

A decorative graphic consisting of three blue circles of varying sizes and two thin blue lines. One line starts from the top left and passes through the center of the largest circle. Another line starts from the top left and passes through the center of the medium-sized circle. A third line starts from the top right and passes through the center of the largest circle. The circles are semi-transparent and have a gradient from light to dark blue.

# **Special Educational Needs and Disabilities Policy**

Rudyard Kipling Primary School

**Autumn 2021**

SEND Policy Autumn 2021

## Rudyard Kipling Primary School

# Special Educational Needs and Disabilities (SEND) Policy

Mission Statement at Rudyard Kipling

**Together we will help each other to achieve our best.**

The SENCO and leader of the Inclusion team is Helen Nazarko, who has been awarded Postgraduate Certificate in Professional Practice: National Award for Special Educational Needs Coordination.

### Aims

We have created this policy with staff members, parents and children in order to achieve our commitment to our mission statement by ensuring the full inclusion of all pupils with SEN and disability at Rudyard Kipling. The policy reflects the new Code of Practice and in light of our Local Offer.

Rudyard Kipling is a nurturing school where difference is celebrated and the well being of all pupils is central to ensuring that each pupil reaches their full potential.

All pupils in the school including those with SEN and disability have access to excellent quality first teaching and learning approaches; ICT; assessment for learning which involves pupils in their own progress; a wide range of high quality interventions; support from a range of outside agencies; and strong partnerships with parent/carers, other schools and the local community.

### The Objectives of this policy are to ensure that:

1. Every child, regardless of any additional needs, has access to a broad and balanced curriculum, including the National Curriculum.
2. Progress of children is assessed and monitored half termly from Nursery upwards so that those with special educational needs are identified early and the process of assessment, support and review commences without delay.
3. Staff, governors and parents are aware of the school's Special Educational Needs policy, and can access it via the school website or request a paper copy from school office staff or the SENCO.
4. Teachers are aware that special provision must be made in their planning for pupils with special educational needs.
5. Classes are adequately resourced to provide for pupils with special needs and that teachers have access to appropriate training and specialist support.
6. The SEND policy is evaluated and monitored by staff and governors regularly to ensure continued accuracy and relevance.

7. Rudyard Kipling Primary School and Nursery maintains links with other schools and outside agencies and shares and develops good practice and resources including training opportunities and moderation.
8. The Governors ensure that parents are aware of our policy for pupils with special educational needs.
9. Teachers monitor and record the progress of pupils with special educational needs.
10. SEND leaders identify trends in the progress made by groups of pupils with SEN and disability in liaison with the Assessment Co-ordinator and where necessary address any concerns through the school development plan.

### **Special Educational Need is defined as:**

"...a significantly greater difficulty in learning than the majority of children of the same age and /or; a disability which either prevents or hinders a child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the LA " (DfES Code of Practice 2001)

The SEND Code of Practice, 2014 describes four broad categories which give an overview of the range of needs that should be planned for, rather than trying to fit a pupil into the category. The areas are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

There are also a number of issues which can have an impact on learning but are NOT SEN including:

- 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 SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After or Adopted Child
- Being a child of a service woman/man

### **A graduated approach to SEN support**

At Rudyard Kipling Primary School we have a team of very committed teachers who ensure all children receive quality first teaching. Careful planning and differentiated learning are the first step to ensure children with SEN are supported in class. Children's attainment and progress is regularly assessed and monitored through class teacher assessments and Pupil Progress Meetings.

All class teachers are responsible and accountable for the progress and development of pupils in their class, including those who access support from support staff and specialist teachers. Teachers are well supported by other members of school staff, including the Inclusion team and the Senior Leadership Team to understand good strategies, provision and resources for supporting vulnerable children.

During Pupil Progress Meetings, if a child is identified as making slow progress or their attainment

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is not at age related expectation, this child is discussed in detail. The SENCO then leads a planning meeting with the specialist teachers to ensure the correct provision is planned for each child with SEN. Many of our interventions come under the Every Child a Reader (ECAR) umbrella and all interventions commence with a very detailed assessment such as the YARC. These interventions will not compensate for lack of quality teaching, but enhance the high quality teaching that takes place in class.

Some of the children with SEN require support from outside of the school such as the Brighton and Hove Inclusion Support Service (BHISS).

It is the SENCO's responsibility to ensure this support is in place and that they liaise with the child, parent and outside agency.

### **The graduated approach- Plan-Do-Review**

#### **Plan**

The SENCO, specialist teacher, or support staff will then liaise with parents to share how the provision will work, the skills the child will be developing and the expected outcome. They will provide the parents with an intervention overview.

#### **Do**

The class teacher maintains responsibility for the children who are receiving additional learning provision outside of the classroom. The SENCO will support the class teacher in effectively assessing the child's strengths and areas of need and ensuring they are accessing the learning in class.

