

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

# **Special Educational Needs and Disabilities Policy**

Rudyard Kipling Primary School

June 2017

## Rudyard Kipling Primary School

# Special Educational Needs and Disabilities (SEND) Policy

Mission Statement at Rudyard Kipling

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

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

### Aims

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

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

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

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

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

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

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

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

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

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

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

- Disability (The Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After or Adopted Child
- Being a child of a service woman/man

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

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

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

During Pupil Progress Meetings, if a child is identified as making slow progress or their attainment is not at age related expectation, this child is discussed in detail. The SENCO then leads a planning meeting with the specialist teachers to ensure the correct provision is planned for each child with SEN. Many of our interventions come under the Every Child a Reader (ECAR) and Every Child Counts (ECC) umbrellas and all interventions commence with a very detailed assessment such as the Observational Survey or the YARC.

These interventions will not compensate for lack of quality teaching, but enhance the high quality teaching that takes place in class.

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

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

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

#### **Plan**

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

#### **Do**

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

#### **Review**

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

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

All children are recorded on SIMS under the following categories:

No SEN

SEN Support

EHCP

Disability.

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

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

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

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

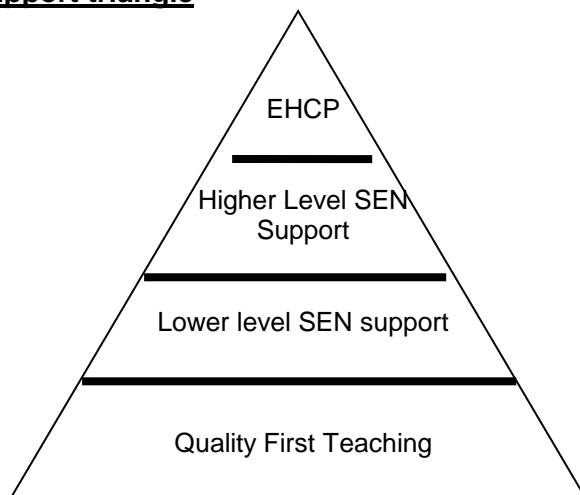
are used for.

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

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

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

### **The support triangle**



### **Supporting Pupils and Families**

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

Please refer to Appendix 1, The SEN report

### **Transition Links**

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

There are sound systems in place to support children's transition to secondary schools after the completion of Year 6. Information and records are shared with link secondary schools about pupils' special needs. We welcome opportunities to allow pupils to visit their future school and encourage visits from their staff to meet them at the school. Where possible, the SENCO will accompany a

child with SEND and their family on visits to Special and Mainstream Schools to offer support and share knowledge and information about the child. Rudyard Kipling has a strong transition programme set up with Longhill Secondary School as it is where the majority of our pupils transfer to. Children with SEND may be given an individual transition programme to support their need and we may seek external agency support with this. The SENCOs meet to share important information to enable good planning of future provision to take place.

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

### **Links with other Agencies**

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

### **Medical Conditions**

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

Children with medical conditions have a Health Care Plan which is written in partnership with parents and health professionals, see Appendix 2.

### **Resourcing Special Educational Needs**

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

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

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

### **Admissions**

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

### **Roles and Responsibilities**

We have a named SEN and Safeguarding Governor, who is Sue Margolis.

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

The Safeguarding Designated Person is Helen Nazarko (SENCO) and the Deputy Designated Persons are the Child Welfare Officers, Cheryl Pierce and Pip Sayers.

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

### **Storing Information**

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

### **Complaints Procedure**

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

### **Safeguarding**

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

### **In Conclusion**

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

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

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

esteem and enjoy their learning throughout their time at this school.

**Written by Helen Nazarko in partnership with staff, parents and Governors**

**Summer 2017**

**To be reviewed Summer 2019**





## Appendix 1

### SEN information Report

#### 1. How do we know?

At Rudyard Kipling, we are continuously monitoring and assessing children's learning and development through:

- Teacher assessments that take place each half term. These assessments give information about academic, social and developmental needs.
- Pupil progress meetings then follow, where individual children and their needs are discussed, based on teacher assessment data.
- Based on the information provided by class teachers, some children are identified as needing additional support. This support may be in the form of additional support or an intervention.
- In addition teachers can raise a concern about a child at any stage in between.
- At key points throughout your child's school life, they will take part in statutory assessments (SATs) as well as specific screening programmes where appropriate. These can also be used to help identify an additional need.
- Transition information is also shared between schools and other professionals, e.g. Pre School Special Needs Service (PRESENS), Speech and Language Service (SALT) for children moving into school or between schools.

