



Worple

Primary School

Special Educational Needs and Disabilities Policy

Prepared by: Head of School and Head of SENDCO

Discussed with: SLT

Agreed with: Executive Head Teacher

To be reviewed and updated: September 2022

Our Ethos

We aim for the school to be a happy, exciting and nurturing place to learn where children and adults feel safe and valued by all. All individuals should be respectful and supportive towards others within a fair and consistent environment that is welcoming and friendly. We aim for the school to be unified by its inclusive and positive approach. We promote confidence via a child centred approach to lifelong learning and aim for every child to achieve their best and to always aim high.

Our Values

Our values are embedded in being inclusive, celebrating everyone's successes, respecting others and treating others as we would wish to be treated. We embrace teamwork and understand that we will be stronger if we work together with a common set of aims and values. We value honesty, trust, flexibility, consistency and good manners. Adults will support each other alongside the children and aim to communicate well and with integrity.

Definition of SEN and Disability (SEND)

At Worples Primary School we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

2 Disability: 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.”

Aims of the Policy:

- To recognise children have different special needs which may be because of learning, communication, emotional, physical or sensory difficulties.
- To operate a “whole child, whole school” approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with children with special educational needs.
- To work in partnership with families so that children's needs are supported at home and at school.
- To develop child's independence, self-awareness and self-esteem.

Inclusion Team consists of:

- **The SENDco is Val Hurn (Hos)**
- **Assistant SENDco Karen Patton**
- **Pastoral Lead Carlie Pennington**

Roles and Responsibilities:

- All staff share in the responsibility for the identification of and provision for special needs.
- Class Teachers are responsible for the appropriate and differentiated teaching of all children in their classes.
- The SENDCO and Assistant SENDCO alongside the Pastoral Lead and Executive head teacher are responsible for monitoring and ensuring provision is effective.
- The SENDCO Leader and Executive Head will ensure that practise is within the guidance provided in the SEND Code of Practice, 2014.
- Governors have overall responsibility to ensure systems and procedures are effective.

Identifying Children with Special Educational Needs:

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to understand what action the school needs to take, not to fit the child into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil. The Code of Practice (2014) refers to four broad areas of need:

4 Broad Areas of Need:

1 Communication and Interaction

- Children with speech, language and communication needs have difficulty communicating with others.
- They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times.
- Children with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have difficulties with social interaction.
- They may also experience difficulties with language communication and imagination, which can impact on how they relate to others

2 Cognition and Learning

Learning difficulties cover a wide range of needs.

- Moderate learning difficulties (MLD).
- Severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- Social, Emotional and Mental Health Difficulties.
- Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways.
- These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour.

3 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.
- Some children with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

4 Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways.

- These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.
- These behaviours may reflect an underlying mental health difficulty such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained.
- Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

There are contributing factors which may also impact on progress and attainment but **are not** considered SEN.

- Attendance and punctuality
- English as an Additional Language (EAL)
- Health and welfare
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Being a child from a Forces family

A Graduated Approach to SEN Support

How the school decides whether to make special educational provision

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team and the SENDCO identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is highly targeted teaching by the class teacher and teaching assistant. Where progress continues to be less than expected, the teacher will complete a HOPE referral form and discuss their concerns with the Assistant SENDCO, giving as much detail as possible and the child may be placed on a monitoring register. During this stage, high quality interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEN for children whose home language is not English.

Where the pupil continues to show less than expected progress despite the intervention and therefore have a higher level of need, with parental permission, the school may seek advice from external agencies.

Occasionally, an assessment will be required to identify whether the child has a specific learning difficulty.

