Rufford Church of England Primary School

Policy for Special Educational Needs and Disability

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Responsibility for the coordination of SEN D provision
The staff responsible for overseeing the provision for children with SEN D and for co-ordinating the day to day provision of education for pupils with SEN D are:

Miss R Farrington - Headteacher, Senior Designated Leader for Child Protection and Looked After Children
Mrs C Stevens - Deputy Headteacher - Deputy Designated Leader for Child Protection

The person responsible for reporting on SEN D to the Governing body is:
Mrs K Cunningham

Miss Farrington and Mrs Stevens may be contacted at school by phone on 01704 821300 or by post at:
Rufford CE Primary School, Flash Lane, Rufford, Ormskirk, Lancashire. L40 1SN.
Email: bursar@rufford.lancs.sch.uk

Mrs Cunningham may be contacted via the school.

COMPLIANCE
This policy was written and developed in consultation with staff, governors, parents and families and complies with the statutory requirement laid out in the SEND Code of Practice, 0 – 25 guidance August 2014 and has been written with reference to the following guidance and documents:
Equality Act 2010: advice for schools DfE Feb 2013
SEND Code of Practice 0 – 25 August 2014
Schools SEN Information Report Regulations (2014)
Statutory Guidance on Supporting pupils at school with medical conditions April 2014
The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
Safeguarding and Child Protection Policy
Single Equalities Plan
Accessibility Plan
Teachers Standards 2012

This policy should be read in conjunction with the policies on Admissions, Inclusion and Behaviour.

1. BACKGROUND INFORMATION

Provision and support for children and young people with special educational needs and/or disabilities in England has been reformed under the Children and Families Act 2014.
More details about the reforms and the SEN Code of Practice can be found on the Department for Education’s website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs have been replaced with a new Education, Health and Care (EHC) Plan.
More information can be found at:

www.lancashire.gov.uk/send
The Local Offer is a resource designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Lancashire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

The Local Authority's Offer

Please visit the local offer website


Here at Rufford CE Primary School we have our own school offer too which can be viewed at:

http://www.rufford.lancsngfl.ac.uk/index.php?category_id=71

Definitions of special educational needs and disability (SEND) - taken from section 20 of the Children and Families Act 2014.

A child or young person is considered to have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

   a) have a significantly greater difficulty in learning than the majority of others of the same age; or

   b) have a disability which prevents or hinders them 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The SEND Code of Practice 2014 identifies 4 broad categories of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.
2. MISSION STATEMENT

Together in faith and learning...........

we value and develop the potential and talents of each person in our friendly school community

At Rufford Church of England Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for each of our pupils whatever their needs and abilities.

3. AIMS AND OBJECTIVES

At Rufford CE Primary School we aim:-

- To create within the school a role, which caters for each child’s talents and abilities, allowing each to fulfil their potential.
- To encourage a quest for knowledge and development of academic, social and spiritual skills, within a framework of Christian values.
- To make sure that school is a happy place for all concerned, creating a spirit of team work and co-operation.
- To give priority to the basic foundation skills of numeracy and literacy, whilst providing a broad and balanced curriculum for each child.
- To educate the children in a sincere, thoughtful and caring Christian way, encouraging respect and tolerance for all faiths and cultures.
- To involve the support and talents of staff, parents, governors and our wider community to achieve these aims.

Objectives

In order to achieve our aims and to ensure that children with special educational needs, disability and additional needs achieve their full potential and make progress we will:-

- Ensure that the learning needs of pupils are identified and assessed as early as possible and that their progress is secured and carefully monitored.
- Ensure that the school offers a broad, balanced and differentiated curriculum, which is accessible to pupils with SEN D and additional needs and promotes high standards of attainment and achievement.
- Ensure that pupils participate in their learning and, as they get older, increase their responsibility for their learning and behaviour.
- To work within the guidance provide in the SEN D Code of Practice, 2014.
- Ensure good working relationships with parents, carers and the community.
- Ensure that all teaching, non-teaching staff and parents /carers and pupils are involved in planning and meeting the learning needs of pupils with SEN D and additional needs.
- To provide a Special Educational Needs Co-ordinator(SEND CO) who will work with the SEN D Inclusion Policy.
- Ensure that the school liaises with outside agencies effectively to meet the needs of staff and pupils.
- To provide support and advice for all staff working with special educational needs pupils
This policy reflects the school values in relation to children with SEN and disability. The school has a positive philosophy of including children with SEN, as we are convinced of the mutual benefits for all children and staff in learning to work together regardless of ability or disability. We believe that all children are entitled to a balanced, broadly based curriculum, which includes the statutory National Curriculum.

