

SEND (Special Educational Needs and Disabilities) Policy

The Local Offer for Hampshire services for children and young people 0-25 with SEND can be found at: <http://www.hantslocaloffer.info/en/MainPage>

As part of our local offer the SEND Information Report can be found on the school website: <https://www.rucstall.hants.sch.uk/special-educational-needs-and-disabilities-send/>

Rucstall Primary School is an inclusive, mainstream primary setting where all children are welcome.

We recognise the importance of developing, strengthening and supporting individual needs in order for all children to achieve their best.

At Rucstall Primary School, we have a caring, child centred ethos with high expectations and offer a broad and balanced curriculum, which is scaffolded to meet individual needs.

Our High Quality Inclusive Teaching allows equal opportunities for all whatever their age, gender, ethnicity, attainment, special educational need or background.

We believe in a partnership with Parents/Carers and other professionals to work collaboratively for the best outcome for a child with SEND.

SEND Code of Practice (2015) xiv p15 states:

A child or young person has a learning difficulty or difficulty 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/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or main steam post 16 institutions (xiv p 15 Code of Practice 2015)

How we identify children with SEND

At Rucstall Primary School, teachers carefully monitor and track all children through observations and assessments in reading, writing, maths and other subjects. These are explained in our staff Inclusion Handbook.

The Class Teacher and School Leadership Team (SLT) carefully analyse data and decide which children are not making the expected progress or ARE (Age Related Expectations). In some cases, these children may be targeted for small group interventions.

Where the need is great, the SENCo will assess the children against Hampshire criteria for SEN and they may be placed on the school's register of Special Educational Needs.

The SEND Code of Practice (2015)

This outlines four areas of special educational need:

1. Communication and interaction.
2. Cognition and learning.
3. Social, emotional and mental health.

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4. Physical and/or Sensory

Parents/carers will be advised if their child is placed on the SEND register and on how they can support their child at home, if appropriate.

It is the responsibility of class teachers to be accountable for the progress and development of all pupils in their class.

High Quality Inclusive Teaching, scaffolded learning for individuals or small groups is the first step in responding to pupils with SEND. Teachers will follow the Graduated approach to SEND: assess-plan-do-review through observations, assessment and focus on learning outcomes through additional support to address needs.

Children on the SEND register have a Pupil Passport that outlines their needs, provision and support. The children may receive intervention or support to address any barriers to learning, over and above quality-first teaching.

Children in receipt of an EHCP have an additional section of this, which is more regularly reviewed by the class teacher and shared with the SENCo and parents/carers.

Where additional specialised support is required, the SENCo will refer and liaise with outside agencies such as EP service (Educational Psychologist), Speech & Language therapists etc. for advice and support.

Parents/Carers will be involved with this process in supporting their child.

Where necessary, behaviour targets are set out on an Individual Behaviour Management Plan (IBMP) reviewed by the SENCo and class teacher.

Education Health Care Plan

In a few cases of children with complex SEND, an EHCP (Education Health Care Plan) application from school or parents/ carers may be considered.

This is an application for a statutory assessment of needs. The SENCo will provide evidence from to Hampshire SEN in order to support the submission.

Parent/carers input is vital. The Local Authority (LA) uses a set of SEND criteria to decide whether there is sufficient evidence for an EHCP assessment to be conducted.

If the assessment result is accepted a draft EHCP may be issued. Only when the final EHCP is issued does the plan become finalised and support named.

HCC provide additional guidance in this area.

Assessing and Reviewing Progress

Standard assessments and progress measures are used to make judgements about a child's educational needs and progress.

At Rucstall Primary School, we use screening tools such as:

- NFER assessment materials
- Salford Sentence Reading Test
- Sandwell Early Numeracy Test
- Vernon Graded Word Spelling Test
- Boxall Profile
- Verbal and Non Verbal Reasoning
- Language Links

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These are used to baseline children and allowing for progress is measured before and after an intervention.

Interventions

Some children may receive interventions related to their SEND. Trackers are kept of progress. The SENCo will check entry/exit data to provide evidence and impact of intervention in order to plan next steps. If a child has made significant progress, the teacher and SENCo will reassess the evidence to check whether the child still meets the criteria for the SEN register. Parents/carers will be informed that their child is coming off the SEND register. The child is monitored to check progress is maintained.

EYFS (Early Years Foundation Stage)

Children are assessed against the Early Learning Goals.

