



**Rudston Primary School
& Bright Stars Nursery
SEND and Inclusion Policy
Date: September 2018
Area Lead:
Mrs. A. Mulvaney**

This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.

Approved By Governors: September 2018

Review Autumn Term 2019

Our Mission Statement:

To develop a love of learning,
enabling all children
to reach their full potential.

* Respect * Resilience *
* Responsibility * Enjoyment *
* Challenge *

Safeguarding Statement:

“Rudston Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

Three principles for inclusion

Setting suitable learning challenges – We aim to give every pupil the opportunity to experience success in learning and to achieve as high standard as possible.

Responding to pupils' diverse learning needs – We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning.

Overcoming potential barriers to learning and assessment for individuals and groups of pupils. – We recognise a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

1. Legislative Context

This Special Educational Needs and Disability (SEND) Code of Practice (2015) requires all local authorities to describe the special education provision it expects to be available for children and young people who have SEND.

The SEND Code of Practice (2015) says we must:

- Have regard to the principles underpinning the code of practice to ensure the views, wishes and feelings of the child, young person and the child's parents are central to achieving the best possible educational outcomes. (1.1)
- Use our best endeavours to make sure that a child with SEN receives the support they require.
- Appoint a SENCO who must be a qualified teacher working in the school: **Our SENDCO is Mrs Allison Mulvaney**
- Take steps to ensure that children with medical conditions get the support required to meet those needs (5.11 and 6.11)
- Publish and update the SEN information Report Annually. (6.79)
- Publish our arrangements for disabled children, the reasonable adjustments being made to prevent disabled children from being treated less favourably than others; the facilities provided to enable access to the school for disabled children and their accessibility plan showing how we plan to improve this over time.
- Co-operate with the local authority in the education, health and care plan review process (6.56) and in reviewing the provision that is available locally.

2. School Values

Our Values and Ethos:

To develop a love of learning, enabling all children to reach their full potential.

*** RESPECT * RESILIANCE * RESPONSIBILITY * ENJOYMENT * CHALLENGE ***

At Rudston Primary School we are committed to fulfilling our mission statement by ensuring children with SEND are provided with high quality provision which meets their needs.

We will achieve this by:

- Ensuring all children have their needs identified and assessed – Having a clear and transparent approach for identifying pupils at the earliest point. (6.14)
- Ensuring that children are provided with high quality provision which is differentiated and personalised (6.37)
- Fully including children and their families in the life of the school.
- Using a graduated approach for support.
- Identifying and removing barriers to learning and putting effective provision in place. (6.44)
- Using provision mapping to monitor programmes and interventions. (6.76)
- Promote high expectations of and ensuring all children achieve their best. (6.1)
- Developing the effectiveness of teaching and learning through monitoring and evaluation of approaches. (6.74)
- Ensuring teachers are responsible and accountable for the progress and development of pupils in their class. (6.4)
- Supporting the emotional, mental and social development of children and young people, including extra support for listening to the views of children. (4.32)

3. Aims of this Policy

The Aims of this Policy are to:

- To create an ethos and educational environment that meets the needs of every pupil in the school/setting;
- To ensure that all pupils with special educational needs and/or disabilities are identified
- early, assessed and catered for within the school/setting and make the best possible progress;
- To foster and promote effective working partnerships with parents/carers, pupils and
- outside agencies;
- To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To enable full access for pupils with SEND to all aspects of the school curriculum and the wider school life and activities;
- To develop self-esteem, promoting a positive self-image and a “can do” culture.
- To regularly review and evaluate the progress of pupils with SEND, ensuring parents/carers and pupils are fully involved throughout the process.

4. Responsibility & Accountability

The main responsibilities listed in this policy fall within the role Special Educational Needs Coordinator: **Mrs Allison Mulvaney**– who can be contacted via the school office on **0151 722 2435**

- Overseeing the day to day operation of the SEND policy including reporting the effectiveness of the SEND policy to governors.
- Coordinating provision for pupils with SEND.
- Liaising with and advising all colleagues.
- Managing and coordinating the work of Learning Support Practitioners
- Overseeing the records of all pupils with SEND.
- Liaising with parents/carers of pupils with SEND.
- Contributing to whole school CPD/ training particularly the induction of new staff.
- Liaising with and drawing upon the advice of external agencies and LA.
- Ensuring provision maps are in place and regularly reviewed.
- Assessing the progress of pupils with SEND (using all available data) ensuring that the progress of vulnerable groups is carefully tracked.
- Following a graduated response to the assessment and provision of SEN with a clear focus on early identification.
- Supporting the Headteacher, Senior Leadership Team and Governors to evaluate the effectiveness of the school's SEND policy, SEND provision and outcomes for pupils with SEND drawing up further priorities and actions in the School Development Plan.
- Ensuring a smooth transition across key stages and phases.
- Ensuring that all additional interventions are monitored for their impact.
- Building the school's capacity for developing an inclusive approach particularly to learning and teaching.

The Headteacher: **Miss Wendy Walters** has overall responsibility for the day to day management of SEND provision and the Accessibility plan.

