



Special Educational Needs Policy

		Date
Acting Head Teacher	Joanne Pettifor	13 March 2018
Governing Body	Full Governing Board	13 March 2018
Next review date	Spring term 2019	

SENCO for Primary School: Simone Du Juan
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Governor for SEN: Norma Dews

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Compliance:

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

- Equality Act 2010: advice for schools DFE (2013)
- SEND Code of Practice 0 –25 (2014)
- Schools SEN Information Report Regulations (2015)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- The National Curriculum in England, Key Stages 1 & 2 (2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy was created by the school's SENCO in consultation with the school's SEND Governor, parents and school staff reflecting the SEND Code of Practice 0 –25 (2014) guidance.

SECTION 1: Fundamental Principles

At Prior Weston Primary School and Children's Centre we pride ourselves in being fully inclusive of children with additional needs. Our aim is to ensure that every child is enabled to develop in order to reach their full potential in all areas of development, physical, emotional, intellectual and social, by providing access to the curriculum through the provision of a broad, balanced and relevant education with appropriate support and care.

We recognise the importance of early identification and assessment of children with special educational needs and disabilities. This is particularly important in the area of early year's education. We will develop practices and procedures which will aim to ensure that all children's special educational needs are identified and assessed.

We recognise the vital role of parents/carers in the identification, assessment and provision to their children's special educational needs. We work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.

We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in decision-making about their special educational provision.

We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. We will actively support the establishment and maintenance of close links with all agencies working with the child.

All early years practitioners and teachers at Prior Weston Primary School and Children's Centre have a duty to plan for and deliver an inclusive curriculum for all children in their class.

SECTION 2 – Aims and Objectives

Aims:

At Prior Weston Primary School and Children's Centre all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Objectives:

With these aims and the Code of Practice in mind, we are working to achieve these broad objectives:

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- To operate a “whole pupil, whole centre/ school” approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with special educational needs pupils.
- To ensure that children with SEND can access a broad and balanced curriculum.
- To ensure that children with SEND are not held back by their learning difficulties or disabilities.
- To work in partnership with parents/carers to maximise the potential of children with additional needs.
- To work closely with other professionals and use their advice to support children with additional needs.
- To provide a warm and welcoming environment in which individuality is celebrated.

SECTION 3 - Admission arrangements for children with SEND

The Children's Centre has 6 places for children with complex needs. The Under Fives Advisory Group (UFAG) allocates children for these places. For primary aged children we abide by Islington's schools admission policy.

We welcome visits from parents who have children with SEND who are interested in applying for a place at Prior Weston.

SECTION 4 – Identification of Need:

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 work out what action the school needs to take, not to fit the pupil 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 refers to four broad areas of need:

Communication and Interaction

These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with

Autistic Spectrum Disorders (ASD) are 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.

Cognition and Learning

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

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 displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties 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.

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. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

What does not constitute Special Educational Needs

All children can make progress at different rates. A sudden lack of progress would not be deemed as warranting admission to the special needs register, unless there is a continued stagnation in attainment across Literacy and Numeracy over time.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Code of Practice 2015

We recognise that some pupils' progress and attainment is affected by factors other than a Special Educational Need. For example:

- their attendance and punctuality

- their health and welfare
- speaking English as an Additional Language (EAL)
- being in receipt of the Pupil Premium Grant
- being a Child Looked After (CLA)
- being a child of a serviceman/woman

If a practitioner/teacher is concerned about a child's development, they should initially discuss it with the SENCO. An initial concern form is completed and this is then discussed with the parent/carer. Further observations will be carried out. Key persons keep regular records of observations and assessments of all children.

Evidence used when identifying special needs includes:

- Development Matters checklist
- Observations
- Photographs with commentary
- Views from parents/carers
- Reports from other agencies including medical and health
- Termly assessments in Literacy and Numeracy
- Recorded work in literacy and numeracy
- Specific assessments of spelling/ key words/ multiplication tables/ number bonds

The concern will be reviewed after 6 weeks and a decision is made to either to discontinue the child on Initial Concern, or to move her/him on to a Short Term Plan if the child is in The Children's Centre or a Pupil Passport and/or Support Plan if the child is in the Primary School.

A pupil's Special Educational Need will be identified in discussion with parents and, where appropriate, with pupils. At Prior Weston Primary School and Children's Centre we will endeavour to identify pupils with SEND at an early stage in their education although we recognise that some pupils' needs will only become evident as they develop.

