



Special Educational Needs and Disabilities Policy

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1	01/03/2015	Initial version

Introduction

All children have an equal right to a full and rounded education which will enable them to achieve their full potential. At Worple, we are committed to doing everything we can to meet the needs of all children at our school, including those with special educational needs or disabilities (SEND). At Worple, every teacher is a teacher of every child in the class, including those with SEND. We recognise that our pupils have a variety of needs and aspirations. We are committed to the inclusion of all pupils within a stimulating and appropriately challenging curriculum, made accessible through differentiated teaching and learning. The needs of a significant minority of the children require consideration beyond that given to other pupils (a Special Educational Need or Disability). Government Legislation dictates the framework within which the school operates (the Special Educational Needs Code of Practice 2015), and further guidance is provided by both the Government and Local Authority.

Objectives

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To request, monitor and respond to parents'/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners involved in the SEND process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To ensure support for pupils with medical conditions' full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum.
- To work in cooperation and productive partnerships with the Local Authority and other external agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Definition of special educational needs

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 ... Health care provision or social care provision is to be treated as special educational provision.

Children may have needs in one or more of these categories. Factors which are not SEND but may still impact on progress and attainment include:

- Disability (may be separate to any educational needs)
- Attendance and punctuality
- Health and welfare
- Having a first language other than English
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

These factors may also further compound any special educational needs which a child may have, and will be taken into consideration when planning how best to help children achieve. We recognise that many pupils, at some time in their school career, may experience difficulties which affect their learning, and that these may be long- or short-term.

Equal opportunities and inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, special educational needs, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in society. Through appropriate curriculum provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Admissions

In line with local authority procedures, applications for a place at Worplesden are made through the admissions department at the London Borough of Hounslow. In the case of a child with a Statement of SEND or an Education, Health and Care Plan (EHCP), the Hounslow SEND department send the relevant paperwork to the school, who say whether or not they are able to meet the child's needs - this decision is the head teacher's. Where we are able to meet a child's needs, the child will be offered a place. In Reception and Key Stage 1, this must mean that the class does not exceed 30 pupils, so it may be that case that while we are able to meet a child's needs, we do not have a place available. In Key Stage 2, the admission of a child with a Statement or EHCP may mean that class sizes go above 30.

Role and responsibilities of the Special Educational Needs and Disability Co-ordinator (SENDCo)

The role of the SENDCo includes:

- Leading the staff team in meeting children's special educational needs and disabilities
- Managing the short-, medium- and long-term implementation of the SEND Code of Practice and school SEND policy
- Acting as a consultant for school staff seeking support with SEND
- Co-ordinating the administration associated with SEND
- Being an effective teacher of children with SEND

The responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Liaising with and advising fellow teachers and other staff members
- Overseeing the record-keeping of all children with SEND
- Contributing to the in-service training of staff
- Liaising with both the previous schools and subsequent schools of children with SEND to ensure that they are continuing to receive the support they need
- Liaising with local secondary schools so that support is provided for Year 6 pupils with SEND as they prepare to transfer
- Liaising with external agencies including the Local Authority's Early Intervention Service, Educational Psychology services, Speech and Language services, Child and Adolescent Mental Health Service (CAMHS), health and social services and voluntary bodies
- Coordinating and developing school based strategies for the identification and review of children with SEND
- Monitoring the progress of all children on the SEND support register
- Reporting to the governing body on all aspects of SEND in the school

Support for children with SEND

Quality-first teaching

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND and can prevent the emergence of certain difficulties altogether. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All teachers at Worple are teachers of children with SEND. Worple has a robust system of evaluating teaching and progress, including regular lesson observations, pupil progress meetings and scrutiny of children's classwork by senior colleagues. Training is provided to teachers at least once per year in how to identify and support vulnerable pupils and those with the types of SEND most frequently encountered

at Worple. All members of staff are encouraged to seek support from the SENDCo at any time in how to meet a child's particular need.

