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Rush Green Primary School



SEND Policy

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RATIONALE

*‘At Rush Green Primary School all teachers are teachers of every child or young person with
SEND’*

*‘Rush Green Primary School seeks to serve the community by striving to ensure the highest
standards of education for every child entrusted to our care’*

*‘The School and Governing Body’s vision is to promote a positive, caring learning
community: where the values of mutual respect, tolerance, compassion, hard work
and commitment enable our learners to become the model global citizens of the future’*

CONTINGENCY FOR SCHOOL LOCKDOWN (REMOTE LEARNING)

Provision will include bespoke remote learning programmes using provided work and/or communication tables.

Home – school communication during a lockdown will be pre dominantly conducted by phone or other appropriate and safe web based conferencing tools. All other elements of RGPS SEND provision outlined in this document will continue as indicated.

COMPLIANCE

Rush Green Primary School is an all through maintained primary school in the London Borough of Barking and Dagenham.

The school **SENCo** is **Mrs Kristy Brown B.A. NaSENCO** who may be contacted via the main office on **0208 270 4940** or via e mail on kbrown@rgps.org.uk

The school **SENCo** is a member of the **School Leadership Team**.

This policy complies with the statutory requirements laid out in the **SEND Code of Practice 0-25** (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013.
- SEN Code of Practice 0-25 (September 2014).
- Schools SEN Information Report Regulations (2014).
- DfE Contingency Guidance (December 2020) states that children on an EHCP Plan are considered vulnerable and therefore must attend school where it is appropriate for them to do so.
- Statutory Guidance on supporting pupils at school with medical conditions 2014.
- The National Curriculum in England KS1 and 2 framework document September 2013.
- Safeguarding Policy.
- Accessibility Plan.
- Teacher's Standards 2012.

This policy should be read in conjunction with the school **SEN Information Report** on the school website.

AIMS

The specific aims of our SEND Policy are:

- To ensure that students with SEND and disabilities are identified as early as possible and that their needs are met.
- To ensure parents are informed of their child's SEND and to encourage an effective partnership in developing a joint learning approach at home and at school.
- To ensure that students with SEND and disabilities participate in all school activities.
- To encourage and support students to participate in the decision-making process relating to their education.
- To ensure that SEND students make the best possible progress and experience success at a rate appropriate to the individual.
- To provide a framework within which SEND progress is monitored against the additional provision which has been made.
- To establish and maintain a close partnership with outside agencies when appropriate.

OBJECTIVES

1. To identify and provide for pupils who have SEND and additional needs.
2. To work within the guidance provided under the SEND Code of Practice 2014.
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
4. To provide a SENCo who will work within the school SEND Policy.
5. To provide support and advice for all staff working with SEND students.
6. To ensure any bullying incidents relating to SEND are dealt with proactively and effectively, in line with the school '**Anti Bullying Policy**' to minimise any suffering or trauma a student may be experiencing.

IDENTIFYING SEN

Rush Green Primary School caters for students whose needs fall within one or more of the following four areas of need and support:

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

All students are assessed every half term. Students who may have a SEND are identified 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

The following is **not** a SEND but may impact on progress and attainment:

Disability (the CoP 2014 outlines the 'reasonable adjustment' duty for all educational settings provided under current Disability Equality legislation these alone do not constitute SEND).

- Attendance and Punctuality.
 - Health and welfare.
 - EAL.
 - Being in receipt of a Pupil Premium Grant.
 - Being a looked After Child.
- Being a child of a Serviceman/woman

A GRADUATED APPROACH TO SEND SUPPORT AND INTERVENTION

A detailed summary of the school's response(s) as to how a student's identified need is **met** and subsequently **monitored** is contained in the school's statutory **SEND Information Report**.

This report can be viewed, and/or downloaded, via the **Statutory Information** link on the school website **School Policies**

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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
- Some may also have SEND and may have a Statement, or **Education, Health and Care Plan** which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed

TRAINING

- 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 **SEND** training and development.
- The school **SENCo** regularly attends the Local Authority SENCo network meetings in order to keep up with local and national updates in SEND.
- The school **SENCo** is a member of **NASEN** (National Association of SEN).
- Staff receive disability awareness training once per year.
- **SEND** is built into the whole school INSET cycle.

ROLES AND RESPONSIBILITIES

- The school's designated **SEND Governor** is **Jane Buckle** who can be contacted on **0208 270 4940**. **SEND** is a standing agenda item at Governor's meetings so allowing critical scrutiny of the effectiveness of the school's SEND provision.
- The school **Inclusion Manager** and Teaching Assistant's line manager is **Ms. C Strizovic (MA. Ed)**.
- The school **Child Protection (Safeguarding) Officer** is **Ms Sharon Thompson** who may be contacted on **0208 270 4940**
The school **SENCo** is responsible for managing the school's responsibility for meeting the medical needs of students.

REVIEWING THE POLICY

The policy is reviewed annually as part of the cycle of whole school self evaluation.

ACCESSIBILITY

- The school is fully wheelchair accessible.
- Disabled changing and toilet facilities exist in the school
- During a lockdown remote bespoke learning programmes using work and/or communication tables will be initiated for those students on EHCPs or who may present with complex needs
- Disabled parking bays are available next to the main entrance

The school will always seek to make reasonable adjustments to any aspect of its physical environment to accommodate all students under the **Disability and Discrimination Act**

COMPLAINTS

Rush Green Primary School believes that if there is an issue relating to the quality of provision the school is making for a child with SEND, the parent should contact the school in the first instance and make an appointment to meet with the SENCo. If the issue cannot be resolved the complaint will be escalated to the Head teacher.

To assist parents if they should wish to complain about an aspect of their child's provision they should go to the “**Information, Advice and Support**” section of the Borough's **Local Offer**: www.lbbd.gov.uk/localoffer; or ehc.lbbd.gov.uk

Date of policy review: September 2026