#### **Review**

The SENCO will review the effectiveness of the support and the impact on the child's progress. If the child has a Statement or Education Health Care Plan this must be reviewed at least every 12 months. Children and parents are involved in this review stage and part of the decision making for next steps.

### **Management of the SEN register**

All children are recorded on SIMS under the following categories:

No SEN

SEN Support

EHCP

Disability.

Children who are identified as having additional needs and therefore receive intervention and or additional support in class are recorded as 'SEN Support'.

Children who require a higher level of support which goes above the level of SEN Support may have an Education Health Care Plan (EHCP).

It is the responsibility of the SENCO to request an EHC Needs Assessment. This is submitted to the SEN casework officer and discussed at the Local Authority SEN panel. If the request is accepted the process will be completed in 20 weeks. If the child is issued with an EHCP, this legal document informs the school of the child's needs and the expectations of the provision that needs to be put in place. The EHCP is subject to Annual Reviews and amendments are made to keep it up-to-date and relevant. In the event that the child meets their targets and no longer has this level of need the EHCP is ceased.

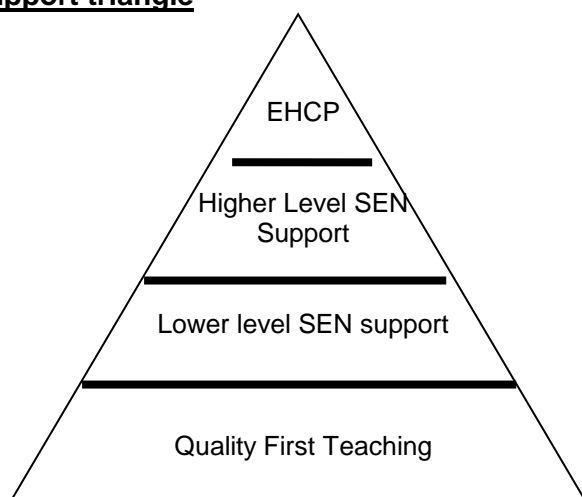
If a child has an EHCP the school need to demonstrate the level of support they are putting in place and the level of school funding that is being used. Part of the EHCP is the finances breakdown, parents can discuss this during the Annual Review and request funds and what they are used for.

The SENCO recognises the importance of 'Pupil Voice' and so the objectives outlined in the EHCP are then written in child friendly speak in the form of an 'All About Me' document which gives the child an opportunity to be a part of their target setting and reviewing process. These are written and reviewed twice per year and shared with parents at parent's consultations in Autumn and Spring.

The SENCO updates the SEN register after each termly Pupil Progress Meeting. When provision is planned for a child, the member of staff working with them or the SENCO then makes contact with the parent. Children who no longer require this level of additional support can be removed from the SEN register at any time.

Children commonly receive one intervention at a time, to ensure this provision is effective and to ensure they are not withdrawn from class too often. However, some children who have more complex needs may have different interventions running alongside each other which is timetabled by the SEN support staff.

### **The support triangle**



### **Supporting Pupils and Families**

As a school, we have an open door policy and we value our partnership with parents. In the event that parents would benefit from additional, independent support we recommend that they make contact with Amaze, a charitable organisation offering advice and support to parents of children and young people with SEN living in Brighton and Hove.

Please refer to The SEN Information Report 2021-22.

### **Transition Links**

We recognise the importance of keeping close links with Nurseries and Early Years support in the locality. The SENCO liaises with Health Visitors, Early Years Workers, PRESENS and Nursery Providers to share relevant information about children and families prior to children starting in Nursery or Reception.

There are sound systems in place to support children's transition to secondary schools after the completion of Year 6. Information and records are shared with link secondary schools about pupils' special needs. We welcome opportunities to allow pupils to visit their future school and encourage visits from their staff to meet them at the school. Where possible, the SENCO will accompany a child with SEND and their family on visits to Special and Mainstream Schools to offer support and share knowledge and information about the child. Rudyard Kipling has a strong transition

programme set up with Longhill Secondary School as it is where the majority of our pupils transfer to. Children with SEND may be given an individual transition programme to support their need and we may seek external agency support with this. The SENCOs meet to share important information to enable good planning of future provision to take place.

If a new child with SEND is transferred to the school at any other point then the SENCO will liaise with the previous setting and invite the parents in to share necessary information. A child may be placed on the SEN Register.

### **Links with other Agencies**

The school has strong links with a number of other agencies. These include many health professionals as well as BHISS, Safety Net, the Education Welfare Service, Social Care, Health Visiting Service, the School Nurse, CAMHS and the Community police. We offer a high level of pastoral support for pupils and parents and work regularly with agencies and parents to produce better outcomes for children and families through the Early Help process. Where appropriate, we will seek support from interpreters and Home School Liaison Officers where English is an Additional Language for the family.

### **Medical Conditions**

At Rudyard Kipling Primary School we recognise some children need support with medical conditions to ensure they have access to a full and rich education, including class trips and excursions and physical education. Some children may have a disability and when this is the case Rudyard Kipling Primary School will comply with the Equality Act 2010.