The Headteacher at Rudston Primary School promotes the development of SEND provision by:

- Working closely with the SENCO.
- Keeping the Governing Body fully informed about the working of this policy: Taking into account the requirements of OfSTED and the SEND Code of Practice.
- Encourage all members of staff to participate in training to help them reach the objectives of this policy.

Ensure the SENDCO achieves the statutory requirements for the performance of her duties

We acknowledge that the SENDCO shares this responsibility with the rest of the staff within the school and the governing body. The School Nominated SEND Governor is **Mrs Katie Roscoe** who can be contacted via the Headteacher or Chair of Governors.

The SEND Governor at Rudston Primary School Catholic Primary School promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENCO and visiting classrooms;
- ensuring they have an understanding of the role of the SENCO and how pupils are supported;
- developing an awareness of the types of SEND present within the school cohort;
- reporting regularly to the Governing Body
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable pupils;
- reviewing and monitor the effectiveness of the SEND Policy.

5. Admissions

The Governing Body at Rudston Primary School believes that the admissions criteria should not discriminate against pupils and has due regard for the practice advocated in the Code of Practice and The Equality Act 2010:

‘All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN . Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.’ (Code of Practice 1:33)

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment,
- pregnancy or maternity

(Equality Act 2010 – Advice for school leaders, school staff, governing bodies and local authorities)

The Admission Arrangements for Rudston Primary School can be found on our school website:

<https://www.rudstonprimary.co.uk/virtual-office/school-admissions/>

6. SEND IDENTIFICATION & Transition

Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENCO works closely with the school assessment coordinator to interrogate the school tracking data, ASP data and FFT.

At Rudston Primary School we also use a number of additional indicators to identify pupil's special educational needs. Such as:

- Close analysis of data including: EYFSP, SATs, Optional SATs, reading ages and annual pupil assessments.
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer
- Information from previous schools.
- Information from other services.

This assists the SENCO and class teachers to:

- provide starting points for the development of an adapted and appropriate curriculum that meets the pupil's needs;
- support the pupil within the classroom environment;
- continually assess pupils to identify strengths and areas for development;
- provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps;
- inform ongoing observation and assessment of each pupil;
- involve parents/carers in supporting pupils at school and at home

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care and attention. Where there is uncertainty about an individual pupil, the school will link with parents (through interpreters if required) to ascertain whether the pupil is developing in their home language in line with peers and siblings. EMTAS advocate the use of assessment materials and provide LA training to support teachers.

SEN IDENTIFICATION & SUPPORT

This follows the ASSESS, PLAN, DO, REVIEW model of graduated intervention.

- An important feature of SEND support is the collection of all known information about the pupils and those in regular daily contact with the pupil should attempt to deal with concerns raised. When a teacher, support staff or SENDCO identifies a pupil with special educational needs they will provide interventions **ADDITIONAL TO OR DIFFERENT FROM** those provided as part of the school's usual differentiated curriculum offer.

- Intervention will be triggered when concerns about individual pupils receiving differentiated learning opportunities:
 - Make little, slow or no progress.
 - Show sign of difficulty in developing Mathematic and English skills that result in significantly poor attainment in line with age related expectations.
 - Persistent emotional difficulties which continue despite management techniques used in school.
 - Has significant sensory or physical problems that impact on their ability to learn.
 - Has communication and/or relationship difficulties which continue despite differentiated approaches.
- Parents/ Carers will be informed as soon as concerns emerge and will be consulted by the school SENDCO, the views of the pupils will also be sought.
- All information about the pupils from within the school, together with any additional information from the parents will be considered.
- The SENDCO will undertake in house assessment as appropriate and may use outside specialists to enhance the provision.
- The SENDCO will facilitate the collection of all available information about the pupil. Information will be collected from:
 - School staff working with the pupil.
 - School Tracking systems.
 - Parents/carers
 - The pupil
- The class teacher, supported by the SENDCO and in agreement with the parents, carers and pupils the interventions and support that will be put in place and the targets to be achieved. This will be recorded on our school individual pupil profile system.
- Pupil profiles will be reviewed on a termly basis.
- Parents/Carers and pupils will take part in the review process and will be involved in setting further targets.
- A request for additional advice from external services may be made at this stage. The decision to take further advice will be made by the SENDCO in consultation with teaching staff, parents and where appropriate the pupil.
- Progress may be such that the pupils no longer giving a cause for concern and can return to being subject to the usual differentiated curriculum.
- If the pupil:
 - Continues to make little or no progress in specific areas over a long period of time.
 - Continues to work below or significantly below the Age Related Expectations of the National Curriculum.
 - Has emotional difficulties which substantially and regularly interfere with their learning or that of the class, despite having an individualised management programme.
 - Has sensory or physical needs and require additional specialist equipment and/or regular advisory visits from an outside agency.
 - Has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning.
 - Is receiving at least £6000 of support and any pupil premium to which they are entitled.

7. Access to the curriculum, information and associated services.

All pupils at Rudston Primary School have equal access to a broad and balanced curriculum, differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored. Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

The school's Learning and Teaching Policy should promote best practice towards students with SEND.

