

Heathmere Primary School – SEND Policy



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Role: AHT for Inclusion and SENCO

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This policy was created by the Assistant Head for Inclusion and SENCO in consultation with Headteacher, the SEN Governor, the Senior Leadership Team, staff and parents.

The policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance, policies and documents:

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- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers’ Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report Regulations 2014-08-30
- The National Curriculum in England, Key Stage 1 and Key Stage 2 document, Sept 2013

This policy should also be read in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- Accessibility Plan
- Equality Policy
- Behaviour Policy
- Medical Policy
- Data Protection Policy

Heathmere Primary School believes that all children should be learning at all times. Heathmere Primary School expects all children to achieve and to become the very best that they can be. High standards are set for all children and the school values of Respect, Resilience and High Expectations underpin everything that is done.

Heathmere Primary School is committed to creating a secure, caring and stimulating environment where all pupils are valued, cared for, listened to and challenged to be the best they can. Heathmere Primary School is committed to providing an inclusive environment in order for pupils to flourish.

At Heathmere Primary School every teacher is a teacher of every child including those with special educational needs and disabilities.

In this policy, the term ‘parent’ implies any person or body with parental responsibility such as foster

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parent, carer, guardian or local authority.

Aims and objectives of the policy

- To create an ethos and educational environment that is person centred and has the views and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children with SEN which will enable them to succeed in their education and make a successful transition into adulthood.
- To offer inclusive teaching which will enable all pupils to make the best possible progress in school
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.
- To ensure that high quality teaching is differentiated for individual pupils and that this is the first step in responding to pupils who have or may have SEN.
- To overcome potential barriers to learning and assessment for individuals and groups of pupils so that the curriculum is accessible to all.
- To meet individual needs through a wide range of provision.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To work in partnership with pupils, parents and carers.
- To work towards inclusion in partnership with other agencies and schools
- To achieve a high level of staff expertise to meet pupil's needs.

Special Educational Needs and Disability Definition

The 2014 Special Educational Needs and Disabilities Code of Practice states that:

- A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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. Taken from 2014 SEN Code of Practice: 0 to 25 Years– Introduction xiii and xiv
- 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.’
- Children and young people with a disability do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. The Code of Practice outlines that all settings and schools must make ‘reasonable adjustment’ under the Disability Equality legislation.
- The SEND Code of Practice states that persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. If concerns are raised, the school will assess to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other

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domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

- Around 20% of our children are either at SEN support or have EHC Plans (Education, Health and Care Plans). This is above the national average and means that all teachers expect to have children with SEND in their classes.
- The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEN if they do not make adequate progress once they have had relevant adjustments and strategies, including good quality personalised teaching. This is known as 'SEN Support'.

Whilst children who have English as an additional language may need extra support to access areas of the curriculum, this does not constitute a special educational need.

SEND Code of Practice 2014 – key points

Statements of SEN have now been replaced by Education, Health and Care Plans (EHC Plans) and can extend from birth to 25 years.

School Action and School Action Plus have been replaced by a single based category of need, called Special Educational Needs Support (SENS).

All children are closely monitored and their progress tracked each term. Those with an EHC Plan and at SEN Support are additionally tracked by the SENCO.

Four broad areas of need and support of SEN

There are four broad areas of need and support of special educational needs which are set out in the SEND Code of Practice 2014:

Communication and interaction

Children with speech, language and communication needs may have difficulty saying what they want to, understanding what is being said to them or there may be a lack of understanding regarding the use of social rules and communication. Children with Autism and Asperger's Syndrome are also 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. In addition to high quality teaching, the school will work closely with external agencies, such as the Speech and Language Therapy Service and the Autism Advisory Service. These services may work directly with children and families.

Cognition and learning

Learning difficulties cover a wide range of needs, including moderate learning difficulties and severe learning difficulties. Children with specific learning difficulties will also have varying needs. The curriculum is appropriately differentiated in order to meet their needs.

Children will have access to a wide range of resources, as well as external agency advice.

