termly London Borough of Sutton SEND Co-coordinator meetings.
- Class teachers and support staff are encouraged to attend training and visit local schools with expertise.
- All Staff are given the opportunity to develop their signing skills with a deaf instructor.
- The SEN governor meets regularly with the SENCo
- The Governing body are kept up to date, and offered training where necessary.
- Information about local authority workshops for parents is shared, and encouraged where appropriate.
- Safeguarding procedures are followed where a child may be at risk, or when a parent needs additional support.
- The Cirrus Trust's Director of Inclusion provides support to the SENCo, the school Senior Leadership Team and other staff where appropriate

Admission Criteria

Please see the London Borough of Sutton's Admissions Policy.

If a child with additional needs transfers into our setting, a meeting will be arranged with the parents/ carer and SENCo, to see whether we can meet their needs, and to plan the resources they may need before starting with us. We will receive any paperwork on the child from their previous setting, and are likely to contact them directly to discuss the needs of the pupil.

When children with additional needs leave our setting, we will endeavour to speak with the SENCO or Inclusion Manager of the new setting, and share important information they may need to know. We will also forward all relevant documents.

For more details see the *SEN Information Report*.

Criteria for evaluating the success of the school's SEN policy

The SENCo, Head of School and Governing Body will review the Special Needs Policy, and SEN Information Report annually.

The effectiveness of the provision will be judged against and will include:

- Review of systems for identifying and assessing pupils

- Review of data which shows us the progress and attainment of pupils with additional needs
- Review the effectiveness of provision to meet pupils needs
- The record keeping of those needs
- The allocation of resources for pupils with special needs.

The Governing Body, through the SEND Governor, will monitor the work of the SENCo and report back to stakeholders through the annual report to parents.

Arrangements for considering complaints about SEN provision

If parents have a complaint about the SEN provision in the school they are advised to:

- Speak to their child's class teacher first
- If this is not resolved, a meeting will be arranged with the SENCo.
- The Head of School will become involved if necessary
- If the complaint isn't resolved the Governing body has its own complaints procedure and contact can be made through the SEN Governor.

The Information, Advice and Support Services Network (formally known as Parent Partnership) are also able to give parents of children with additional needs information and advice. The Sutton contact details are:

Address:

Sutton Information, Advice & Support Service
Stonecourt
2, North Street
Carshalton
Surrey
SM5 2HU

Telephone:

020 8770 4541

Email:

spps@sutton.gov.uk

Website:

www.sutton.gov.uk/spps

This policy will be reviewed annually.