Following The Equality Act 2010 it states that education providers must also make "reasonable adjustments" to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)"

The obligation for schools to provide extra support such as specialist teachers or equipment will be introduced at a later date.

Relevant information is shared with parents/carers of pupils on SEN support or with an educational health care plan. They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

Inclusion

We are full committed to the principle of inclusion and the good practice which makes it possible. Our policy will enable pupils with SEND to be an integral part of our school community.

Regardless of the ages pupils have reached, all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or providing support that will help the pupil to participate in the them. Pupils will only be withdrawn when:

1. They will benefit from intensive individual work on a cross curricular skills
2. It is inappropriate or medical advice indicates that it is unsafe for the pupils to participate and an alternative must be arranged.

All pupils have access to our school's broad and balanced curriculum – information of this can be found on our school website: <https://www.rudstonprimary.co.uk/curriculum/>. Teachers provide pupils with differentiated work and provide Quality First Wave One Teaching. Pupils falling just below national expectations will benefit from Wave Two catch up programmes. When a pupil is consistently and significantly falling behind normal expectations Wave Three Interventions will be implemented.

8. Staff Training and Use of Resources

Once the Governing Body have confirmed the schools budget. The Head Teacher will manage allocated funds from the school's budget and will ensure the best use is made of these resources through provision mapping. It is requirement that schools fund up to the first £6000 of any SEN support for a young person.

At Rudston Primary School we allocate SEN funding in the following ways:

- Learning Support Practitioners and LSO;
- Training for all Teachers and Learning Support Practitioners so that they can meet pupils needs more effectively;
- Specialist books and equipment;
- In class and withdrawal support from the SENCOs or support staff;
- Ramped access to the main buildings of the school;
- Disabled toilet facilities;
- Purchasing and maintenance of ICT and electronic equipment.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCO provide and co-ordinate school-based INSET and training and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan. Over the last academic year the following areas have been covered:

ASD

SEAL

Art of Being Brilliant

Singapore maths

Talking Maths

9. Evaluating the success of provision

The SEND register is a fluid working document that is constantly updated and therefore the numbers of pupils on the register will be subject to change. A key element of evaluating the success of the SEND provision provided at the school is covered in the close monitoring of pupil progress data and Annual Reviews.

All teaching and support staff, parents/carers, outside agencies and the pupils themselves are vital to this process. Their feedback along with the monitoring of provision allows us to evaluate the success of the provision and make timely amendments where required. Where interventions have not made the expected impact over the time frame allocated alternative provision may be offered and targets modify

10. Working in partnership with parents/carers.

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the pupils with parents/carers and take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education.

If appropriate meetings are also arranged for parents to meet with external agencies (including Educational Psychologists and Outreach workers) to discuss interventions, targets and support.

The school prospectus contains details on special educational needs and parents/carers may request a copy of this policy.

This policy and a summary of this policy are available on the school's website.

11. External Agencies/ Links with other schools and clusters

The SENDCO will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care Planning will follow the protocol agreed by Health and Education. The SENDCO will ensure that staff have relevant training and there are procedures in place to support pupils.

Agencies which Rudston currently work in partnership with:

- SENISS
- Outreach Support: Abbot's Lea and Aigburth High School.
- Health and Social Services
- Educational Psychology
- SEN Consortia
- Speech and Language

Prior to admission to Rudston Primary School, contact is made between the parents and the SENDCO or class teacher at the previous school in order to contribute to a transition plan should one be required.

When a pupil with SEND transfers to another school, all relevant documentation is passed on to the SENDCO at the receiving school. Liverpool has an annual SENDCO Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place.

All primary schools within an SEN Consortia share best practice and offers support within the locality.

12. Complaints Procedure

Complaints should first be raised with the Classteacher who will refer to the SENCO, then if necessary with the Headteacher and finally, if unresolved, with the SEN Governor.

Managing parental complaints related to SEN (any of the following may apply)

- All SEN complaints must follow the school's formal complaints procedure.
- The SEN Governor is consulted.
- External advice may be sought
- Key legislation regarding the matter is identified.
- Good levels of communication with the parents/carers are maintained throughout the process.
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO
 - Reports provided by outside agencies should be considered
- Targets are reviewed examining what progress has the pupil has made.
- Any behaviour logs should include strategies are included and shared with parents/carers.

A copy of the schools complaints policy is available from the school office and is also available online:

13. Reviewing the effectiveness of this SEND Policy

The Governing Body will report annually on the success of the policy under the statements listed in **'The aims and objectives of this policy'**.

In evaluating the effectiveness of this policy, the school will consider the views of:

Reports presented by the Headteacher, SENCO and SEN Link Governor
Parents/carers
Pupils
Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting targets.
- An analysis of external tests including SATs or equivalent qualifications
- The school's tracking systems and teacher assessments
- Evidence generated from target meetings and Annual Review meetings.
- Raiseonline
- Reports provided by outside agencies including Ofsted

Key legislation informing this policy includes:

The Education Act (1996)

The Equality Act (2010)

The Code of Practice (2014)

Presented to Staff: Autumn 2018

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