Special Educational Needs and Disabilities Policy

Preparation of the policy

This policy has been written to comply with the SEND code of Practice 0 – 25, July 2014 and the Equality Act 2010. The policy was prepared by the Special Needs Coordinator. It was then presented to the senior leadership team (SLT), the Special Educational Needs and Disabilities (SEND) Link Governors and staff for their comments.

Introduction

At Rushmore Primary School all children are valued and helped to achieve success and have confidence in themselves as learners. We believe that pupils are entitled to an inclusive education. To this end we ensure that all children with special educational needs are identified at the earliest opportunity and appropriate action is taken. We involve parents/carers at all stages of the process.

The Governing Body is legally responsible for the SEND policy and practice at Rushmore Primary School and aims to ensure that the appropriate staffing and funding is in line with the current SEND Code of Practice.

Objectives of the policy

- To identify children with Special Educational Needs and Disabilities at an early stage
- To enable children with Special Educational Needs and Disabilities to develop their skills and abilities and to make progress
- To provide appropriate provision for children with Special Educational Needs and Disabilities including Quality First Teaching in the classroom.
- To promote an ethos of inclusion at Rushmore Primary.
- To enable all children to participate in every aspect of school life as fully as possible
- To promote and build positive relationships with parents/carers of children with Special Educational Needs and Disabilities.
- To work in close partnership with parents/carers, and to include them in decision making and supporting their children
- To share the responsibility for meeting special educational needs and disabilities with all those involved with children i.e. parents/carers, the Head teacher, class teachers, the school Special Education Needs Co-ordinator (SENCO), governors and Hackney Education.

- To seek the views of the child and take these into account when setting and meeting targets.
- To use additional staff and funding, when possible, to maximise learning opportunities for all children.
- To meet the needs of those pupils who have significant difficulties working at the pace/level of their peers
- To bridge the gap where there has been an intermittent occurrence of or lapse in the child's education
- To offer full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and National Curriculum
- To liaise effectively with all teaching and support staff involved with SEND provision and emotional / behavioural support

The definition of Special Educational needs and disabilities (SEND)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

• has a significantly greater difficulty in learning than the majority of others of the same age, or

• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution.

Types of SEND that are provided for

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use

social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with AUTISM, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Social Emotional and Mental health

Children and young people may experience a wide range of social and emotional challenges, which can be expressed in many different ways. These might include becoming withdrawn or feeling isolated, or exhibiting behaviours that are seen as challenging or disruptive. Such behaviours may be expressions of underlying mental health needs, such as anxiety, depression, self-harming, difficulties with eating, substance use, or physical symptoms that do not have an immediate medical explanation. Some children and young people may also be neurodivergent or have support needs related to attention differences or attachment-related experiences.

Sensory and/ or physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Identifying pupils with SEND and assessing their needs

The school's assessment policy requires teachers to assess children's progress in Maths and English each term and to set individual targets for further progress in number, reading and writing. Tracking data is collated and allows children in need of additional support to be identified.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

• is significantly slower than that of their peers starting from the same baseline

• fails to match or better the child's previous rate of progress

• fails to close the attainment gap between the child and their peers

• widens the attainment gap

Concerns about progress can be formally identified through this process, but may also be registered at other times when the teacher or parent/carer highlights a concern. Teachers and parents/carers meet to discuss any expressed concerns and may decide to place a child on the SEND register. This means they require additional SEND Support. Pupils who have an Educational, Health and Care Plan (EHCP) are also on this register.

Where it has not been possible to contact a parent/carer, attempts at communication are recorded.

Termly meetings between parents/carers and teachers are held to review the support plans of children on the SEND register and update their individual targets. The SENCO meets with teachers at other times as necessary to discuss children with SEND.

Statutory Assessment

Parents/carers and the school can request Hackney Education to undertake a Statutory Assessment of a child identified with SEND where SEND Support for the child has not enabled the child to make adequate progress. In order for this assessment to proceed a Request for an Educational Health Plan Assessment Form is completed and there should be written evidence of or information about:

- The school's action
- Provision Maps and Support Plans of the children
- Records of regular reviews and their outcomes
- Attainment and progress data in English and Maths
- Educational and other assessment, for example from an advisory specialist support teacher or and educational psychologist
- Views of parents/carers and the child
- Involvement of other professionals
- Any involvement by the Social Services or Education Welfare Service
- The child's medical history where relevant

This evidence will be considered by Hackney Education to ascertain whether an Education, Health and Care Plan is necessary. This plan would be reviewed on an annual basis.