Identification of SEND

In some cases, children will have had a disability or special educational need formally diagnosed by a professional outside of the school (e.g. NHS). In other cases, SEND is identified by school staff. The following list details criteria for identifying SEND, but it is not exhaustive and we take care to consider as many factors as possible:

- Pupil working at a level significantly behind age-related expectations in reading, writing or maths
- Pupil displays characteristics of a specific literacy difficulty (Dyslexia), although work may generally be of a good standard
- Pupil needs adult intervention at least once per day to help complete work, manage emotions, behaviours or relationships
- Pupil demonstrates significant difficulty in understanding or using verbal language (separate to learning English as an Additional Language)

The SENDCo and Assistant SENDCo meets with all class teachers at the beginning of the year (where necessary) and the mid-point of each term to review and plan for children currently receiving SEND Support: teachers raise any other children about whom they have concerns at this point, although they may also do this at any point in the year. The teacher and SENDCo discuss the child's attainment, emotional well-being, communication and any other relevant factors and decide whether to put SEND Support in place.

SEND Support

If SEND Support is put in place for a child, a cycle of Assess – Plan – Do – Review, as set out in the 2015 SEND Code of Practice, is followed.

Assess

The class teacher and SENDCo discuss the progress children are making and the difficulties they may be having. Children's needs may be assessed with reference to:

- Formal assessments and tests
- Progress measured against expected outcomes
- Standardised screening and assessment tools
- Observations of emotional and social development
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- An existing Statement of SEND or Education and Health Care Plan
- Work sampling

Input may be sought from parents/carers at this stage, and concerns or advice from external specialists already working with children (e.g. Speech and Language Therapists) may also be considered.

Plan

The class teacher and SENDCo plan the support, programme or alterations to be put in place. This may include:

- Differentiated classwork
- Small-group or individual teaching for certain lessons, either from school staff or an external specialist
- A programme of work to target a specific area of difficulty
- Special arrangements at playtime/lunchtime
- Providing special equipment
- Training staff around the child in particular strategies, e.g. Makaton

At this point parents/carers are formally told that their child is receiving SEND Support. The programme of support will be agreed with parents/carers and, where appropriate, with the child. A review date will be set, usually one term away, although timescales may vary according to the needs and circumstances of each child.

Do

The SEND support is put in place and monitored by the class teacher. The SENDCo may also oversee the support where applicable, e.g. where a child's needs are long-term and will be present throughout his or her time at Worple.

Review

At the review date, the SEND support is evaluated by the class teacher and the SENDCo. In many cases, parents/carers and the children themselves, other school staff and/or external specialists may contribute to the evaluation. This is done by judging progress against short- or longer-term targets, which may be measured in academic progress or in other areas of the child's development. Any suitable adjustments are made, and next steps identified which will feed into the Assess stage of the next cycle. The effectiveness of the provision is evaluated at this point and changes may be made, including cessation of SEND support if the child no longer needs it.

SEND Support Records are updated at each meeting. They are stored electronically on the school system, and paper copies are kept in the child's SEND file, held by the SENDCo. Teachers may also have a paper copy stored in a class file. Copies are shared with parents/carers and may be made available to external agencies as appropriate. Where advice or targets are given by an external specialist, these may be evaluated in Part 2 of the SEND Support Record as necessary.

External specialists

We work closely with a number of external specialists, including:

- Advisory teachers for learning and behaviour
- Specialist reading teacher (dyslexia)
- Educational psychologist

- Speech and language therapy
- SENSS team (Special Educational Needs Specialist Support): visual impairment, hearing impairment, physical/medical needs
- Occupational therapy
- Child and Adolescent Mental Health Services (CAMHS)
- Child psychotherapist

The advice or support of an external specialist may be sought at any point during the SEND Support cycle. Referrals to the advisory teachers and educational psychologist are usually agreed in advance with those professionals at a termly multi-professional planning meeting (MPPM). Referrals to other specialists may take place at any point during the term. Some services may require referrals from a professional or service other than the school. The nature of the support provided by external specialists varies according to the nature of their service but may include:

- Assessment
- Advice to staff and/or family
- 1:1 or group work
- Provision of specialist equipment
- Diagnosis (CAMHS)
- Monitoring progress