4. ROLES AND RESPONSIBILITIES FOR THE INCLUSION OF PUPILS WITH SEN D

Headteacher: R Farrington is responsible for the overall day to day management of all aspects of SEN D.

SEN D Co: R Farrington and C Stevens are responsible for the co-ordination of all matters relating to SEN D including:

- coordinating provision for children with SEN D
- liaising with the relevant Designated Teacher where a looked after pupil has SEN D

SEN D
- advising on a graduated approach to providing SEN D support
- advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- liaising with parents of pupils with SEN D
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN D up to date

Teachers: R Farrington, C Stevens, R Elleray, P Rushton, J Soper, S Newsham, S Coogan. Every teacher is a teacher of every child or young person including those with SEN D; they are responsible for:

- meeting the needs of all children in their class, including those with SEN D and ensure their progress
- raising concerns about the needs of children in their class and log these with the SEND Co
- knowing which pupils in their class are on the SEN D Register and at what stage
- maintaining SEN D information and copies of all relevant IEPs for all children with SEN D in their class
- writing and reviewing IEPs on a termly basis for pupils at SEN D Support in collaboration with the parents and children and in consultation with the SEND Co writing IEPs for those children with an EHCP
- keeping detailed records of the IEP targets and the strategies adopted and their relative success for each child with special needs
- directing Teaching Assistants who are supporting pupils in their class

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• ensuring that the SEND Co and other colleagues are aware of children’s needs
• providing learning experiences which are appropriate to the needs of the child
• attending appropriate INSET and courses

Teaching Assistants
Under the guidance of the class teacher to:
• carry out activities and learning programmes planned by the class teacher
• keep detailed records of this work in order that the IEPs can be reviewed as requested by the class teacher/
• support children in class or by withdrawing individuals and small groups
• carry out the necessary assessments on the children they work with
• attend INSET and courses where appropriate
• be fully aware of the school’s SEN D policy

Governors
• responsibility for the implementation of the SEN D policy
• being fully involved in developing and monitoring the SEN D policy
• having up to date knowledge about the school’s SEN D provision, including funding
• knowing how equipment and personnel resources are deployed
• ensuring that SEN D provision is an integral part of the School Development Plan
• ensuring that financial resources are available to carry out the SEN D policy
• ensuring the quality of SEN D provision is continually monitored
• ensuring the SEN D policy is subject to a regular cycle of monitoring, evaluation and review
• liaising with the Headteacher, Deputy Headteacher, and staff
• reporting annually to parents on the implementation of the SEN D policy and any changes during the school last year

Governor with responsibility for SEN D : Mrs Cunningham.

5. WORKING IN PARTNERSHIP WITH PARENTS

Parents are a valued and important member of the whole school approach and ethos we aim to foster in our school. Rufford CE Primary School believes that a close working relationship with parents is vital in order to ensure:

a) early and accurate identification and assessment of SEN D leading to appropriate intervention and provision
b) continuing social and academic progress of children with SEN D
c) personal and academic targets are set and met effectively

Parents have valuable knowledge and information about their children and can support the development of their children in school and at home. It is important that they are included in all discussions at the earliest opportunity about any concerns school may have about the progress their child is making. The nature of the child’s difficulties will be discussed fully and the parents encouraged to provide any extra information which may be of use in developing a personalised approach to their child's learning.

Parents will be invited to contribute to their child’s Individual Education Plan (IEP) targets (see below) in any way they feel able. Parents will be invited to target setting

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and review meetings and will receive copies of their child’s IEP once agreed. Their contributions on the achievements made by their children are recorded on the IEP.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil’s needs. The SENDCO may also signpost parents of pupils with SEN D to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school’s SEN D governor may be contacted at any time in relation to SEN D matters.

6. SPECIALIST SEND PROVISION – LINKS TO SUPPORT SERVICES

Our school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Although we have staff with a range of skills and experience in teaching children with SEND, we will seek specialist SEND support and training from SEND services where necessary.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child’s parents.