Consulting Parents/carers of pupils with SEND

Parents/carers are involved as soon as there are any concerns expressed about a child. Regular consultation takes place between staff and parents/carers, but additional appointments (formal and informal) are offered to provide time for in-depth discussion involving the child. Individual targets are discussed with the parent and a record will be made on the child's support plan which will include any home support that will be provided by parent/carer in order to help their child achieve each target.

Parents/carers of pupils with an EHC Plan are involved in their child's annual review by having the opportunity to read all the reports relating to their child's progress, provide their own views and help to set targets/goals for their child with the professionals involved.

The SENDCO seeks the views of parents and carers through discussion, questionnaires and parent workshops to ensure that they are consulted for the review of the SEND policy and school Local Offer.

Consulting Pupils with SEND

We know that the only way we really find out if a child is happy , feeling safe and taking part in the full life of our community is for the school to be certain that it hears the voices of children, especially those most vulnerable.

We make sure that we listen to children in our school and respond to what they say in a number of ways, including:

- clear policies and systems to support children in expressing any worries or concerns that they have
- talking to children and/or groups of children in or after lesson observations to understand their experience of the lesson
- inviting children to make personal contributions to their Annual Review meetings, for example, designing a PowerPoint presentation, use of talking mats and pupil voice consultations
- doing an annual pupil questionnaire on "pupil voice" – giving children their say
- encouraging children to respond to feedback given through developmental marking
- agreeing with them individual targets
- making sure that our School Council is inclusive and represents the whole of our community
- ensuring that our safeguarding procedures are strong and that all staff are well trained.

Assessing and reviewing pupil's progress towards outcomes

At Rushmore, we follow a 4 step continuous cycle: Assess – Plan – Do – Review

Assess

In identifying a child as needing 'Additional SEN Support' the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

Plan

In identifying a child as needing 'Additional SEN Support' the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

Do

The planned adjustments, interventions and support will be put into place. The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

A written report detailing each pupil's progress is given to parents annually.

Records

Copies of Provision Maps and School Support Plans (SSPs) are stored centrally by the SENDCO. Confidential information is stored in a locked filing cabinet.

For children who have medical concerns, relevant information will be stored on the Medical Needs Register and in the Medical Needs File which is stored in the deputy head's office, in the Rushmore building. They are also accessible on the Rushmore drive.

Further advice on Child Protection and safeguarding issues is available in the Safeguarding and Child Protection Policy.

The approach to teaching pupils with SEND

We know that high quality teaching and well-matched support make a big difference to the progress of children with SEND. Making sure that this happens in all classrooms is one of the most important things that our school leaders do. We make sure that all Teachers and Learning Support Assistants (LSAs) have a clear understanding of the learning needs of the children in their class. School leaders – including the SENDCO - work with teachers and support staff to provide effective teaching and support for children with SEND in a variety of ways.

These include:

- carefully differentiated planning which ensures that all children are able to make progress
- supporting the Class Teacher to take full responsibility for the learning and progress of all children

- using a wide variety of teaching approaches, including adaptive teaching, guiding learning through demonstration; providing visual support material
- providing a stimulating, rich and interactive classroom environment
- using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- using our marking policy to make sure that children know how to improve their work
- providing additional adult support from well-trained and well supervised Learning Support Assistants
- making available specialist equipment and digital technology to support access and participation in learning
- Some pupils receive periods of one-to-one support
- It is also acknowledged that some pupils need supplementary assistance with social/emotional skills and some pupils benefit from taking part in interventions and/or having support from the school learning mentors, the EMHP (Educational mental health practitioner) and the CWIS (CAMHs worker In School)
- The school has good contacts with external educational and health professionals who support pupils directly and/or provide advice and information

Adaptations to the curriculum and the learning environment

We provide a curriculum that is broad, balanced, motivating and accessible to all children. We want our exciting curriculum to be one of the many reasons our children love coming to school. We work hard to ensure that all of our children achieve in lots of different ways as well as academic learning – for example, in drama, sport, music, dance, showing leadership and taking on responsibilities. We encourage children with SEND to play a full part in the life of our school.

We arrange educational visits and journeys and make sure that all of our children can take part. Visits include; museums, art galleries, theatre, orchestras, London landmarks, sports/ outdoor activities, beaches, farms and the zoo. There are also, on occasions, residential trips. We do a risk assessments and when necessary make reasonable adjustments to plans and arrangements.