Support is put in place to ensure **all** children progress in their learning and development. If a teacher has a concern about a child, they will discuss this with parents initially and also with our school's special needs coordinator (SENCO). Following these discussions the SENCO may get in contact with you directly.

#### What should you do?

- If you are worried that your child may have a special educational need, you should contact the class teacher in the first instance or the SENCO directly, by ringing the school.

#### 2.

At Rudyard Kipling, the SENCO coordinates provision for all children with identified special needs across our school. The SENCO works in close consultation with class teachers to devise and monitor support for children and coordinates the Inclusion Team. Within the Inclusion Team we have a Learning Mentor, who will support children's social and emotional development. We also have special needs support assistants, who work with identified children, either individually or as part of a group, work is based on the targets set for them.

In addition:

- Your child's class teacher will provide daily high quality teaching, targeted at each individual child's needs within the classroom.
- Where necessary, special individual programmes will be developed by our SENCO. This will take account of your views and incorporate advice from any specialist services as required.

- You will be kept fully informed throughout so you will know and understand what the programme contains, how it will be delivered and evaluated, by whom and how often within a school week.
- Support staff run programmes, devised by school, or provided by other agencies, such as Speech and Language.
- Teachers and the SENCO liaise with parents regularly.
- We have a governor supporting SEN who regularly visits the school and is in close contact with the SENCO.
- The SENCO also has to report to governors termly.

Some children have an individual plan called an IEP, usually if they require 1:1 support. This will highlight specific targets a child is being supported to achieve.

3.

The content of every lesson is differentiated to take account of the children's differing abilities and needs. This may take the form of:

- Providing additional adult support.
- Providing learning tasks that present different levels of challenge or provide particular and/or specialist equipment for the children to use.
- When a child needs a specific learning programme, it is designed to support the child's particular needs and will have small learning steps that will ensure that progress is being made at the appropriate pace and level of challenge.
- We offer a high level of communication if your child needs help, you can make an appointment to meet with your class teacher or SENCO, in addition to parent's evening.
- Some children will have home school books or some parents will have an update at the end of the day to make sure we are working together to meet the needs of your child.
- Many visual resources in classrooms are in place to support different learning styles.
- If there is an issue with your child's progress you will be informed immediately and a plan will be put in place to support your child.
- Where appropriate, the school will refer to outside agencies for additional support, advice and programmes and they will meet with parents to offer advice and support.
- Your child's progress is measured by staff leading interventions through assessments that are attached to that intervention and teachers carry out other assessments to provide additional information.
- Good use is also made of ICT to support learning including recording devices and laptops.

4.

How will I know how my child is doing?

- We will liaise with you at least once every term. This may be in the form of a meeting or sending home your child's latest learning programme.
- You do not have to wait for Rudyard Kipling to contact you. You are able to contact the SENCO at any time if you have a worry or a concern.
- As part of your child's education programme, they may have a 'home/school' book. This enables you and us to communicate on a daily basis if necessary.

- When necessary we will seek out specialist training to support specific identified needs such as Autism, Downs Syndrome.
- We also run sessions for all teachers and other support staff on how to make work more accessible for those with complex needs.

What you can do at home, to support your child's learning:

- We encourage you to work with us and support any extra interventions that your child may undertake. Some interventions require extra reading at home whilst others may have maths games etc.
- As part of our Every Child A Reader (ECaR) and Every Child Counts (ECC) interventions, you will be invited in to watch a lesson and discuss ways in which you can support your child at home.

5.

At Rudyard Kipling, we have full-time Learning Mentors and Child Welfare Officers. They can provide you with a range of well-being and health information. In close liaison with the SENCO, they can also refer issues to other, more appropriate and expert services as required.

We believe that the development and support of the whole child, including their social and emotional development, is vital to successful learning and progress. We ensure that this will be built in to all learning programmes and the approaches used in delivering them. Children's views will be taken account of in an age-appropriate way as part of their programmes development and review.

Our Learning Mentor offers:

- Nurture and friendship groups, offered following teacher assessments.
- Some support on a 1:1 basis, for children with high level social, emotional or behavioural needs.
- Some children have a person to meet and greet them every morning and settle them into school.

Our Child Welfare Officers:

- Work closely with our SENCO.
- Work closely with external agencies such as Social Services, Health Visitors and School Nurses where appropriate to plan support for children and families.
- Monitor attendance and are available to support children and families in developing good habits around attendance and punctuality at school.

