



## Shaftesbury Park Primary School



### Special Educational Needs and Disabilities Policy

*This policy should be read in conjunction with our Anti' Bullying Policy and Safeguarding Policy*

#### United Nations Rights of the Child

Article 23: Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 26: The Government should provide extra money for the children of families in need.

Article 28: All children should have the right to a primary education, which should be free. Young people should be encouraged to reach the highest level of education they are capable of.

**This policy accepts the definition of SEN and Disabled children as set out in the Special Needs and Disabilities Code of Practice 2014:**

#### **Special educational needs (SEN)**

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions

xv. For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

#### **Disabled children and young people**

xviii. 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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition

includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions 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.

## **1.0 Aims and Objectives**

1.1 The Governors and school are committed to ensuring the best quality teaching is provided for all pupils attending Shaftesbury Park Primary school including those with SEND. We aim to ensure that all children have access to a broad and balanced curriculum to include the National Curriculum. It should be taught with respect for ethnic origin, gender, aptitude, disability and SEN.

We recognise that some pupils will need additional support to ensure access to the whole curriculum. We will ensure that the needs of these pupils are identified early and assessed and we will provide appropriate support strategies. If additional specialist advice and support is necessary we will make the appropriate referrals.

We will ensure that those pupils with SEND are offered inclusive teaching which will enable them to make the best progress and feel that they are valued members of the school community.

1.2 We recognise that this can only be achieved through partnership of staff, governors, parents/carers and the children themselves. We always consult with parents and the child and place great importance on their views. We will make every effort to fully involve the parents and the child in decision making about their special educational provision.

1.3 The Headteacher, staff and governors will report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs and disabilities.

1.4 The staff will ensure that pupils with special educational needs and disabilities join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources

## **2.0 Responsible Persons**

2.1 The people with responsibility for SEND are the Headteacher, Mrs Bunmi Richards and the Assistant Headteacher, Ms Julia Humble, the Chair of Governors, Mr James Cousins and the SEN Governor, Ms Elena Hahn

2.2 The person co-ordinating the day to day provision of education for pupils with special educational needs and disabilities is Julia Humble, Assistant head teacher/SENCo.

Specialist teachers working with the school: Ms Pat Taylor (LNSS)

The School Educational Psychologist: Dr Ioanna Bakopoulou

## **3.0 Admission and Inclusion**

3.1 Pupils with SEND who do not have a Statement/EHCP are admitted into the school in accordance with Wandsworth Borough Council's published admission criteria. The school makes every effort to meet the individual needs of a child with SEND. This includes ensuring that any information relating to the child's SEND is requested on admission. Parents of children with SEND who apply for our nursery or school have an induction interview with the SENCo, who gathers information relating to the child's needs/support. With the parents' permission the SENCo will also contact the child's previous setting or school. The SENCo shares relevant information with the new class teacher and other relevant staff. This enables us to plan additional provision or support before the child starts at the school.

3.2 All the teachers at Shaftesbury Park School are teachers of children with Special Educational Needs. As such Shaftesbury Park School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The school staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of Wandsworth Borough Council.

3.3 The school operates an equal opportunities policy for children with special educational needs and disabilities who are afforded the same rights as other children. This includes both those children with statements of special educational needs (EHCPs) and those others with less significant problems.

## 4.0 Access to the Curriculum

4.1 The National Curriculum will be made available for all pupils. Quality first teaching for all pupils is the most important way that the school supports pupils with SEND. Lessons are appropriately differentiated, and multi sensory methods are used in all lessons to make the curriculum accessible to all learners. The curriculum is further modified if necessary to meet specific individual's SEND, extra support via interventions or adult support is available to enable access, and a careful choice of resources is made to facilitate access.

The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

4.2 The school will make provision for pupils with special educational needs and disabilities to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes.

4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

4.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

4.5 Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.

4.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

4.7 Inclusion of pupils with Social emotional and mental health needs is a priority of the school. We have commissioned SideBeSide to work in school and support in this area. We have two learning mentors who provide individual and group programs and one to one mentoring. We facilitate support for parents in managing their children's behaviour at home and have a Parent worker who works closely with families in need.