Our Provision Map details additional specialist interventions to accelerate children's progress in, for example, reading, writing and mathematics. These sessions are short, frequent and run for a limited time. They are taught by a trained teacher or teaching assistant. Our SENDCo monitors the quality and effectiveness of these interventions.

We also adapt the curriculum to include children with SEND, for example:

- Providing quiet time out for student with emotional needs
- Providing visual timetables, task boards and clear explanations of tasks where appropriate
- Providing assistive technology

Additional staff provide support for learning in the classroom and sometimes in small groups away from the main part of the lesson for a short period of time. These include teachers, learning support assistants, learning mentors, and a story teller.

We work hard to make sure that our school building and all classrooms are safe, stimulating and accessible.

We have an Accessibility Plan through which we are making improvements to the school environment over time. The school welcomes staff and pupils with differing physical abilities within the limitations of the school building and the practicalities of the work. We have worked closely with the local authority to make reasonable adjustments in the light of our Access Audit and the requirements of the Disability Discrimination legislation.

A ramp is provided to allow wheelchair access between the Lower and Upper Phase Buildings. Access to the buildings is wheelchair friendly. Accessible toilets are available in both buildings. The Rushmore building has been modified to include a changing area and therapy space and both accessible toilets have been fitted with hoists. Access to a sensory room is available should any children need to use it.

Specialist teams, for example physiotherapists, occupational therapists and the Hackney Inclusion and Specialist Support Team provide guidance, advice and equipment for children who may have particular access or support needs.

EXPERTISE AND TRAINING OF STAFF

All staff – including learning support assistants - have regular training and guidance to meet the needs of our children. Our SENDCO has a responsibility to arrange and provide this training. We provide training opportunities with a SEND focus where we make sure that teachers and learning support assistants

- have an awareness of the different special educational needs and disabilities of children in our school
- are able to plan and teach/support lessons which meet the needs of all children
- understand the social and emotional needs of children with SEND

We know that children will frequently have a range of needs. There is an audit of these needs across the school which is updated yearly. This audit informs the training needs of school staff. We provide specialist training for teachers and learning support assistants who support children with the more complex needs - for example, autism.

We provide a whole staff briefing on the procedures set out in our SEND policy – so that all staff understand their roles and responsibilities with regard to provision for SEND pupils. We use the eight national Teaching Standards to develop the knowledge, skill and confidence of all of our Teachers as part of their professional development.

EVALUATING EFFECTIVENESS OF PROVISION

The SENDCO keeps a register of children we identify as having a SEN and/or a disability. She also keeps a record of all the different ways that we provide extra support (for example, support for reading, communication and number) for children with SEND. We carefully monitor the progress and well-being of children with SEND and the quality of our provision,

including teaching and support. For example senior leaders observe lessons and hold discussions with teachers and support staff. Support for children with SEND is kept under review in Senior Leadership Team meetings. Some measures of the effectiveness of provision are; SATs results compared with results on entry into the school, the number of children moving on/off the SEND list, the number of children taking part in extra curricular activities and the number of incidents of bullying.

We constantly evaluate our policies, procedures and provision. When we identify areas that we can develop, we describe these changes in our School Improvement Plan.

The Governing Body challenges staff to make sure they constantly improve the quality of provision for children with SEND and the outcomes that they achieve. We have several parents on the governing body and one of their roles is to represent the views and concerns of all parents, including those with children with SEND. We have a Governor who takes a particular responsibility for SEND matters. She meets with our SENDCo and makes visits to classrooms looking at learning and teaching. She reports annually to the full GB. We fully involve our Governors when we review and revise our SEND policy and our Local Offer at the end of each school year.

HOW PUPILS WITH SEND ARE ENABLED TO ENGAGE IN ACTIVITIES WITH OTHER PUPILS

Activities which take place in school are always carefully differentiated to ensure that all pupils can take part in them. This may involve providing resources or support to ensure that all pupils have access. The schools ensures that there is

- Curriculum planning which ensures that all children have access to the full range of national curriculum subjects.
- Careful planning and evaluation of activities to match the needs of individuals.
- Consistent classroom organisation, expectations and management throughout the school.
- An emphasis on active learning strategies, in all curriculum areas to support understanding and stimulate thought.
- The use of a variety of teaching strategies and learning situations including different groupings, independent and collaborative activities.
- Differentiation of activities to ensure access for all.