Outside Agencies

There are numerous outside agencies which can be accessed at any time by the SEND Co/Headteacher. They include:

SEN D advisers
IDSS (Inclusion and Disability Support Service)
Educational Psychologist
Service for Hearing Impaired
CAHMS
LEMS
School nurse/doctor/ MacMillan Nurse
Occupational Therapist
Speech and Language Therapist
Physiotherapist
Attendance Support Officer
Social Care Services
Parent Partnerships
Tarleton Health Centre

7. COORDINATING SEN D PROVISION

The SEND CO is responsible for day to day operation of the school’s SEN D policy and will hold details of all SEN D records for individual pupils.
All staff can access:

- The school SEN D Policy
- A copy of the full SEN D Register.
- Guidance on identification of SEN D in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, IEPs and targets set
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Advice provided by outside agencies
- Information available through Lancashire Education Authority SEND Local Offer

This means that every staff member will have complete and up-to-date information about all pupils with special needs and disability (including medical conditions) and their requirements which will enable them to provide for and support the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to ensure the effective coordination of the school's SEN D provision.

8. ADMISSION ARRANGEMENTS

Admission arrangements for children with SEN D are the same as for all children, and are clearly stated in the admissions policy which is, in turn, in line with 'The School Admissions Code' and Diocesan recommendations. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND: those with Education, Health and Care Plans and those without. The school welcomes all pupils and anticipates that the needs of most pupils will be met within existing school provision.

If children are identified by parents or other agencies as having special educational needs or a disability before starting school, a meeting will be arranged between parents/carers and the SEND Co to identify individual needs and targets. Please refer to the information contained in our admission policy.

9. TRANSITIONS

On admission to Rufford Church of England Primary School pupils with identified needs will be known to the SEND Co and their information and provisions will be continued into Foundation Stage as appropriate. The EYFS leader liaises with staff from feeder settings in order to gather any relevant information about children who join us from those settings. This information is passed to the SEND Co as appropriate.

As pupils on the SEN D register progress to secondary school the SEND Co will liaise with the various receiving schools. This will include inviting the SEND Co from the secondary schools to the Year 6 Annual Reviews and arranging visits for pupils and parents to look at prospective schools.
This will include specialist provision in the case of some pupils with statements and in these cases visits are arranged for the receiving school to observe the child in their mainstream setting and to discuss the child with all relevant adults, such as teachers and teaching assistants.

10. ALLOCATION OF RESOURCES FOR PUPILS WITH SEND

In line with Lancashire County Council’s SEN D Local Offer and our school local offer (published on the school website) Rufford CE Primary School provides equality for all its pupils. The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of SEN and Education, Health and Care Plans. The Headteacher informs the governing body of how the funding allocated to support SEN has been employed. The SENDCO/ Headteacher and Leadership team meet regularly to agree how to use funds directly related to statements and EHC Plans

All schools in Lancashire LA receive funding for pupils with SEN in these main ways:

a) The base budget which covers teaching and curriculum expenses for all pupils in school

b) The delegated SEN budget (based on the Local Authority formula) which covers additional support in school for children identified with SEN

c) Specific funds allocated for pupils with statutory statements/ Education, health and Care Plans

Where school feel there is further support required which needs additional funding [(C) above], the SENCO will make individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for any further funding. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

11. IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

At different times in their school life, a child or young person may have a special educational need. At Rufford we are committed to early identification of special educational needs and adopt a graduated response. We use the criteria set out in the Special Educational Needs Code of Practice 2014 for the identification and assessment of children with special educational needs. We identify the needs of pupils by considering the whole child.

The Code of Practice 2014 defines Special Educational Needs as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special education 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 the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post---16 institutions.”
At Rufford CE Primary School we believe that any additional need should be identified and supported as early as possible in order to achieve the best possible outcomes for that child.

The SEND Code of Practice 2014 identifies 4 broad categories of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Other factors may also impact on progress and attainment and all staff in school are aware of these. They include:

- 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 D)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of Service Personnel

In addition other areas which impact on progress and attainment will be considered for example where a child encounters significant disruption to family life such as divorce or bereavement.

The purpose of early identification is to put in place appropriate intervention and support to help reduce or remove barriers to a child’s learning. We aim to identify the needs of pupils by considering the needs of the whole child, not just their special educational needs.

At Rufford CE Primary School we monitor all children’s progress termly and use a range of assessments so that we can identify all children who are not making expected or better progress. Parents, carers and pupils are then invited to discuss and review the progress made and targets will be set.