It is essential that all advice given to staff by external specialists is followed.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. Parents of children with SEND are treated as partners who play an active and valued role in their child's education – they are children's first and often most influential educators. Children themselves are encouraged to contribute to discussions of their needs, wherever possible. If we refer children to an external specialist, we involve parents/carers at every stage, including:

- Signing and/or contributing their views to the referral form
- Letting parents/carers know when a specialist is coming to visit their child
- Inviting parents/carers to meetings with the specialist and the class teacher and/or SENDCo

The school website contains details of our SEND policy and the SEND Information Report including the arrangements made for children in our school with special educational needs. Parents can contact the SENDCo through various channels. Requesting an Education, Health and Care Plan (EHCP) For a child who is not making adequate progress, despite the provision put in place by the school on the advice of outside agencies, a request may be made to the Local Authority (LA) to make a statutory assessment in order to determine whether it is necessary to make an EHCP. This request can be made by parents, or by the school. The school is required to submit evidence to the LA, whose weekly SEND Panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will

be made using the LA's current Criteria for Making a Statutory Assessment. Hounslow's SEND Panel does not assess pupils with learning, language or behavioural needs if they fall below the Level 4 threshold as outlined in the Criteria. The above Criteria do not apply to referrals for children with physical and sensory impairments who will be considered under separate criteria. The parents of any child who is referred for assessment for an EHCP will be kept fully informed of the progress of the referral. They will be directed towards independent sources of support. Planning, provision, monitoring and review processes will continue as before while awaiting the outcome of the request.

Education Health and Care Plan (EHCP)

An Education, Health and Care Plan (EHCP) is a legally binding document setting out a child's needs and what must be done to meet those needs. Where a child has an existing Statement of SEND, the processes outlined below for an EHCP will apply: A child who has an EHCP will continue to have arrangements as for other children receiving SEND Support, and additional support that is provided using the funds made available through the EHCP. The progress of children with an EHCP (or who have a statement of SEND which has not yet been transferred to an EHCP) will be reviewed termly by the class teacher and SENDCo in addition to the statutory annual review (or six month review for children under the age of five). The Annual Review, chaired by the SENDCo, is to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

Pupil Voice

All pupils at Worple are encouraged to share their views through various channels. For example: they frequently self-evaluate their work and are able to express to their teacher how they found the task; they can access worry boxes; they are encouraged to take part in class discussions, group discussions; they carry out anonymous and non-anonymous voting and they take part in pupil interviews as part of staff reviews; they hold elections for school council representatives in Key Stages 1 and 2; they express their views to their representatives to be taken forward to school council meetings, and these are ultimately shared with the head teacher. In the case of children with SEND, it is of the utmost importance that they participate fully in these activities. Accessible pictorial means are the usual method of pupils expressing their views on their work tasks (e.g. selecting a happy or sad face). Adult support is deployed where necessary to enable pupils to take part in the school's democratic processes, and all pupils, including those with SEND, are encouraged to stand for election. In terms of having their own specific needs met, children with Statements or EHCPs are invited to contribute to their review meetings to communicate with the adults present how they find school. As many children find this intimidating, parents/carers and a trusted adult within the school are asked to carry out an interview with the child prior to the review meeting to obtain their views and then the child works with a trusted adult in school to make an A3 poster, which documents the child's feelings and thoughts about how they find their support in school. This might necessitate the use of pictures or other items to enable the child to express their views. In

certain cases, particularly with younger children, it may be more appropriate to carry out a series of observations to see how the child expresses his/her views about school.

The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having SEND. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Senior Leadership Team (SLT) regularly presents progress and attainment data to the governors, including that of children with SEND. Complaints Where there are any complaints related to SEND, the usual complaints procedure should be followed. Please refer to the school's Complaints Procedure.

Review procedures

This policy will be reviewed after three years or when:

- there has been a significant change in staff or pupil intake
- there have been changes in local authority or statutory requirements

Dissemination

This is an open policy statement, which is available to staff, governors, inspectors, parents, and the wider community and the school would welcome any feedback on its content.