The school have a large number of extra-curricular activities including breakfast and after school clubs. The selection of pupils for each club is monitored carefully to ensure that the process is fair and doesn't discriminate against pupils with SEND.

The school are committed to ensuring that our pupils have opportunities to compete in competitive sport. While some sports teams are selected on ability through trials, others are chosen on a more inclusive basis.

Improving emotional and social development

The school takes the personal development and well-being of children very seriously. We know that children are unlikely to flourish unless they are developing positive relationships,

feel safe and are adopting healthy life styles. We also know that some children with SEND are particularly vulnerable when it comes to making and keeping friendships. We address many of these issues in our PHSE (Personal Health and Social Education) curriculum. We encourage children to develop confidence and resilience through teaching, social play opportunities and through more targeted support where this is needed. We provide expert help for any child who is experiencing any difficulties with behaviour or relationships from well-trained staff: for example the school's Learning Mentors. We will always consult and involve parents in the decision to offer this support.

We promote positive behaviour as part of our philosophy of learning – for example, through group and paired work. You can read more about our approach to behaviour in our Behaviour Policy. When a child returns to school after a fixed-term suspension, the Head teacher meets the parents and child together to agree a support plan to help her or him settle back into school and make good progress in learning.

We have a zero tolerance of bullying and talk about all aspects of bullying in assemblies and lessons. We also hold an annual Friendship Week. We have very little bullying in our school but when it does occur we work with the children involved to make sure that it does not happen again. We have a whole school policy on anti-bullying which is available on our website.

Supporting Transition between phases of education

At the end of each school year, class teachers meet to share and pass on essential information and records about children with SEND.

The Reception children spend a number of lunchtimes eating with the lower phase and visiting the lower phase playground during lunchtime play. Parents of Reception aged children are invited to a 'Meet the Year 1 Teacher' workshop towards the end of the summer term.

The children will then spend a session in their new Year 1 class on a day when all year groups from 1 – 5 spend a session in their new classrooms with their new teachers before the end of the Summer term.

We have links with our local secondary schools. Throughout their final year, Year 6 pupils have opportunities to visit secondary schools in a variety of contexts. This allows them to become more comfortable in a different setting. In order to prepare Year 6 children for the transition to Year 7 there are whole class opportunities during the summer term, such as Circle Time, to discuss any anxieties the children have. In addition, the learning mentors and some LSAs run transition programs to help the most vulnerable pupils prepare for transition.

If a child with SEND leaves the school during the primary years and at the time of secondary transfer, SEND records are passed on to the receiving school and meetings may be held prior to transfer. Similarly, information is sought from previous schools for new children entering Rushmore Primary School.

How the school involves other agencies to meet SEND pupils' needs and support their families

Specialist Service	Frequency	Examples of what they do

Educational Psychologists and specialist teacher package	Service Level Agreement 9 (EP) 6 days (ST) this year	Advice to staff, parents + children, assessments, reports and support for EHCP requests
Inclusion and Specialist Support Team - Hearing and Visually Impaired services	By referrals for specific children- varies depending on individual need	Support and advice to parents, children school staff on meeting the needs of HI and VI children, staff training
Occupational Therapists	By referrals for specific children - varies depending on individual need	Observation of children , devise programmes for individual children and support staff in delivering them, staff training, equipment recommendations
Hackney Speech and Language Team	Service Level Agreement (Currently 2.25 days per week this year)	Individual 1:1 speech and language therapy, support for assessments, advice to staff, parents + children, language groups, staff training, support for EHCP requests
Young Hackney Re-Engagement Unit	By referrals for specific children who are at risk of exclusion	Training, support and advice to school staff, and direct work with children/parents
Hackney Education Welfare Officer	Allocation of services	Support for children and families to improve attendance and punctuality
The CAMHS Team	By referrals for specific children	Support for the emotional and personal development of children, staff training
Multi Agency Referral Service (MARs) Hackney Ark	By referrals for specific children	Observation of children, advice to staff, parents and children, direct referrals to most appropriate service
FAST Children's Social Care	By referrals for specific children	Support for families
Health visitor/school nurse	Services rather than allocated time	Medical assessments, staff training, advice to staff, parents and children
Great Ormond Street Hospital Outreach Team	Association with specific children	Medical and physiological support for children and families

Medical Needs

A senior leader has responsibility for Health and Safety concerns across the school. All staff are aware of pupils who have medical needs. Children with serious medical needs have an Individual Health Care Plan which sets out

- The medical condition and resulting needs, e.g. medication + treatment; environmental issues
- Support for educational and emotional needs
- Who provides support: their role and training and who needs to be aware
- Arrangements for working with parents/carers Support for long term absence
- Support on School trips and journeys
- Emergency procedures

When a child with medical needs is absent long term from school we make sure we keep her or him in touch with learning and friendships. Our school Nurse provides training to help staff deal with medical needs (e.g. Epi-Pen training). We also ensure adults who are caring for children with specific medical needs receive training from hospital staff dealing with that individual (for example diabetes training).