Special educational needs provision is provided in addition to the excellent quality first teaching, differentiation and a broad curriculum where all can succeed. At Rufford CE Primary School we recognise that all teachers are teachers of children with SEND. It is the teacher in the classroom that will make the biggest difference to children with additional educational needs, and that teachers can be well supported by additional interventions and programmes in groups or as individuals led by teaching assistants and other adults.

**Quality First Teaching and the process for identifying additional needs**

All children are entitled to access the full range of educational opportunities. All planning allows for differentiation to enable differing abilities to attain at an appropriate level.

a) Class teachers are responsible and accountable for the progress and development of the pupils in their class.
b) Any pupils identified as falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will have specific interventions planned to support areas of development and progress will be monitored.

c) Any pupil identified as possibly having additional needs/SEN will be closely monitored to assess their level of learning and possible barriers to learning.

d) The class teacher will provide high quality teaching and differentiated learning opportunities to support the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

e) The SENDCO will be consulted if appropriate for support and advice and may observe the pupil in class.

e) Through these actions it can be determined whether any additional special provision may be needed.

f) As the people who know their child the best, the parents of the child will be invited into school to discuss any concerns and provide further information to school to help with the identification of the most appropriate provision for the child. Opportunities for discussion with the child will also be provided so that their input on what the barriers to their learning might be can also be considered. The class teacher and the SENDCO will consider all of the information gathered from discussions and assessments.

g) The child will be recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school’s SEND register.

h) Once this concern has been logged the class teacher will work closely with the child in the normal classroom context, observing the child’s progress and behaviour and ensuring any extra help available will be targeted for the child e.g. a specific intervention or targeted support from a teaching assistant. Intervention could be initiated by the parent/carer, teacher or other staff’s continuing concerns.

i) If specialist support is required, school will access specialists from the Local Authority or parents will be signposted to access specialist support from other agencies such as health.

j) Parent’s evenings are used to monitor and assess the progress being made by children. Other parent meeting can be called at anytime at the request of school staff or parents.

Pupils are only identified as having SEN D if they have not made adequate progress once they have had quality first teaching and personalised interventions. SEN support will usually begin if, despite receiving differentiated quality first teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific area even when teaching approaches are targeted particularly in a child’s identified area of weakness.
- Continues to work at levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing appropriate literacy/numeracy skills which results in lower than expected attainment in some curriculum areas
- Has emotional/behavioural problems that substantially impede own learning presenting barriers to learning
- Has communication or interaction problems that impede the development of their language skills or of social relationships thus
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
If the class teacher is still concerned after a period of intervention and monitoring a decision will be made, in conjunction with the SEND Co about whether the child needs to go on the SEN register and receive SEND support.

With the parent’s consent the school may refer to external agencies such as the Educational Psychologist, CAMHS and any other assessing professionals. Up to date information about the pupil, including all previous interventions is shared with appropriate agencies.

If it is decided that the child has SEN, the child is placed on the SEN register and appropriate provision is put in place.

12.  **SEN SUPPORT IN SCHOOL**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child will be added to the school SEND register in the category of SEN support in school (this replaces previous categories of School Action and School Action +). The aim of formally identifying a pupil with SEND is to help school ensure that effective and appropriate provision is put in place to help remove or reduce barriers to learning.

Identification, assessment and provision of support are key factors in success for children who have SEND. Once children have been identified as having SEND a graduated approach follows, usually on a termly basis but more frequently where appropriate. This cycle is in line with the writing and reviewing of Individual Education Plans (IEPs).

An Individual Education Plan will be developed collaboratively between the teacher, other staff, pupil and parents. These IEPs will detail specific targets and desired outcomes for the child, strategies to help achieve these outcomes, provision made, success criteria and date for review. There are opportunities for the child and everyone working with the child to contribute to the setting of targets and the evaluation of the provision.

This ongoing cycle forms the **graduated approach** to SEND support (Code of Practice 2014) and consists of a four-part process: Assess, plan, do, review

![Assess Plan Review Do](image)

This is an ongoing cycle to enable the provision to be evaluated and revised as the needs of the pupil grows or changes. This cycle enables the identification of those
interventions which are the most effective in supporting the pupil to achieve good outcomes.

In accordance with the Code of Practice 2014, at Rufford CE Primary School we adopt this **graduated approach** to SEND support.