These agencies include:

- Educational psychology
- Speech and Language Therapy
- Behaviour support

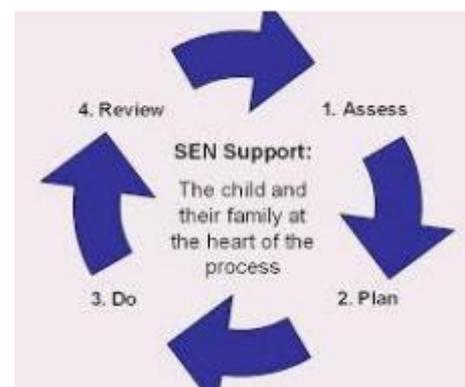
- Physical/Sensory support
- Child and Adolescent Mental Health Service (CAMHS)
- School nurse/Pediatric health team
- Children's services
- Education welfare officer
- Learning SENSS

At this point the pupil will be placed on the SEN register as SEN Support (Code K). The school, with support of the external professionals, will seek to remove barriers to learning and put effective special education provision in place. This begins a cycle of assess, plan do, review with the pupil and their family at the center of the process.

Assess

Clear analysis is made of needs based on:

- The views of the pupil and their parents / carers
- teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data
- Assessments by external agencies if appropriate



Plan

Following assessment, the teacher, SENDCo/Assistant SENDco parent / carers and pupil, agree on a plan of action to include:

- time limited outcomes for the pupil
- the adjustments, support and interventions to be put in place
- a date for review

All planning is pupil centered and outcomes are focussed and recorded.

Do

All the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a pupil with SEN
- planning, support and impact measurement of all group and 1:1 intervention delivered by support staff
- linking interventions to classroom teaching The SENDCo/Assistant SENDco supports teachers in the effective implementation of provision

Review

The quality, effectiveness and impact of provision is evaluated by the review date. This includes sharing information with pupil and parent/carers and seeking their views. The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision

Parents/carers and pupil involvement in the process

We believe in a person centered approach to information gathering and the cycle of assess, plan, do review. The school will meet with parents on a termly basis to discuss the pupil's progress and discuss targets, a PSP is produced and reviewed at these meetings. These targets are shared with the pupil and their successes are celebrated. Older children, if appropriate, may be invited to these meeting to help set targets.

Parents of pupils with an EHC plan will have an annual review to discuss their targets and aims for the future. Each child will be asked to share their views of school and their learning through differentiated activities. If the child is able to, they will attend part of the annual review to share their answers and discuss their aspirations for the future.

SEN Provision SEN support can take many forms

This could include:

- evidence based interventions
- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or a playtime and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- Pre-teaching, overlearning
- Individualise workstations
- TEACCH, PECS, Makaton
- helping other children to work with the child, or play with them at playtime
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- access to a nurture group
- an altered timetable
- visual timetables

Managing the needs of Pupils on the SEN Register

Each pupil with SEND is an individual and their learning is tailored to meet their particular needs. Targets are reviewed regularly with staff and parents. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- the progress and development of all pupils including those with SEND
- regular liaison with parents and the SENDCo/Assistant
- effective deployment of additional adults
- identifying on class planning the provision they are making for pupils with SEND
- supporting the SENDCo/ Assistant in reviewing targets for pupils with SEND

Teaching assistants are responsible for:

- ensuring the day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes and advice from specialists
- record keeping

- resources
- maintaining specialist equipment
- regular communication with the class teacher and the SENDCo/Assistant

The SENDCo/Assistant is responsible for:

- the SEND policy and its implementation
- co-ordinating support for pupils with SEND
- updating the SEND register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- liaising with and advising staff
- maintaining regular contact with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEND
- maintaining links and information sharing with receiving schools
- Keeping abreast of good practice and research

Managing Children on the SEN Register

- Children needing extra support to make progress will be identified through the above process at termly Pupil Progress meetings with the HoS and Executive head teacher
- In addition to this Class Teachers meet termly with the SENDCO/Ass. SENDCO where children's progress is discussed.
- All children placed on the SEN register have PSPs which are reviewed termly
- Any child with a Statement of Educational Needs, Education, Health and Care Plan or a child working with an outside agency for learning and behaviour will have a PSP, which will be reviewed termly.
- Where specialised support is required, class teachers will discuss concerns with SENDco/Assistant then Special Educational needs Specialist Support (SENS) or SLT, EP, OT will be made.
- Parents/Carers must give consent.
- Parental consent needs to be granted for any outside agency support.