A clear structured behaviour policy is adhered to by the whole school, offering:

- A safe caring environment where all children thrive.
- Clear safeguarding procedures and policies.
- All staff regularly updated training for safeguarding.
- A number of social intervention groups including specific social language programmes, friendship support groups and anger management sessions.
- Support at unstructured times such as play and lunchtime. There are a number of children who need supervision at lunchtime this may be to help them to eat or to help them to socialise.
- Personal care support including personal care plans, toileting, catheterising and/or dressing. This is undertaken with the child's modesty and privacy as our utmost priority. A detailed Care Plan is compiled by the adults supporting your child in

consultation with parents/carers and appropriate specialists. These are discussed with all staff involved with the pupil.

- We encourage the children to be as independent as possible within their limits.
- We have a school counsellor to support those children with more specific emotional needs.
- We also have Individual Behaviour Plans, which are individual support plans for those children who need additional behaviour support.
- We follow physiotherapy programmes, speech and languages programmes and receive advice and support from Occupational Therapy.
- All staff receive regular 'Epipen' training delivered by the school Nurse.

There are also a number of staff trained in first aid and we have a clear medicine policy. There is a set pupil services area where medicine and first aid treatment is administered using the correct procedures.

6.

The SENCO oversees special needs provision at the school. They manage and deploy a team of special needs support assistants. Through experience, specific training and multi-agency working, they have developed extensive expertise in supporting children with a wide range of educational needs. These include:

- Downs Syndrome.
- Autistic spectrum disorder.
- Speech and language difficulties.
- Physical needs.
- Visual/Hearing impairment.
- Emotional and/or behavioural difficulty.

In addition to our in-house expertise, we access support and advice from other specialist agencies when needed.

The following specialist services and expertise are available to access at our school:

- Highly trained and competent team of support staff
- An Inclusion Leader/SENCO
- ECaR and ECC teachers
- Highly trained team of class teachers committed to inclusion
- Child Welfare Officers
- School Nurse
- School Counsellor
- Learning Mentor
- Close links with Special Schools
- Educational Psychologist
- Literacy Support Teacher
- Speech and Language Therapist
- Speech and Language Teacher
- Autistic support service
- Mental Health worker (CAHMS)
- Family support worker (Family Link)
- Education Welfare Officer
- Behaviour and Inclusion Team
- Social Workers

- Physiotherapists
- Occupational therapists
- Outreach Teacher for the deaf
- Outreach Teacher for visual impairment
- Specialist Health Visitor
- Paediatricians
- Hillside special school outreach
- Child Protection Officer
- Traveller Support
- Ethnic Minority Achievement Service (EMAS)
- Seaside View Child Development Centre (CDC)
- Pre School Special Educational Needs Service (PRESENS)
- AMAZE

7.

Our staff have a high level of training matched to the individual needs of the children. There is a set induction programme for all support staff, which includes shadowing colleagues to make sure that every member of staff has the correct training in Special Educational Needs and Disability (SEND). We have support from all of the services above who will often model sessions with the children for us to learn the best strategies to use for each individual need.

8.

We will always include every pupil in every activity that school provides. Reasonable adjustments will be made so that children with special educational needs can join in as much as possible. This can be through:

- Extra adult support
- Adapting the activity
- Providing alternative or specialised, bespoke equipment.

The accessibility of all school trip destinations is checked in advance and we will ensure that appropriate transport will be found to ensure that a child can attend an educational visit.

We make every reasonable adjustment necessary for all of our trips to be inclusive. However, there are certain places, which are not as accessible and/or appropriate for individual needs. We work closely with parents to plan and guide us in order to make the trips as satisfying as possible for all of our children. We use accessible transport for wheelchair users. There are often children with one to one teaching assistants on our trips to support them as much as possible. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of one to one support is required a parent or carer may be asked accompany their child during the activity.

9.

The school adheres to the statutory guidance and recommendations of the Equalities Act 2010 and every year the governors audit the school environment to make sure the school is following this. The majority of the school building and grounds are accessible to wheelchair users. In cases where the school may be inaccessible due to unavoidable reasons, e.g. stairs in Key Stage 2, then reasonable adjustments would be made such as changing the location of a year group classroom. We have two lifts in the school building.

We have disabled toilet facilities and offer changing facilities. Training is offered where appropriate e.g. manual handling.