Admissions

Hackney Education lays down the admissions criteria to the school. Children with Special Education Needs and Disabilities (SEND) are given priority for available places. Before admitting children with SEND to the school the SENCO gathers as much information as possible about the child and his/her needs in order to optimise the smooth admission to the school. If necessary, meetings are set up prior to admission to plan for the child's admission. Wherever possible, relevant support is in place before a new child with SEND starts at the school in order to meet his/her needs from the start.

There is a separate process for pupils starting reception class who have an educational, health and care plan. You will need to obtain a separate application form to list the schools you prefer for your child. If you have not received this form, please call Hackney Education SEND Team on **020 8820 7326** who will then direct you to the correct person to speak with.

Rushmore Primary School does not discriminate against children with a disability in their admission arrangements and ensures that all reasonable adjustments are made, in consultation with the Learning Trust, to meet their requirements.

Complaints Procedure

If parents/carers are concerned that their child/children's special needs are not being addressed by the school, we ask that they discuss their concerns

- First of all with the class teacher or SENCO who will be happy to talk about the complaint, make a note of it, investigate it and then let the parent/carer know the outcome of it
- If the parent/carer remains unsatisfied with the outcome, they can then arrange to meet with the head teacher
- If any parent/carer feels that the matter remains unresolved and wishes to make a formal complaint to be heard by the Governing Body Complaints Appeal Panel, copies of our Complaints Procedure can be obtained from the school office.

Who to contact for more information

The Head teacher is Mr O'Shea. The Head teacher has overall responsibility for SEND provision and meets regularly with the SENCO to monitor policy and practice to ensure fully inclusive practice.

The SENDCo and Deputy Head teacher is Miss McEwan. The SENCo holds the National Award for SEN Coordination. Her key responsibilities include

- Liaising with teachers/parents/carers of children with SEND at School Support and with EHCPs during review meetings at least twice a year.
- Co-ordinates meetings with parents/carers to discuss and agree School Support Plans (SSPs) for children working with outside agencies.
- Liaises with teachers to set and review SSP targets for children on the SEND register.
- Liaises with, monitors and supports class teachers and SEND support staff.
- Reviews and updates the school's SEND register.
- Maintains records and files for all children on the SEND register.
- Maps the provision for children with SEND across the school.
- Coordinates appropriate interventions for children on the SEND register.
- Liaises with external support agencies.
- Makes referrals to support agencies.
- Liaises with the LA on SEND issues.
- Organises and participates in in-service training.
- Liaises with the SEND Governor(s) at least once a term to discuss issues and share updated SEND register.
- Organises Annual Reviews.
- In consultation with the Head teacher, staff and governors, the SENDCo identifies priority targets linked to the School Improvement Plan.
- Is one of the Safeguarding Leads

The SEND Governor is Ms Cymbeline Moore She is responsible for monitoring and supporting the school on SEND matters. The SEND governor is well informed and visits the school on a regular basis and has meetings with the SENDCo. School governing bodies have important statutory duties towards pupils with special educational needs. They also have responsibility for reviewing the SEND policy and Local Offer and making recommendations to the Governing Body regarding these.

The governing body is fully involved in developing and monitoring the school's SEND policy.

The Senior Admin Officer is Ms Canev Aziz.

All our policies are available on our website but should parents need to view a hard copy, this can be arranged in the office.

Contact details:

e-mail: caziz@rushmore.hackney.sch.uk

Telephone: 020 8985 3175

In person: Please call to arrange an appointment.

Hackney Local Offer The Hackney Local Offer is available at www.hackneylocaloffer.co.uk and through a link from the school's website.

Monitoring the Policy

The Head Teacher and Senior Leadership Team will monitor the policy by regular reviews and observations.

The Head teacher must publicise the policy and bring it to the attention of pupils, parents and staff at least once a year.

This policy was updated by Eileen McEwan (SENDCo).

This policy was agreed on 8th July 2025 by the Governing Body

Review and update by spring-2028