Children Exiting the SEN register:

- Interventions are monitored termly.
- Where a child makes significant progress similar to the rest cohort then the intervention will be reduced.
- If a child's attainment is in line with the cohort they will no longer have a PSP.
- On some occasions the child will be removed from the register. However, all children will continue to be monitored to ensure that progress continues.

Requesting an Educational, Health and Care Plan (EHCP) assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils, a request will be made to Hounslow to conduct an assessment of education, health and care needs. This application will be made in conjunction with the parents/carers. This assessment may result in an Education, Health and Care Plan being provided. This brings together the pupil's health and social care needs as well as their special educational needs.

Supporting Children and their Families:

- The Local Authority publishes their provision as a Local Offer which can be accessed on their website www.fsd.hounslow.gov.uk. This sets out the provision available across education, health and social care for children and young people in Hounslow who have SEN or are disabled.
- SEN information report is published on the school website. This is updated annually.
- Admission arrangements to the school are through the Local Authority www.hounslow.gov.uk/admissions

Emotional Literacy Support Assistants (ELSA)

At Worple Primary School we have one qualified Emotional Literacy Support Assistants (ELSA) who work under the guidance and supervision of the Hounslow Educational Psychology Service. Our ELSAs are available to work with vulnerable children or those who require emotional support.

TIS Trauma Informed School

We are in the process of achieving our TIS status and currently have one qualified TIS practitioner, who offers emotion and sensory support to children and families who may have experienced trauma at some point in their lives. Whole school approaches involving sensory zones, available adults are common practise across the school.

Supporting pupils with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability, the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the curriculum for pupils with a disability. E.g., extra adult on trips, alteration of furniture, reasonable variation of uniform. Specific staff will have training to support particular needs e.g. technical knowledge to maintain auxiliary aids and equipment or managing diabetes.

- The first aider in the Admin team is responsible for the administration of medicines
- The assistant SENDco/Assistant is responsible for updating and sharing health care plans/protocols.
- The SEND Code of Practise (2014) is followed. Once a child has been diagnosed with a medical condition a meeting is arranged with the Assistant SENDco and any appropriate professional so a care plan can be written.
- The care plan is then shared with relevant staff; Class Teachers and support staff. Specific training may then be required for staff working with the child.
- The care plan is reviewed when circumstances or medication changes. Monitoring and evaluation of SEND.

Where a child is unable to attend because of illness or injury, our school and LA will provide support to make sure their education doesn't suffer.

Specialist provision (CLUSTER)

Entry to The Social Communication Cluster at Worple is via application made through SEN Hounslow. All children must have identified Social Communication difficulties or be on the pathway for a diagnosis to be considered. The children who attend Cluster benefit from a personalized curriculum created around their individual needs. The vision is to build stamina and skills which will enable them to join the mainstream setting by the end of the year. The Cluster is a one-year provision for Reception class children only.

Supporting Children in Other Settings:

- The school works closely with schools and early education settings in the local area to support the needs of all children when they arrive at school.
- At the end of Year 6 children spend the day at their new school.
- The SENDCO/Assistant SENDCO complete thorough handovers to any new settings.
- Class teachers meet with new teachers to discuss the needs of each child every year
- The SENDCO/Early Years Foundation Leader visits EY settings to ensure there is a smooth transition into school for specific children.

Reviewing the Policy:

- The SEND policy will be reviewed when national and local changes are made. Changes will to be made to reflect the changes in the school.
- Relevant Policies.
- Accessibility Plan.
- Behaviour including Anti-Bullying Policy.
- Child Protection and Safeguarding Policy.
- **Children with Medical needs Policy.**