**Assess**
This involves clearly analysing the pupil’s needs using the class teacher’s assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil’s views are really important and where relevant, advice from external support services will also be considered. Any parental concerns will be taken into account and compared with the school’s information and assessment data on how the pupil is progressing.

If necessary additional support and intervention will be planned for a pupil in order to support a pupil achieve good outcomes. To ensure that this support and intervention matches need and is effective in reducing or removing barriers to learning, this analysis will require regular monitoring and evaluation. If external support is already involved they will contribute to this assessment process.

**Plan**
Planning must be specific and support the needs identified during the assessment part of the cycle. Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required with a clear date for review. Parental involvement may be sought, where appropriate, to help reinforce learning done in school.

All those working with the pupil, including support staff will be informed of the child’s individual needs, the support that is being provided, any specific teaching strategies/approaches that are being employed and the outcomes that are being sought.

**Do**
This is the implementation of the agreed interventions. The class teacher remains responsible for working with the child on a day-to-day basis and they retain responsibility even where the interventions may involve group or one-to-one teaching with another member of staff. The class teacher will work closely with teaching assistants and to plan and assess the impact of support and interventions and ensure links with classroom teaching. Further support or advice will be provided by the SENDCO where appropriate.

**Review**
All interventions will be monitored and reviewed on a regular basis. The review process will evaluate the impact and quality of the support and interventions. It will take into account assessments as well as the views of the staff working with the child, the pupil and, wherever possible, their parents. The class teacher, with the SENDCO will then revise the support and outcomes based on the pupil’s progress and development making any necessary amendments from feedback provided in consultation with parents and the pupil.

If appropriate, children on the SEN D register are supported through sessions with specialist staff in school or by specialist teachers from the Inclusion and Disability Support Service (IDSS). If it is felt that school is unable to fully meet the needs of any
pupil through our own provision in school, a referral may be made to an outside agency (such as speech and language therapists, educational psychologists) for their support in school. The school maintains close links with the Educational Psychologist Service, the Local Authority, medical and social services. Where concerns are raised about a child’s progress or performance, these agencies provide advice and support upon the request of the school.

13. **INDIVIDUAL EDUCATION PLANS (IEPS)**

Every child on the SEND register has their own Individual Education Plan. This details the identified needs of the child, strategies to support the reduction or removal of barriers to their learning and has measureable targets to support the child towards clear, positive outcomes to be achieved in a specified timescale. These are used on a daily basis and are monitored and evaluated regularly by staff working with the child, the class teacher and the SENDCo.

Pupils, parents, class teacher, support staff and the SENDCo, as well as any outside agencies involved with the pupil, are all involved in putting the IEP together and in the evaluation of progress towards agreed outcomes. Children will have their IEPs renewed at least termly and more often in Early Years and Key Stage 1, if considered necessary.

This cycle of evaluating and monitoring ensures an active process of continual renewal and improvement of the provision for all pupils at Rufford CE Primary School.

14. **REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN**

If a child has lifelong or significant difficulties, or if from assessments by school and outside agencies it is thought that a child has SEN that require a higher level of support, they may undergo a Statutory Assessment Process. This is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review meeting.

Any application for an Education, Health and Care Plan will combine information from a range of stakeholders which may include, for example:

- Parents
- Teachers
- SENCO
- SEN governor
- Support staff
- Social Care
- Educational psychologist
- Health professionals

Information will be gathered from the assess, plan, review, do, process and submitted to the Local Authority for consideration by a panel of people from education, health and
social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer: Add link

And at www.lancashire.gov.uk/send

15. Education, Health and Care Plans (EHCP)

Following Statutory Assessment, if it is decided that the child's needs cannot be met by the support that is ordinarily available in school, an EHCP will be provided by Lancashire County Council. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice. See www.lancashire.gov.uk/send

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil as well as representatives from the Local Authority and any outside agency which may be involved with the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

At Rufford CE Primary, the Annual Review will be chaired by the Headteacher/SEND Co. The parents and pupil will attend with class teacher and teaching assistant and anyone else working with the child. If there are concerns about the progress or behaviour of a pupil with an EHCP an interim Annual Review can be held at any time during the year and more than one can be held in the course of a year. The Annual Review can be used to request additional support or changes to the EHCP. In the unfortunate event of a pupil with an EHCP facing Permanent Exclusion an interim Annual Review MUST be held at the earliest opportunity prior to the exclusion meeting.