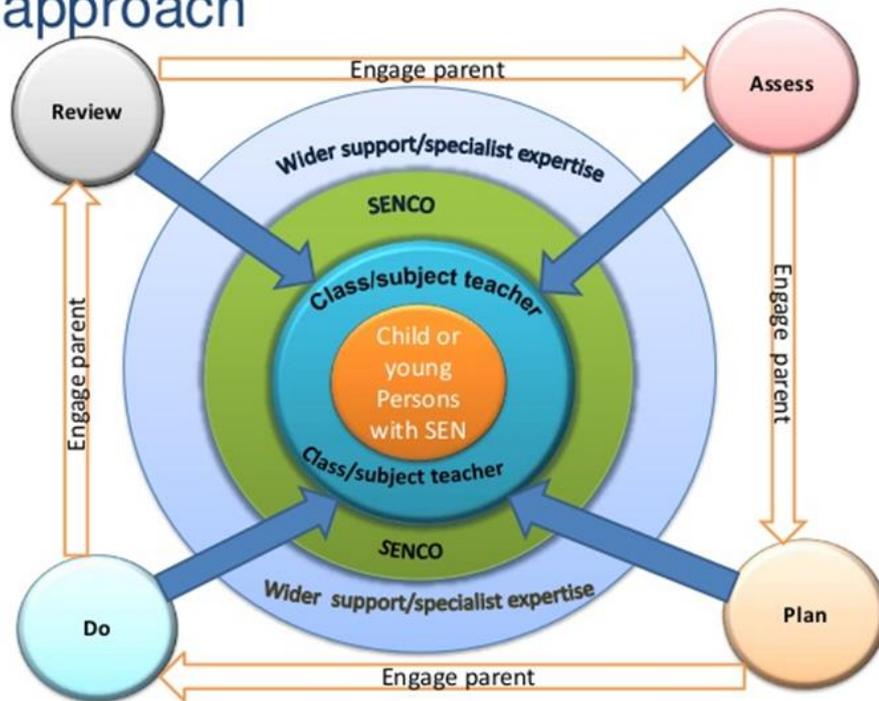
SECTION 5 - A Graduated Approach to SEND Support

Practitioners/Teachers are responsible and accountable for the progress and development of their key children or class, including where pupils access support from intervention groups or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Additional intervention and support cannot compensate for a lack of good quality teaching. At Prior Weston Primary School and Children's Centre, we regularly review the quality of teaching.

The school uses the graduated response as laid out in the SEND Code of Practice 0–25 (2014) as follows:

3. The reform vision: A whole school approach



Through discussions with the parents, staff and the SENCO, it will be planned how to best support the child in school and at home. A referral to outside agencies may be appropriate and be undertaken by the SENCO with parental permission. A plan will be drawn up.

Short term plans/Support Plans (All children on a plan will be placed on the SEND register) A meeting will be arranged and a plan will be drawn up at the meeting. The key person or teacher, SENCO, the parents/carers and any outside agencies should all attend.

Plans are not to record differentiation, but for what is additional and different for that child. Differentiation is part of our everyday practice, linking activities and our responses to the children's needs, abilities and strengths.

Plans will be reviewed every 6-8 weeks in the Children's Centre and termly in the Primary School, in order to ensure the plan is appropriate to meet the child's needs; this will be undertaken through meeting the parent and assessing the child through the use of the Early Years Foundation Stage or the National Curriculum.

In cases where the parents/carers, staff and specialists conclude that the child's needs remain substantial and they cannot be met effectively within what is ordinarily available, a request for an **Education and Health Care Plan** will be made. This should be done with the knowledge and agreement of the child's parent/carer. Any outside agencies involved will be invited to contribute.

Requesting an Educational, Health and Care Plan (EHCP)

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 the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs.

SECTION 6 - SEND Support

The class teacher will remain responsible and accountable for the progress and development of the pupil.

SEND support can take many forms and could include:

- a Short Term Plan
- an individual Pupil Passport and Support Plan
- evidence based interventions recorded on a provision map
- 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 at break 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
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- referring to an outside agency for further assessments and support

SECTION 7 – Managing Pupils Needs on the SEND Register

Each pupil with SEND is an individual and their Short Term Plan, Pupil Passport or Support Plan is tailored to meet their particular needs. Plans are reviewed every 6-8 weeks in the Children's Centre and termly in the Primary School with pupils, parents/carers and teachers.

Decisions regarding the level of support provided are reviewed and updated at the termly meeting or Annual Review for those pupils with an Educational Health Care Plan.