Social, emotional and mental health

Behaviour is no longer part of a category within the SEND Code of Practice 2014. If a child demonstrates behaviours that consistently impede their learning or other children's learning, the class teacher, in discussion with the SENCO, will assess the child's needs, taking

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into account family circumstances and the child's known history of experiences. The school will work closely with the family to identify the causes and to support the child. If parents and school are concerned that the child may have mental health needs, parents are encouraged to ask their GP for a referral to CAMHS. Alternatively, with parental consent, the school is able to make a referral via the Wandsworth Single Pathway referral system.

All children's behaviour is responded to consistently following the Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Children with a vision impairment, hearing impairment or multi-sensory impairment will require specialist support and/or equipment to access their learning. Some children with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

Children may have needs that cut across all these areas and their needs may change over time. The special educational provision made for a child is based on an understanding of their particular strengths and needs and seeks to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software.

Heathmere Primary School has children in all these categories of SEN. All staff work closely with parents and children in order to take into account the child's own views and aspirations and the parents' experience of and hopes for their child. Parents are encouraged to be involved at each stage of planning and reviewing SEN provision for their child.

All children benefit from high quality teaching; this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, some focused interventions are implemented to target particular skills. Staff have high expectations of all children. Children on the SEN register make progress which compares well with the progress made by other children in school.

A Graduated Approach to SEN Support

In the 2014 SEND Code of Practice, the categories of School Action and School Action Plus have been replaced by a single category called SEN Support. Where a child is identified as having SEN, to enable the child to participate, learn and make progress, action is taken to remove barriers to learning and put effective special educational provision in place.

SEN support arises from a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of each child's needs and of what supports the child in making good progress and securing good outcomes. The four stages of the cycle are assess, plan, do and review.

At Heathmere Primary School, the graduated approach starts at whole-school level which quickly identifies where a child is not making expected progress. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. Individual assessments may take place which lead to a growing understanding of the barriers

to and gaps in children's learning. All staff continually reflect on their approaches to meeting a child's needs so that they have an understanding and knowledge of strategies that enable each child to make good progress and achieve good outcomes.

The graduated approach draws on more personalised approaches, more frequent reviews and more specialist expertise in successive cycles, in order to tailor interventions to meet the particular needs of children.

The first step in responding to a child's identified need is ensuring that high quality teaching, differentiated for individual pupils, is in place. The SENCO supports the class teachers in determining the kind of adjustments to the teaching that would be most effective. All teachers and support staff who work with the child are made aware of their needs, the support provided and any teaching strategies or approaches that are required.

There may be targeted provision which may take place. Targeted provision is provision that is additional to or different from that made for the majority of pupils in school. There are clear and expected outcomes linked directly to the provision.

Identification of Special Educational Needs and Disabilities

Pupils with Special Educational Needs and Disabilities are identified through the following assessments routes:

Class teachers – class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 SEND Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. At any time throughout the year, teachers may report their concerns regarding a child's progress, to the SENCO. The class teacher, SENCO and parents or carers will work in collaboration to identify and meet the needs of the child.

Pupil Progress Meetings – these take place on a half termly basis to monitor the progress of every child in the school. Where pupils are identified as not making adequate progress, in spite of high quality teaching, they are discussed with the senior leadership team and intervention is agreed.

SEND reviews

These take place on a termly basis. Progress and the individual needs of the children are discussed and the support and/or intervention is reviewed. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

- **Assess** -This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted,

if this is felt to be appropriate, following discussion and agreement from parents. Parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

- Plan -Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.
- Do - The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.
- Review - Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents - parents may report concerns they have regarding their child's progress to their class teacher and SENCO. All parental requests are investigated and taken seriously.

Working with Parents and Children

Staff at Heathmere Primary School endeavour to build positive and informative relationships with all parents. If a child is experiencing difficulties at school, this will be discussed with parents during either Parents' Meetings (termly) or during other formal or informal meetings as requested by the class teacher, SENCO or by the parents.

If the school believes that a child may have Special Educational Needs, parents will be fully involved at each step in the identification progress. This may include the class teacher or SENCO inviting parents to a meeting to:

- discuss concerns identified and agree next steps
- inform parents that their child will be placed on the SEND register
- gain consent and complete necessary referrals for formal assessment to take place, if appropriate
- discuss the findings of any formal assessment carried out
- agree next steps and appropriate provision.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process (referred to as an educational, health care plan (EHCP)) which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHCP will be taken at a progress review meeting. The application for an Education, Health and Care Plans will combine information from a variety of sources

including:

- Parents
- Teachers
- SENCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEN Local Offer:

Moving to an Education, Health and Care Plans (EHCP)

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school, together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their aspirations as well as barriers that they face. Desired outcomes will be decided. Following the meeting, the Local Authority will produce the EHC Plan which will record the decisions made at the meeting.