16. TRAINING AND RESOURCES

Training is identified in the School Improvement Plan and Single Equalities Plan. It is usually sourced from the Local Authority and is in response to future identified needs and ongoing cycles of need.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SEND CO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

- The governors will ensure they are kept fully up to date of their statutory responsibilities by attending training sessions and receiving regular updates from
the Head/SENDCO. This is often initially through the curriculum committee meetings.

- The Head/SENCO will keep fully up to date about special educational needs through attendance at training and cluster meetings.
- The SENDCO will attend specialist training with outside specialists to develop their knowledge and skills.
- Other staff will be kept up to date informally by the Head/SENCO and formally at staff meetings and training.
- All staff in school will undertake Level 1 CAF training. The Headteacher/SENDCO will be the school’s trained CAF members of staff.
- Support staff will have access to training courses and will regularly review their needs with the SENDCO.
- The Headteacher will report training undertaken in the termly Headteacher’s report to the Governing Body.

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

Resources to support learning are purchased through class teachers, subject coordinators or the SENDCO. In-school resources are allocated via priorities identified through the School Improvement Plan and the annual budget. Learning resources to support pupils with SEN D can be found in the SEN D cupboard which is located in the Headteacher’s office.

Additional resources, subject to budget provision, are allocated to support staffing of the school as a whole to ensure the appropriate climate, class size and response to all individual needs.

17. ACCESSIBILITY FOR PUPILS WITH SEN D

To ensure access for pupils or parents/carers with disabilities, the school has an accessibility plan and any building work undertaken is carried out to ensure access is appropriate.

Rufford CE Primary School follows all statutory responsibilities required in SEN and Disability Act 2001. For further details about accessibility in school please see the following documents on our school website:

School local offer
Accessibility policy
Single Equalities policy

The Headteacher, members of the Senior Management team and all teaching staff at Rufford CE Primary School are always happy to meet parents and carers. This can be arranged by appointment or more informally if appropriate.

Equal Opportunities: Rufford CE Primary School is committed to providing and promoting equal opportunities for everyone within the school family. The Single Equalities Policy sets out how the governing body will ensure equality of opportunity for disabled people.
18. ACCESS TO THE CURRICULUM, INFORMATION AND ASSOCIATED SERVICES

Pupils with SEN D will be given access to the curriculum through the specialist SEN D provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN D alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child’s parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN D and SEN D teaching are provided. Staff members are kept up to date with teaching methods which will support identification of SEND as well as the progress of all pupils.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available as far as possible where it is felt pupils would benefit from this provision. A full provision map is used to identify priorities and this is reviewed regularly to take account of changing needs.

Appropriate individual targets that are challenging, yet achievable are set which aim to motivate pupils to do their best, and celebrate achievements at all levels.

19. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Rufford Church of England Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including worship time, after school clubs, school trips and physical education in line with statutory guidance ‘Supporting pupils at school with medical conditions’ 2014. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Arrangements are in place in school to support pupils at school with medical conditions. Please refer to our policy - Supporting pupils at school with medical conditions' available on the school website.

20. BULLYING

Bullying is taken very seriously in our school. There is a full bullying policy available on the school website. Regular anti bullying days take place in school and PSHE sessions encourage children to think about the impact of their behaviour on everyone in the school community including learners with SEN D.

21. STORING AND MANAGING INFORMATION
All confidential data is stored in line with the school policy on Information Management available on the school website.

Areas in which critical or sensitive information is held are physically secured to prevent unauthorised access, damage or interference. Control is achieved by conventional security procedures (e.g. doors and windows locked when unattended, external protection for ground floor windows, intruder detection systems). Access to secure areas is controlled and restricted to authorised personnel only.

Equipment is not taken off-site without authorisation. Where necessary and appropriate, equipment is logged out and back by the Headteacher. Equipment and media taken off the premises is not left unattended in public places. Portable computers are carried as hand luggage and disguised where possible when travelling. Home working is subject to suitable controls.

22. MONITORING OF THE POLICY

In accordance with our aims to provide high quality provision for children with SEN D, the school is committed to evaluating its practice and provision for children.