With outside agency support, adaptations to the school can be made for individual needs as necessary, e.g. adjustments to the class for hearing impairment, large print for children with visual impairments. We aim to ensure all our classrooms provide a high level of visual support for **all** pupils to access.

10.

Rudyard Kipling staff will meet with you and your child prior to them starting here, whether your child is beginning Reception or joining our school later, in a different year group. We will gather as much information as possible that we can use to help us prepare for your child starting our school. There are a number of additional ways we can also help your child's entry. These include:

- Home visits.
- Welcome booklets which contain photographs of the relevant staff and your child's new school environment
- Liaison with your child's prior school or early years setting.
- Relevant staff visits to early years settings.
- Liaison with Preschool SEN Service or the SENCO at a previous school.

When a child moves school there is a high level of communication between both schools making sure the new school is fully aware of the needs of your child and the support that we successfully used with your child. We have close links with our local secondary school. Both our SENCO and the secondary school SENCO liaise closely in the build up to the transition. A Learning Mentor from the secondary school works in our school one session a week from the January to the July preceding your child's transfer. This is to enable them to work with our year 6 students and prepare them for the secondary transfer. This Learning Mentor then works at the secondary school from the September to the January after the transfer bringing with them a good relationship and understanding of our children's needs. We also have close links with other secondary schools and can offer extra visits for those children most vulnerable.

11.

As part of our general school budget, we receive funding to support children with special educational needs.

In a case where a child has very significant and/or complex needs we will make a case to the local authority in requesting additional funding through the high needs funding block, available to all schools when this threshold of needs is reached. Such funding will then be used exclusively to provide the help and support your child needs.

The school receives a Special Educational Needs and Disability (SEND) budget from the local authority. We review this annually and the school frequently spends additional money on top of this to support our children. Needs are mapped out using meetings and provision maps and the funding is matched appropriately.

Pupil premium funding is used to support eligible pupils to ensure they make good progress. This is carefully monitored across the year and the school has a duty to publish the outcomes of this funding every year.

12.

The SENCO in consultation with the Headteacher and Governing Body with responsibility for inclusion will meet to allocate support within our means to children who need it. The SENCO will then meet with you to discuss our proposals and enlist your views and ideas. We will provide you with a breakdown of the support we are offering your child.

As all children's needs are different we have to be flexible in the way in which we assess and met their needs. There is no one set way because the children we support are all different. We have regular meetings with senior teachers, class teachers and parents to review the needs of each child. We set SMART targets for each child, targets that are specific, measurable, achievable, realistic and time measured. We are flexible and will change the support needed for your child according to his or her changing needs. It is very much a three way process between parent, school and outside agencies and we all work together to make sure your child is being supported in the best way possible. It is important you tell us if you think things are changing so we can bear this in mind. Support is reviewed regularly in order to making your child is making progress and future plans to be made.

13.

Rudyard Kipling seeks to work in a close and mutually supportive partnership with parents. There are several ways you can become more involved: as a parent volunteer helper in the classroom, by joining the parents' association 'The PTFA', or by becoming elected as a parent Governor if a vacancy arises. More information about all of these can be found on the school's website. In addition, your views will be sought when we review our special needs policy and provision.

Each term parents are invited to a 'topic chat' where you can find out more about the learning that is taking place and any key foci for the upcoming term. We have 'Special Mention' assemblies every Wednesday where you will be invited to share in the success and celebrations of your child's achievements. The school also holds a variety of workshops' each term to support you in finding out more about how we teach key skills such as phonics and maths.

14.

- For further information you can contact either the school office or the school's SENCO, by ringing the school on 01273 303328 or visit the school's website at [www.kiplink.co.uk](http://www.kiplink.co.uk).
- AMAZE, is a charity that works with parents of children with special needs and disabilities in Brighton & Hove, providing information, advice and support to empower parents to help their children live full and socially inclusive lives. They can be contacted by calling 01273 772289



# Rudyard Kipling Primary School & Nursery

## Individual Healthcare Plan

Child's name

Group/class/form

Date of birth

Child's address

Medical diagnosis or condition

Date

Review date


### Family Contact Information

Name

Phone no. (work)

(home)

(mobile)

Name

Relationship to child

Phone no. (work)

(home)

(mobile)


### Clinic/Hospital Contact

Name

Phone no.


### G.P.

Name

Phone no.


Who is responsible for providing support in school

--



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

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

Daily care requirements

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

Arrangements for school visits/trips etc

Other information

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

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

Plan developed with

Staff training needed/undertaken – who, what, when

Form copied to