Wandsworth Local Offer

The SEND Code of Practice 2014 states that Local Authorities must produce a Local Offer, setting out in one place information about provision they expect to be available for children and young people in their area who have SEND, including those who do not have EHC Plans.

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. The offer will include provision from birth to 25, across education, health and social care.

Wandsworth's Local Offer is available through the following website:

<https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/localofferWandsworth> Local Offer

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or

<http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page>

Heathmere Primary School SEN Information Report can be found on the Heathmere website:

<http://www.heathmereprimary.org/sen.html>

Annual Reviews

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. Annual reviews are carried out in accordance with the COP. At Heathmere we use this time to bring together all the professionals involved, to consider the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or the provision in the statement/EHCP. The child's view is taken into account prior to and during the meeting.

Monitoring and evaluation of SEN

The school records the steps taken to meet children's individual needs. This includes the following:

- Provision maps, which are updated regularly and detail all pupils within each year group receiving interventions.
- SEN Support Plans – these are written by class teachers for individual students placed at SEN Support or with an EHC Plan. They show the use of support in the classroom, and relate to a clear set of expected outcomes. They are reviewed termly and shared with pupils and parents.
- Annual Reviews – they are held yearly for pupils with an EHC Plan. The child and parent views, along with the class teacher, teaching assistant views and progress to date, are recorded. Outcomes are agreed and targets set for the forthcoming year with the child, parents, class teacher and SENCO as well as any outside agencies involved.
- Records of progress – progress and attainment data is held for all pupils with SEND. This is updated on a regular basis. The Assistant Head for Inclusion monitors the progress of all children with SEND using Target Tracker data.

Access to extra-curricular activities

Children have equal access to the range of activities that are offered which develop engagement with the wider curriculum. Where necessary, the school makes accommodation and adaptation to meet the physical and learning needs of children. Heathmere Primary School aims for all children to benefit from class trips, which are part of the curriculum. No child is excluded from a trip that is part of the curriculum because of SEN, disability or medical needs and reasonable adjustments for SEND and medical conditions are made according to each child's needs.

Staff Expertise

Training takes place for all staff on a regular basis in order for staff to have the knowledge and expertise to meet the needs of children with SEND. All teachers have access to advice, information and resources to enable them to teach all children effectively. Teachers have access to training and information in-house, through the Local Authority, external agencies and through other professional opportunities.

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Specialist teachers and professionals, such as Speech and Language Therapists, the Educational Psychologist, Learning Support Service specialist teacher and the Behaviour and Learning Support Service, work with individuals and groups of children as well as with staff.

The SENCO is a qualified teacher and offers training, advice and resources for all staff.

Teaching assistants at Heathmere Primary School have expertise and training on a number of areas and deliver specific interventions.

Heathmere Primary School has a Family Link Worker who offers support for children and parents and works closely with outside agencies.

Working together with Specialist Services

Heathmere Primary School works with a number of specialist services to ensure the correct identification of the special educational needs of children. Recommendations from these services are followed, ensuring the correct special educational provision for each child. Heathmere Primary School works with the following:

- Place2Be
- Educational Psychology Service
- Behaviour & Learning Support Service (BLSS)
- Child & Adolescent Mental Health Service (CAMHS)
- Developmental Paediatrician
- Early Years Centre
- Health Visitors
- School Nurse
- Garratt Park Advisory Service for children with ASD and social communication difficulties
- GPs and Health Visitors
- Hearing Impairment Service
- Visual Impairment Service
- Speech and Language Therapy Service
- Literacy Support Service
- Occupational Therapy Service
- Family Recovery Project
- 4Children
- Spurgeons
- Social Services
- Educational Welfare Service
- EMAG Advisory Team for children with English as an Additional Language
- Parent Partnership Service
- Special Needs Assessment Section
- Out-of-borough schools and agencies

Transition Arrangements

Transition into and within school

Staff at Heathmere Primary School understand that it may be difficult for children and parents as they move in to a new class or a new school. Heathmere Primary School endeavours to make times of

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transition as smooth as possible for the children, making additional arrangements according to the individual needs of the child as necessary. These may include:

- organising additional meetings for the parents and child with the new teacher/the Assistant Head for Inclusion
- arranging additional visits to the classroom environment in order to provide opportunities for familiarisation
- opportunities to take photographs for places and key people in order to make a transition booklets.

