

# SEND Policy



## 2021-22

**Approved by:** Governing Body

**GB approval date:** 21 September 2021

**Last reviewed on:** July 2021

**Next review due by:** July 2022

# Contents

|  |   |
|--|---|
| 1. Aims .....                                    | 2 |
| 2. Legislation and guidance .....                | 2 |
| 3. Definitions.....                              | 2 |
| 4. Roles and responsibilities .....              | 3 |
| 5. SEND information report .....                 | 4 |
| 6. Monitoring arrangements.....                  | 8 |
| 7. Links with other policies and documents ..... | 8 |

.....

## 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Reflect our Vision and Values for SEND pupils ensuring that we are providing exceptional opportunities, delivering an innovative approach to Teaching and Learning, promoting a culture of resilience and celebrating the unique gifts of each child so they are confident, curious and ambitious.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The Inclusion Manager**

The Inclusion Manager is Angela Struthers and she will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **4.2 The SEND governor**

The SEND governor is Jenny Smith and she will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head teacher and Inclusion Manager to determine the strategic development of the SEND policy and provision in the school

### **4.3 The head teacher**

The head teacher will:

- Work with the Inclusion Manager and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion Manager to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## 5. SEND information report

### 5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder (including high-functioning autism), speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), Attention Deficit Disorder (ADD), Oppositional Defiance Disorder (ODD) and trauma/attachment issues.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy and Developmental Co-ordination Disorder (DCD)
- Moderate/severe/profound and multiple learning difficulties

### 5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the Inclusion Manager to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers nationally
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Learning Passports**

Provision/action that is different or additional to that available to all, will be recorded in a Learning Passport (a child's individual plan of support) and recorded and tracked on the school's "Provision Map". Learning Passports will be written by the class teacher in consultation with the Inclusion Manager, pupils, parents, carers and other teachers when appropriate. It may also involve consultation and advice from external agencies.

The Learning Passport will set targets for the pupil and will detail:

- Information about the child.
- Short term achievable targets.
- Teaching and learning strategies to be used and how they may be achieved.
- Any special provision to be put in place.
- When the plan is to be reviewed.
- Success criteria. ('Now I can' section).

The Learning Passport will be reviewed termly, usually in October, March and June. Outcomes and targets achieved will be recorded. Parents/carers will be invited to participate in the target setting and review process. After a Learning Passport review, new targets may be set for the learner.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

### **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Touch typing
- Toe by Toe
- Power of 2
- Zones of regulation
- Mentoring
- Play Therapy
- Speech and Language therapy
- Precision Monitoring
- 1:1 support
- Small group work

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

We have teaching assistants who are trained to deliver interventions on a 1:1 basis and in small groups.

We work with the following agencies to provide support for pupils with SEND:

- Hawkswood PRU (Pupil Referral Unit)
- Counselling
- SEND success
- BACME
- Homestart
- CAMHS (child and adolescent mental health service)
- Early Help
- OT (Occupational Therapy)
- SaLT (Speech and Language Therapy)
- Dysfluency Clinic
- Child Development Team
- Play Therapy

### **5.9 Expertise and training of staff**

Our Inclusion Manager has ten years' experience in this role and has worked as a classroom teacher, special needs teacher and a learning mentor for a total of 23 years and is allocated four days a week to manage SEND provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

Staff have been trained to work with ADHD, Autism, Attachment and Trauma, Global Delay, Speech and Language difficulties, Dyslexia, Looked After Children, Behaviour Management and Team Teach.

### **5.10 Securing equipment and facilities**

A close relationship with the disability enablement service (DES) and Occupational Therapy has enabled our school to provide equipment as and when required to meet the individual needs of students e.g. specialist technology, specialist occupational therapy equipment such as slings, wheelchairs, braces etc. as well as adaptations to the physical environment when required.

### **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term using the Learning Passports in conjunction with parents and carers.

- Reviewing the impact of interventions termly at Pupil Progress Meetings.
- Monitoring by the Inclusion Manager
- Using provision maps to measure progress
- Holding yearly person-centred reviews for pupils with statements of SEND or EHC plans

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Where suitable, we offer free places at after school clubs for children with social and emotional needs.

All pupils are encouraged to go on our residential trip in Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

When a child is starting school with a physical disability, meetings prior to starting will take place with family and external services involved. A health care plan will be put in place and all relevant staff will be informed. Any training that is required will be organized through relevant external agencies such as the school nurse, specialist nurses and occupational therapy.

Our school is accessible for wheelchair users (except the two year 5/6 classes upstairs). We have two disabled toilets. We have one disabled toilet with full intimate care facilities including a hoist for children who are not mobile.

### **5.13 Support for improving emotional and social development**

Our school has a wide variety of systems in place to provide pastoral support:

- Good trusting pupil teacher relationships
- The use of My Concern to highlight any issues or concerns, record behaviours and track patterns.
- Mentoring support by in school staff is tailored the child's needs.
- We access student social workers to help provide support for small groups or 1:1
- Weekly interactive play therapy in school
- Good communication in school between staff with regular meetings to pass information about any current issues and about vulnerable children.
- Referrals to external agencies if appropriate e.g. Early Help or CAMHS
- Regular awareness e.g. Anti bullying week
- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to join extra-curricular after school and lunch time clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying. The Inclusion Manager has training in conflict resolution – Restorative Practice Mediation and Kidscape anti bullying programme.

### **5.14 Working with other agencies**

Our school works closely with many external agencies. We have strong links with all local agencies outlined in 5.8 and make referrals as early as possible once issues or difficulties have been identified. Parents are kept informed.

All referrals to external services will require parental consent, unless there is a safeguarding issue and parental consent is not required for protection of the child.

Information obtained from any external professionals will be discussed at reviews with parents/carers in school and any resulting plan of action will be included in either Learning Passports or Health Care Plans.

We also access or signpost parents/carers to relevant organisations on a regular basis e.g. Shelter, Solace, Homestart, IPSEA, WF Dyslexia Association and many others as appropriate.

Any support from parents/carers who have had private assessments or professionals working with their child will be acknowledged along with diagnoses given and we will accommodate suggested strategies where possible and appropriate in school. We currently have private Occupational Therapy support and dyslexia specialist teachers in school supporting children.

### **5.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the class teacher or Inclusion Manager in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SENDD tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEND**

Further information about Waltham Forest SEND services can be found here:

<https://www.walthamforest.gov.uk/service-categories/special-educational-needs-and-disability>

### **5.17 Contact details for raising concerns**

Angela Struthers, Inclusion Manager 020 85275991

### **5.18 The local authority local offer**

Our local authority's local offer is published here:

<https://www.walthamforest.gov.uk/service-categories/special-educational-needs-and-disability>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the Inclusion Manager **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions