

Special Educational Needs and Disability Policy

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Approved: Nicola Forster/Chris Richards	Review Date: 30.06.21
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1. Introduction:

This policy should be read in conjunction with the policies on Behaviour, Anti-bullying, Accessibility, Pupil Premium, Safeguarding, Supporting Looked after Children and Admission. This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 July 2014. It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents/carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice July 2014
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Ofsted renewed Inspection Framework, 2019
- Teachers Standards 2011 (updated June 13)
- National Inclusion Statement
- Relevant National Curriculum frameworks/ document 2014
- School development plan - September 2020

2. Inclusion statement and Aims:

At North, we pride ourselves on being an inclusive school where each individual can thrive and achieve within a framework of high expectations, mutual respect and friendship. Our admissions policy and accessibility policy are non-discriminatory. This policy has been shared with all stakeholders in the school through consultation and through publication on the school website.

3. At North Primary School we:

- *Achieve maximum inclusion for all children (including vulnerable learners) whilst meeting their individual needs.
- *Believe that every teacher is a teacher of all children, particularly those who are vulnerable and/or with additional needs.
- * Believe in raising the expectations and aspirations of all children with SEND
- * Ensure that all learners make the best possible progress.
- * Ensure that parents are informed of their child's educational needs and that there is effective communication between parents and school.
- *Ensure that learners express their views and are fully involved in decisions which affect their education.
- * Provide differentiated teaching and learning opportunities for all children to ensure the best outcomes for all.
- * Provide learning resources that are designed to be appropriate to children's interests, abilities and needs, ensuring that all children have full access to the school curriculum.
- *Believe that a Special Educational Need might be an explanation for delayed or slower progress, but is not an excuse, and we continually strive to narrow the gap in attainment between vulnerable groups of learners and their peers.
- *Are committed to early identification of any special needs and adopt a graduated response to meeting needs in line with the new Code of Practice.
- *Ensure quality first teaching opportunities are put in place to help underachieving children catch up.
- *Ensure that children with Special Educational Needs have the best opportunity to learn, attain and achieve

along with their peers.

*Monitor and provide accurate assessment of need, and carefully planned programmes that are essential ingredients of success for all children.

4. Aim and Objectives of this policy:

The aims of the SEN / Inclusion policy and practice and North Primary School are:

- To ensure each child has access to the school curriculum.
- To secure high levels of achievement for all children in our care.
- To meet individual needs through a wide range of tailored provision.
- To carefully plan provision and meaningful learning opportunities for all vulnerable learners.
- To ensure that staffing deployment, resource allocation and choice of intervention leads to good learning outcomes.
- To ensure high levels of staff expertise to meet children's needs, through well targeted continuing professional development.
- To work in cooperation with the Local Authority and other external agencies in order to provide the best possible support.
- To promote children's self-esteem and emotional well-being.
- To maintain open communication with parents and carers of children with Special Educational Needs.

5. The Identification of SEN:

All our children's needs are identified and met as early as possible through:

- the graduated approach of observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- listening to and following up parental concerns
- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- liaison with schools and other settings on phase and in year transfer
- exchanging information from other services across education, health, care and the voluntary sector

5.1 What are Special Educational needs?

The Special Educational Code of Practice (2014) states that:

“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:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or b) 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. “

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

5.2 These needs can be categorised into four areas:

1. Cognition and Learning
2. Social and Emotional Development
3. Physical Needs
4. Speech and Language and Communication.

The school recognises that not all children who are underachieving have a Special Education Need. There may be other reasons for the child being a vulnerable learner. These may include factors such as:

- Attendance and punctuality
- Health and welfare
- Having English as an additional language (EAL)
- Being a looked after child (LAC)

5.3 How do we identify SEN learners?

At North Primary we do our best to ensure that all the necessary provision is made for any child who has special educational needs. We work collaboratively with the child and his or her parents/carers, teachers and when required, outside agencies, to ensure that the children's learning needs are identified and met as early as possible. All assessments and identification of any special needs are made with consideration for the whole child, not just the special educational needs the child may have, through the following processes:

- Getting to know each child's strengths and areas for development.
- The analysis of termly data including discussion at pupil progress meetings.
- Working together with parents/carers to address any concerns or worries.
- Tracking individual children's achievements and attainment over time through observations and assessments.
- Monitoring of pupil progress as detailed in our assessment policy.

Using the shared document, '5 step plan for SEND concerns', we are able to identify if a child is thought to have Special Educational Needs or is significantly under achieving. We then carry out a more in depth individual assessment called 'Raise of Concerns' (ROC). This will be undertaken by the SENCO with additional information provided by teaching staff, other senior leaders and parents/carers.

6. How do we support our vulnerable learners, including those identified as having SEN?

Where children are underachieving and/or are identified as having Special Educational Needs, the school supports the learning of these children in a variety of ways so that they may access the curriculum to the best of their ability:

- Quality first teaching – teachers offer differentiated work and learning resources to meet individual needs and abilities, taking into account individual learning styles (Wave 1). This is available to all pupils.
- The school provides high quality small group and individual targeted interventions to bridge the gap in learning and knowledge (Wave 2). These will be small groups that may be held out of class by trained adults delivering high impact interventions.
- Some children will be in receipt of more specialised, targeted support e.g. speech and language therapists or occupational therapists etc. (Wave 3).
- All interventions are monitored to ensure they are effective, and tailored to individual needs and learning strengths to ensure that learners are engaged and make progress.
- Teacher/SENDCo pupil progress meetings are held termly to provide opportunities for discussion and adaption of provision.
- SLT meeting termly to discuss progress and support for SEN children

- Visual timetables, ICT and additional learning resources are a feature of all classes, especially for vulnerable learners.
- Support for alternative forms of communication, ie. Makaton, PECS is provided to ensure all pupils have a 'voice'
- Individual workstations, Intensive Interaction sessions
- "Child-friendly" targets and Learning Plans are used and accessed by parent/carers, teachers and children.
- Involving an external agency, and the Educational Psychology Service (EPS), where it is considered that a special educational need may be significant and long term and/or may require more in-depth and frequently reviewed cycles of assess, plan, do and review.
- Pupil's progress is reviewed and discussed regularly within Raising Attainment (RA) meetings.

General provision for all children using core school funding:

- All children will have access to well-differentiated, quality first teaching enhanced, where appropriate, through low level, short term interventions.
- Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Children who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be children with SEN.
- Where required, pupils with language difficulties will be referred to a Speech and Language Therapist, bought in by the school.

7. SEN Support provision and monitoring arrangements:

Children will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offered for all children in the school i.e. they have a Special Educational Need as defined by the SEN code of Practice 2014.

- All vulnerable learners' progress, including those with SEN will be identified and tracked using the whole- school tracking procedures and the small steps assessment grid. When working well below expectations (previously named P1 and P2 scales), children will be assessed using the Engagement Model (DfE July, 2020)
- If the school has concerns about a child they will discuss this with the parent/carer and the class teacher/SEND team will record this on Arbor SEN.
- On occasion, where a child has a severe, significant and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan. (EHCP)
- Data on progress is stored and analysed through various computer database systems.
- If the child does have Special Educational Needs or we suspect this may be the case, then the class teacher with the SEND team will meet with the parent/carer to discuss this and plan next steps, identify outcomes and provision.

- A Learning Plan and Provision map of support will be completed with the agreement and consideration of the views of the child and parent/carer.
- The child will then be placed on the SEND profile register and provisions will be detailed in the schools' Provision Map.
- Pupils with EHCPs will have a statutory annual review, whereby all specialists involved in the pupils' education will be invited to join.
- Parents of pupils on SEN support will have the opportunity to request for the SENCO to be present at their child's parents' evening meeting at least once a year.
- The school elicits parents', staff and children's views through meetings, surveys, pupil voice, parent forums, governing body meetings and school council meetings. These are shared with all stakeholders at the school to ensure there is an active process of continued review and improvement of provision for all.

8. What are Learning Plans (LPs) and Pupil Passports?

Learning Plans are our planning, teaching and reviewing documents for all children with additional needs. They focus on individual areas of development for children with special educational needs. LPs are a working document and are constantly reviewed, refined and amended. The purpose of an LP is to record that which is additional or different from the differentiated curriculum plan, which is in place as part of provision for all children. LPs will be accessible to all those involved in their implementation and children will also contribute to it. At North Primary, we also create "child-friendly" LPs in collaboration with children so they can take ownership of their learning and targets. The process by which we conduct our support is the assess, plan, do, review cycle, known as the graduated approach.

LPs include information about:

- The short term SMART targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date

These are stored in the classroom SEN folder and on the school system. They are updated regularly by teachers and learning assistants. This is reviewed and discussed with the SENDCo termly and an overview + Pupil Passport are completed alongside the child's views.

Pupils tell us about their likes, dislikes, aspirations and motivations, which all feed into the next learning plan. Parents are invited to make contributions to these.

9. School request for statutory assessment or Educational Health Care Plans (EHCPs)

A request will be made to the local education authority (Ealing) if a child continues to demonstrate significant cause for concern. The LEA will be given all the information about the child's progress over time from the

school and any outside advice agencies that have been consulted. The parents/carers of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

10. Education Health and Care Plan:

Children with an Educational Health and Care Plan (EH+CPlan) will have access to all arrangements for children on the SEND profile and, in addition to this, will have an Annual Review of their EH+CPlan. The school will comply with all local arrangements and procedures when applying for:

- High Needs medical funding / SEND contingency funding
- An Education Health Care Plan.

11. Transition reviews for statements to Education Health Care Plans

Our review procedures fully comply with those recommended in section 6.15 of the Special Educational Needs Code of Practice (2014) and with Ealing's guidance.

- We will always endeavour to involve the child in the review and will do this by discussion prior to the meeting.
- At the review meeting in year 5, discussions will take place about what kind of provision will be needed at secondary school and what are parental and child choices for their secondary school.
- In year 6, the SEND team will make links with the prospective secondary school and work to enable plans for a smooth transition to take place.
- Transition arrangements for those with no EHCP plan but who have been identified as SEND will be similar and the SEND team will meet with the prospective school's SENDCo along with the child and family to make arrangements for transition. This may include extra visits to the school and opportunities for the child to participate in secondary school transfer projects.

12. The use of external agencies:

North Primary has links with a wide range of support agencies in Ealing. These services may be requested with the agreement of the parent/carer if a child continues to:

- Make little or no progress despite considerable input and adaptations to curriculum by the school.
- Has an emotional or behavioural difficulty that interferes with the child's own learning or well-being.
- Has sensory or physical needs that require additional specialist equipment or regular advice from a specialist. Has ongoing communication or interaction difficulties.
- Has continued health difficulties.

These services may include:

- The Educational Psychology team
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- CAMHS (Child and Adult Mental Health Services)
- Educational Welfare Team
- Family Support Services
- Social Services
- Voluntary support agencies such as The Safer Families project and Volunteer reading scheme
- Autism Advisory team.

13. Inclusion of children who are looked after in local authority care (LAC)

North Primary School recognises that:

Children who are looked after in local authority care have the same rights as all children, but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and be subject to placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

The Designated Senior Lead will work closely with the SENDCo and North Primary School's Pupil and Family Support Officer to ensure that the correct support and guidance is provided.

14. The designated teacher for Children in Care is: Nicola Forster

The responsibilities of our designated teacher include:

- Monitoring the progress of children who are "looked after" to ensure that they have the best life chances possible and access to the full range of opportunities in school.
- Ensuring that children who are "looked after" have access to the appropriate network of support – checking the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months.
- Ensuring that information concerning the education of children who are "looked after" is transferred between agencies and individuals, preparing a report on the child's educational progress to contribute towards the statutory review.
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers.
- Liaising with the child's social worker to ensure that there is effective communication at

all times.

- Celebrating the child's successes and acknowledging the progress they are making.

All staff in school have a responsibility for maximising achievement and opportunity for vulnerable learners – specifically, all teachers and teachers of children with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all children at all times.

ROLES AND RESPONSIBILITIES of the SENDCo:

Alongside the Assessment Lead, monitor and evaluate the progress of all children, including those with SEND through the whole school pupil progress tracking system. Through analysis and assessment of progress tracked through the school's provision mapping document.

- Make strategic decisions in order to maximise all children's opportunity to learn.
- Delegate day to day implementation of this policy to the SEND team and designated LAC teacher.

The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- Analysis of the whole-school pupil progress tracking system
- Pupil progress meetings
- SLT Meetings
- Discussions with children and parents/carers

SEN team responsibilities:

At North Primary, SEN responsibilities are allocated to a team comprising of:

- Lead SENDCo teacher: Kelli Jurgs
- Pupil and Family Support Officer: Shahla Maqbool
- All teaching and learning staff

In line with the recommendations in the SEN Code of Practice 2014, the SEND team will oversee the day to day operation of this policy in the following ways:

- Identifying children with Special Educational Needs and those with statements of Special Educational Needs or Education Health and Care Plans

- Coordinating provision for children with Special Educational Needs
- Liaising with and advising staff
- Managing other classroom staff involved in supporting vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Liaising with parents of children with SEND, in conjunction with class teachers
- Contributing to the in-service training of staff
- Implementing a programme of Annual review for all children with a statement of special educational needs
- Complying with requests from an Educational Health and Care Plan and statutory duties to participate in a review.
- Carrying out referral procedures to the Local Authority to request High Needs funding and / or Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention, that a child may have a special educational need which will require significant support, above and beyond what is ordinarily available.
- Overseeing the smooth running of transition arrangements from class to class within the school (EYFS to KS1, KS1 to KS2) and secondary schools (KS3) for pupils on the SEN profile.
- Along with the Headteacher, ensure that satisfactory access arrangements are made for children undertaking tests.
- Monitoring the school's system for ensuring that Individual Education Plans have a high profile within the classroom and with the children.
- Regularly evaluating the impact and effectiveness of all additional interventions for all vulnerable learners.
- Meeting termly with each teacher and parent/carer to review and revise learning objectives for all SEND learners in their class.
- Liaising with parents/carers of children on the SEND profile, keeping them informed of progress and listening to their views of progress.
- Meeting with the school governor responsible for SEND on a regular basis.
- Attending SENDCo network meetings and training as appropriate.
- Liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs.
- Liaising closely with a range of outside agencies to support vulnerable/Learners with SEND
- Reporting regularly to the Headteacher and governing bodies.

Class Teacher responsibilities:

Following on from Raising Attainment meetings and meetings with support staff and SEND team, all parties will agree:

- Quality First teaching is available to all children in the class
- The children in the class who are vulnerable learners
- The children who are underachieving and need to have their additional intervention

monitored – but do not have special educational needs

- The children who require additional support because of a special educational need and need to go on the school's SEND profile.
- Provision is the responsibility of the classroom teacher and mostly met within the classroom environment

The role of the Governing Body:

The Governing body challenges the school and its members to secure high quality provision for all children identified as having SEN through:

- Asks probing questions to ensure that all staff are aware of the school's responsibilities for including children with SEND and of the school's inclusive ethos, where every child has a place and is valued. Are responsible, along with the Headteacher, for ensuring that funds and resources are deployed effectively.
- Reviews the policy annually and considers amendments that are necessary.

Supporting children at school with medical conditions:

The school recognises that children 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 children may also have Special Educational Needs 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. Provision for pupils with medical conditions will be coordinated by the Family and Pupil Welfare officer. Medical plans are stored electronically and reviewed periodically to ensure that any updates or amendments are made.

Complaints Procedures:

Parents and carers views are always valued and the SEND team is available to meet with parents / carers at a convenient time to listen and address any concerns. If a parent/carer is not happy with any provision provided for their child, they should first talk to the class teacher and/or subsequently the SENCO. If the complaint is linked to an ECHP or transferring across from a statement to an ECHP, then the complaints procedure as detailed in the SEN code of Practice (2014) Section 11: Resolving Disagreement, should be followed.