Transition to Secondary School

For children with a Statement/EHC Plan, Transition Annual Reviews are held, where possible, during the Summer Term of Year 5. The Secondary School SENCO will be invited to attend the Annual Review, along with the case officer from the Local Authority. Additional transition arrangements may be discussed and agreed at this review; for example, extra visits, specialist equipment, travel arrangements and so on.

Heathmere Primary School, offers additional support for transition to Secondary School to some pupils in Year 6 during the Summer Term. These children will be identified by the SENCO and Class Teachers and may include those with SEND, as well as other vulnerable children who may find the transition difficult. Other relevant outside agencies may also be involved at this stage.

Roles and Responsibilities

The Governing Body

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEN following the requirements of the Code of Practice 2014. The Governing Body will, in cooperation with the Head teacher, determine the school's general policy and approach to provision for children with SEN and establish the appropriate staffing and funding arrangements. It will also maintain a general SEND Policy.

The SENCO will:

- take a strategic role in developing, monitoring and reviewing the SEN Policy and the School Offer;
- oversee the identification of children needing intervention through SEN Provision, Provision Plan or EHC plan;
- work with and advise colleagues;
- co-ordinate the teaching provided for children with SEN;
- oversee the records on all children with SEN;
- work in partnership with parents of SEN children;
- involve the child with SEN in the target setting and review process;
- support the in-service training of all staff
- work with external agencies;
- liaise with local primary and secondary schools to enable smooth transition for children with SEN
- liaise with the governor responsible for SEN;
- review the quality of provision and work with practitioners to ensure children have access to suitable challenges.

Class Teacher will:

Class teachers will be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN. The planning for and delivery of the SEN Support Plan, is the responsibility of the class

teacher. Overall responsibility for pupil progress remains with the class teacher. All children are expected to make good progress against their starting point. Pupil participation is the goal for all children and they will become progressively more involved in setting and evaluating targets within the SEN process. Children's views will be sought and recorded as part of the review meeting.

Parents

All parents of children with special educational needs are treated as partners. Parents will be consulted about all action taken by the school. SEN Support Plans will be shared termly with parents and their views on progress will be recorded at review meetings.

Storing and Managing Information The following records are kept:

- The Provision Map (Special Educational Needs Register) – The SENCo uses this to have an overall picture of the children and their progress.
- Sen Support Plans – These are written and shared with parents and children and they explain what the targets are and how the targets are to be achieved. Parents have copies of these.
- Sen Support Plans Reviews – These are completed at the review meetings with parents and the class teacher. They are a record of the impact provision and teaching approaches have had on the learning and progress.
- Education and Health Care Plans – This paperwork is issued after a request for statutory assessment has been successful. These plans must be reviewed annually with the child and parent/carer at the heart of the meeting. Everything that is discussed at the review meetings is summarised and sent to parents. If the review recommends any changes to the plan, SENAR (Special Educational Needs Assessment and Review) will issue school and parents with the documents.
- Outside Agency Reports/Notes – these are used to support recommendations for support and may contain recommendations for targets to be used in updating SEN Support Plans.

All records containing sensitive records relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet or in a locked room when not in use.

Complaints

It is the aim of the school to work in partnership with parents to ensure a collaborative approach to meeting the needs of every pupil.

All complaints are taken seriously and are dealt with according to the school's complaints policy and procedures.

Reports of bullying

The school has a zero-tolerance approach to bullying, especially towards children with SEND. All allegations are actively investigated and, when necessary, work takes place with pupils and parents to resolve any situations that occur.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school life. Self and mutual respect and a caring non-judgemental attitude throughout the school are promoted at all times.