The class teacher is responsible for:

- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom

- regular liaison with parents and the SENCO
- effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- Supporting the SENCO in the writing and reviewing of targets for pupils with SEND

Support Staff are responsible for:

- ensuring that 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 class teacher and SENCO

The SENCO is responsible for:

- the SEND policy and its implementation
- co-ordinating support for children 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
- line managing TAs with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEN.
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they can maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

SECTION 8 – Supporting Pupils and Families

We consider partnerships with parents to be a crucial part of our service to children. We understand that parents are the child's first educators and are experts about their own child's interests and needs.

- Informal daily contact with the .parent/carer is important in sharing strategies and observations of the child.
- Parents are always invited to review meetings, where we draw up the goals with the parents.

- We offer workshops for parents on a range of topics, including various aspects of special needs.
- We advertise borough courses for parents of children with special needs.
- The SENCO offers an open door policy or a meeting can be arranged by booking an appointment at the office.

Information on local support for families of pupils with SEND can be found on Islington's website <https://www.islington.gov.uk/children-and-families/send-local-offer>

The school works with a variety of external agencies to ensure children and families receive the support they need.

At points of transition (i.e. between classes or moving from nursery to primary school, or primary school to secondary school, or between primary schools), the school offer additional support to parents of pupils with SEND including:

- we talk to parents /carers about their choice of schools
- making individual arrangements for phased entry into Reception class
- applying for additional time and making special arrangements for SATs
- supporting transition between classes
- providing a transition group for vulnerable Y6 pupils transferring to secondary school
- inviting the SENCO of the receiving school to the final SEND Review in year, including annual reviews (primary and secondary schools)
- Pupils may also be offered additional visits to their new setting and opportunities to discuss and develop strategies for dealing with the changes.

SECTION 9 – Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school 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 SEN and may have a statement or EHCP which brings together health and social care needs, as well as the special educational provision and the SEND Code of Practice 0–25 (2014) is followed.

SECTION 10 – Monitoring and Evaluation of SEND

There are several processes in place to ensure the quality of provision and the equitable application of the SEND policy. The Governing Body will monitor, evaluate and review the provision for pupils with special educational needs. The governor with a special interest in

special educational needs and inclusion will meet with the SENCO at least once a year to consider the following success criteria:

- The effectiveness of the school in meeting all children's SEND
- Early identification of SEND
- Intervention programmes comply with best practice
- The wishes of the child are considered
- Educational professionals and parents work in partnership
- Pupil passports and Support Plans are reviewed regularly
- Equal access to school activities for all pupils
- The extent to which standards have improved generally across groups of children with SEND – measured by e.g. SATs, P-scales, bands and steps.
- Numbers of children who move between different levels of the graduated response – including the number who are removed from the Special Needs Register.

SECTION 11 – Training and Resources

The Intervention Team are a trained team of teachers and TAs who deliver intervention across the school. They have training related to the needs of the pupils they work with to ensure that the quality of intervention reflects best practice.

New staff to school will have an induction meeting with the SENCO to discuss the needs of the children throughout the school, school policy and practice and pupils with specific needs that the staff member may encounter.

The SENCO attends regular briefings and network meetings in order to keep up-to-date with local and national updates in SEND. Teaching and Learning resources are available from the SENCO but are stored throughout school. The SENCO manages the budget allocated by the governors for SEND consumables.

SECTION 12 – Storing and Managing Information

The SENCO will hold central records relating to pupils with SEND. This will include copies of all Short Term Plans, Pupil Passports and Support Plans, EHCPs, referrals to and reports from external agencies including health professionals. We are grateful to parents for their information sharing and openness and respect their confidentiality by ensuring that records kept in locked cupboards and filing cabinet.

The class teacher will have a SEND folder with copies of relevant documentation including targets and recent advice from external agencies to enable them to better meet the individual child's needs.

Individual SEND files are transferred to receiving schools when pupils leave Prior Weston Primary School and Children's Centre.

SECTION 13 – Reviewing the Policy

This policy will be reviewed and agreed annually by staff, parents and governors.

SECTION 14 – Accessibility

See the school accessibility plan and the schools SEND Information Report.

SECTION 15 – Complaints

Complaints under this policy fall under the school's General Complaints Procedure, which as a rule promotes informal resolution of difficulties before more formal procedures are required. Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for an assessment for EHCP, separate procedures apply. Advice for parents/carers can be sought from the LA or from the Parent Partnership Service.

SECTION 16 – Additional Information

Additional information including frequently asked questions can also be found in the schools SEN Report.