This policy will be reviewed annually. In determining future policy, any further legislation, and new initiatives will be taken into account. Stakeholder feedback, changing circumstances within the school and the LEA will also be taken into account. The Governors will discuss the effectiveness of the policy and its success will be evaluated by using the following qualitative and quantitative judgements:

- The Headteacher/SENDCo will monitor the implementation of the SEN D Policy
- The SEN D Governor ensures the Governors legal obligations are met.
- The Headteacher will monitor weekly plans for evidence of planning for children with SEN D.
- SENDCo and SMT will monitor formal assessments to track progress of pupils with SEND.
- SENDCo and class teachers monitor progress towards outcomes on IEPs
- Monitoring of progress by SENDCo and assessment co-ordinator
- Pupil reviews. All children and parents are involved in reviewing their IEPs and reflecting on their progress.
- Parental views. Parents/carers are invited to either come in to school or provide their comments in writing.
- Value for money (by monitoring pupil profiles and additional resource costs)

23. EVALUATING THE SUCCESS OF THE PROVISION

In order to make consistent continuous progress in relation to SEN D provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings.

Pupil progress will be monitored regularly and at least on a termly basis in line with the SEND Code of Practice.
SEND provision and interventions are recorded on Individual Education Plans. These are updated by the class teacher and are monitored by the SENDCO. These reflect discussions and information from everyone involved with the pupil and are adapted following evaluations and assessments. Interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to ensure provision is effective. A whole school provision map is also kept and regularly updated.

At the end of each academic year the Headteacher/SEND Co publishes an SEN D Information Report on the school website about the implementation of the SEN D policy.

24. SUCCESS CRITERIA

In accordance with our aims to provide high quality provision for children with SEN D, the school is committed to evaluating its practice and provision for children. The success of this policy will be evaluated by using the following qualitative and quantitative judgements:

- Early Learning Goals
- PIVAT profiles
- Curriculum / SATS results
- Individual Education Plan targets evaluations
- Review of outcomes expected for children with SEN
- Monitoring of progress by SENDCo and assessment team
- Pupil reviews. All children are involved in reviewing their IEPs and reflecting on their progress.
- Parental views. Parents are invited to either come in to school or provide their comments in writing.
- Value for money (by monitoring pupil profiles and additional resource costs)

25. LINKS WITH OUTSIDE AGENCIES AND OTHER SCHOOLS

- Educational Psychologist - This service is used to assess children identified by staff as having significant difficulties in a particular area. In addition, the EPS provides training for parents/carers and teachers.
- IDSS - provide specialist teachers. IDSS services are bought in when necessary, that is, when advice, resources and assessment are required to support a particular child or to fulfil statutory statement requirements.
- Speech and Language Therapists (SALT) - where children are supported by a SALT there will be regular liaison between the SALT and the school staff to ensure resources are appropriate and progress is maintained.
- Occupational therapists, physiotherapists and health visitors support children in school with physical difficulties and provide staff with advice for adapting resources and curriculum planning to accommodate these difficulties.
- If there is a concern about a child's health, behaviour or attendance, then the EWO (education Welfare Officer), school nurse or CAMHS (Child and Adolescent Mental Health Services) will be contacted in consultation with parents.
- Links with secondary schools are established and SENCOs from such schools are invited to transition reviews for children with statements. There are links between the feeding nursery schools and this school. The SENCO and
Reception class teacher attend a transition review of children entering school with a statement.

- Links with the Parent Partnership. Parent Partnership Services (PPS) are statutory services offering information advice and support to parents and carers of children and young people with SEN. (www.parentpartnership.org.uk)

26. COMPLAINTS PROCEDURE

Should a parent or carer have a concern regarding the special provision made for their child, they should initially discuss this with the class teacher. If the concern continues, then the SENDCo and the class teacher will work together to address the issue and hold a meeting with the parent. When the issue has been resolved, a monitoring system will be put in place, whereby the SENDCo will monitor provision and liaise regularly with parents to ensure they are satisfied with the outcome.

If the concern cannot be satisfactorily dealt with at this stage, it will be brought to the attention of the Headteacher. If the Head is unable to resolve the difficulty, the parent's concerns should be put in writing to the SEND Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

Such complaints are normally dealt with in an informal manner, amicably and at a mutually agreed time. At all times strenuous efforts are made to resolve situations to the satisfaction of all concerned and with the best interests of the child at heart. For more information please consult the school's Complaints Policy.

REVIEWING THE POLICY

This policy will be reviewed annually.