Children with medical conditions have a Health Care Plan which is written in partnership with parents and health professionals, see Appendix 1.

### **Resourcing Special Educational Needs**

The school has created designated spaces for interventions. These include a Reading Recovery Room, a Numbers Count room, a Nurture Room, a Sensory Room and The Haven. All these rooms are well equipped with a range of high quality, up to date resources to support pupils with special educational and additional needs.

Annual budgets for resourcing special needs provision are agreed by the Head Teacher, the Business Manager and the Governors as part of the annual budgeting process. Additional funds and resources are sought from the Local Authority as and when appropriate.

All teaching staff undertake an induction, including meeting with the SENCO to explain systems and structures in supporting children with SEN. The SENCO regularly attends cluster and network meetings with other SENCOs to ensure the school is fully up-to-date with national and local SEN reforms.

### **Admissions**

We welcome those parents seeking integration into mainstream schooling for their child with special needs. We follow the Local Authority admissions criteria and we will seek to meet parental wishes for pupils with an EHCP as far as practicable and in the best interest of the child. We will discuss arrangements for flexi schooling and dual placements where seen as the best option for a pupil by the school and parents/carers.

### **Roles and Responsibilities**

We have a named SEN and Safeguarding Governor, who is David Troubridge.

The TAs and INAs are line managed by a member of SLT, this may be the SENCO, or another member of the leadership team.

The Safeguarding Designated Person is Helen Nazarko (SENCO) and the Deputy Designated Person is the Child Welfare Officer, Tara Bryant.

The named person for ensuring children with medical conditions are supporting is also the SENCO.

### **Storing Information**

All information regarding children with SEN is stored in the Inclusion room in locked cabinets. All electronic information is stored on the school SENCO drive which is protected and only accessible to the named persons (SLT, SENCO).

### **Complaints Procedure**

Any complaint about special educational provision within the school should be directed to the class teacher or SENCO after the Head teacher has been informed. Should this remain unresolved after discussion with the Headteacher, the school's Complaints Policy can be invoked. The Complaints Committee of the governing body will respond to any written complaint within ten working days.

### **Safeguarding**

Rudyard Kipling Primary School is a safe place for children and adults, where our collective responsibilities for safeguarding are taken seriously. Through our curriculum we teach the children about personal safety, and how to keep themselves safe from harm including e-safety. Our curriculum includes opportunities to identify and discuss feelings and emotions, and helps pupils to think about their own personal safety and their rights as individuals to be kept safe from harm (see Safeguarding, ICT, Behaviour and PHSE Policies). Protective Behaviours is learned throughout the school and a real strength of the Inclusion Team. We have a Playground Buddy system in place to ensure all children feel safe at unstructured times of the day.

### **In Conclusion**

Rudyard Kipling Primary School is a highly inclusive and nurturing school where every child matters and difference is celebrated. Children at Rudyard Kipling Primary School enjoy a rich, diverse and stimulating curriculum, high quality teaching and excellent support for their individual needs. We value the contribution that all children make and aim to support and inspire them all to learn and develop socially to the very best of their abilities. We encourage our children to develop as caring and responsible citizens, with a sense of belonging to our school community. We make excellent provision for pupils' individual needs and recognise their talents and abilities

### **Success Criteria for this policy**

1. To have identified children with SEND at the earliest stage possible.
2. To have followed the DFE Code of Practice for Special Educational Needs (2014).
3. To have provided the appropriate high quality provision as soon as appropriate and ensured expectations and pitch are challenging yet achievable.
4. To have monitored the progress and met the needs of children with SEND.
5. To have worked closely with parents involving them in discussions and decisions about their child's additional or special needs and provision.
6. To have worked in close partnership with other professionals, other agencies and other schools, for the benefit of all pupils with additional or special educational needs.
7. For our pupils with special or additional needs to make good progress, maintain high self esteem and enjoy their learning throughout their time at this school.

**Written by Helen Nazarko in partnership with staff, parents and Governors  
Autumn 2021  
To be Reviewed Autumn 2023**





# Rudyard Kipling Primary School & Nursery

## Individual Healthcare Plan

Child's name

Group/class/form

Date of birth

Child's address

Medical diagnosis or condition

Date

Review date


### Family Contact Information

Name

Phone no. (work)

(home)

(mobile)

Name

Relationship to child

Phone no. (work)

(home)

(mobile)


### Clinic/Hospital Contact

Name

Phone no.


### G.P.

Name

Phone no.


Who is responsible for providing support in school

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Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues etc

Name of medication, dose, method of administration, when to be taken, side effects, contra-indications, administered by/self-administered with/without supervision

Daily care requirements

Specific support for the pupil's educational, social and emotional needs

Arrangements for school visits/trips etc

Other information

Describe what constitutes an emergency, and the action to take if this occurs

Who is responsible in an emergency (*state if different for off-site activities*)

Plan developed with

Staff training needed/undertaken – who, what, when

Form copied to