If there is a Speech Concern, the SENCo along with the EYFS teacher, may choose to employ a Speech and Language screen. Advice is sought from the Hampshire Speech and Language Team if the screen shows an area of weakness. Parents/carers will be fully informed.

All children are assessed with Language Link to highlight any language difficulties. This programme is highly recommended by the Hampshire Speech and Language Team. We can also employ the NELI Nuffield Early Language Intervention screen.

In the Summer Term, the DEST (Dyslexia Early Screening Test) is used to identify those “at risk” of developing reading difficulties.

Those children most at risk will have planned support.

Monitoring and Evaluating SEND

We ensure that the impact of class teaching as well as specific interventions is monitored and evaluated regularly, through book scrutiny, pupil conferencing and observations.

Provision is adapted according to the needs of the child through the Graduated Cycle assess-plan-do-review model.

The SENCo regularly monitors the effectiveness of interventions through observations, data collection and interactions with Teaching Assistants (TAs) and children. Pupil Progress meetings are held termly.

The Leadership Team meet regularly to discuss progress levels and outcomes reported to the Governing Body through termly reports.

Training and Resources

All staff has training in line with the priorities identified in the School Development Plan. Handbooks for Inclusion, Practical Advice for Class Teachers “SEND Pathway” and Identifying, intervening and improving provision for children with SEND are available to all staff for reference.

Teachers and TAs access training for their professional development.

We have a range of practical resources and concrete apparatus to support all children in all classes. Children with SEND may have specific resources allocated to them.

We have a team of TAs who work in the classroom alongside the class teacher, or may work with individuals or small targeted groups.

Children with emotional needs are supported by all staff but may be offered additional support from our ELSA (Emotional Literacy Support Assistant).

Outside Agencies

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Depending on a child's need, the school may access expertise from a number of outside agencies and support services such as:

- Hampshire Educational Psychology Services
- Solent Therapy Service
- Primary Behaviour Support
- Maple Ridge Outreach
- Specialist Hearing, Visual or Physical advisors
- Mental Health Support Services
- EMTAS (Ethnic Minority Achievement Service) for children with English as an additional language

The school also consults with Health Professionals raised through the School Nurse leading to a PATCH referral (School Health Team of Paediatricians at Basingstoke and North Hants Hospital).

Parents/Carers will be informed and invited to meet with any external agencies.

Transition to other settings

The SENCo is involved in transition arrangements for pupils with SEND to local secondary schools or other settings.

Accessibility

(Read with Single Equality Statement, Accessibility Policy and Medical Conditions Policy found on school website).

Rucstall Primary School is an inclusive school with experience in supporting children with a variety of needs. We cannot however provide support for those in a wheelchair, or requiring significant physical support or the use of hoists, due to our building structure and design.

We encourage all children to be involved in all areas of the curriculum including extra-curricular activities. A risk assessment is carried out prior to any offsite activity.

Roles and Responsibilities

Provision for pupils with SEND is the responsibility of all staff at Rucstall Primary School.

All teachers and TAs are responsible for implementing the School's SEND policy and are aware of procedures for identifying, assessing and making provision for pupils with SEND.

Class teachers are responsible for High Quality Inclusive Teaching in the classroom, differentiated/scaffolded for individuals or small groups and for giving sufficient time in the timetable for specific interventions.

The SENCo is the lead professional for SEND at Rucstall and is responsible for the day-to-day operation of the SEND policy.

She is responsible for:

- ✓ Offering advice and support to parents/carers and providing a link to outside agencies and other schools
- ✓ Keeping contact with parents/carers of pupils with SEND on regular basis
- ✓ To ensure daily implementation of the SEND policy and the specific provisions made to support pupils with SEN including those with Education Health Care Plans



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- ✓ Ensuring that teachers of children with EHCPs are fully informed of the child's needs as per plan
- ✓ Ensuring the school keeps the records of all pupils with SEND up to date
- ✓ Providing related professional guidance to colleagues
- ✓ Monitoring some members of the TA team
- ✓ Organising multi-agency meetings
- ✓ Advice on coordination and adaptation of specific support programmes and resource provision
- ✓ Ensuring the tracking of progress of children identified with SEND is maintained through the school's assessment system
- ✓ Monitoring, reviewing and evaluating the impact on Interventions

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Review Date:	November 2026
Signed:	