4.8 Provision for SEND in which the school specialises:

School staff are trained and experienced in delivering speech and language programs, occupational therapy programs, literacy and numeracy targeted interventions, behaviour programs, autistic spectrum disorder programs and occupational therapy interventions. They also provide an intensive Secondary transfer program for pupils with SEN or additional needs

## 5.0 The SEN graduated approach to identification and support

5.1 Tracking children's progress is crucial in terms of identification of pupils with SEND. A member of the Senior Leadership Team meets with each class teacher once per half term at the **Pupil Progress meeting** and identifies any children falling behind in acquiring Literacy or Numeracy or any pupil showing signs of difficulty in one or more of the following areas; presenting persistent social, emotional and mental health concerns, has sensory or physical problems or communication or interaction difficulties. If other reasons for a lack of progress are ruled out then the graduated approach of SEND identification and support will begin.

5.2 As early intervention is crucial, class teachers are also expected to raise concerns about a child's progress with the SENCo as soon as these concerns arise. The class teacher will complete the **Initial Concerns Record** and the SENCo will observe the child in class. She will also meet with the class teacher to ensure planning and differentiation is appropriate and the best teaching (Quality First Teaching) is in place to support the child's needs.

5.3 A concern may also be raised with the SENCo by an outside professional working with the child. This is sometimes the case for Nursery or Reception children who may previously have had support from an allocated Health Visitor, Early Years Inclusion team or Speech and language therapist.

5.4 Parents are also encouraged to become part of this initial identification process and are asked to fill out a **Parent's concerns checklist** where they note any concerns/worries they may have about their child's learning, behaviour, social interaction or medical needs.

5.5 The SENCo is responsible for setting up the **Initial concerns meeting** which the class teacher, parents and any other professionals working with the child are invited to. At this meeting the concerns are discussed, and actions are planned including support and possible referrals to outside agencies for the child/family. Short term targets are agreed.

5.6 **The SEN support graduated approach** then begins. It is the class teacher's responsibility to write an Individual Provision map, which details extra support and interventions targeted at the child's areas of weakness. The provision map should also include specific targets and agreed actions. It will be shared with the parents, signed by them and a copy provided for their records.

Support may include one or more of the following in school interventions:

- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work
- Home/school reading schemes
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies
- Specialist Speech and Language or Occupational therapy in school programs
- Play therapy/child counselling
- Support at playtime, circle of friends, playground games led by trained play leaders
- Social skills programs and use of social stories

5.7 The child's progress is very closely monitored by the class teacher and after a short period of time, usually half a term the class teacher will review the child's progress with the parents. If the child is making good progress and is back on track then they will be monitored as part of the regular cycle. If they have made some progress then the cycle is repeated once.

5.8 If after one term of targeted support the child continues to make less than expected progress despite Quality First Teaching targeted at their areas of weakness then the class teacher, supported by the SENCo and other professionals will complete assessments to provide clear analysis of the child's needs. A Team around the Child meeting may be held and it will be agreed whether the child has a learning difficulty which requires SEND provision

5.9 Once a child is identified with SEND then resources are made available to support that child in school from the school's delegated SEN budget and will include funds up to £6000 per pupil.

5.10 Detailed records will be kept of the pupils receiving extra teaching support. These will include: The regular administration of informal reading inventories designed to provide a profile of reading achievement, phonic check-lists, detailed records of work and the results of standardised and diagnostic tests.

5.11 Class teacher will formally review the child's progress half termly and meet with parents of children with SEND at least once per term, they will offer parents a longer meeting than is offered to other parents. At this meeting the class teacher must review the child's progress, discuss new interventions and share the child's new targets with the parent

## 6.0 Working with parents of pupils with SEND

6.1 It is crucial that parents/carers are consulted and involved. The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

6.2 The school ensures parents/carers views and contributions are valued and listened to. We recognise that parents know their children best and have valuable contributions to make to support their child's SEND. The partnership with parents should include:

- Sensitivity to their concerns
- An understanding of feelings of parents when first informed of special needs.
- A willingness to offer support and advice
- Good communication and regular reviews and meetings
- Support and training for parents in specific areas of SEN e.g. dyslexia, ADHD, ASD
- Signposting parents to support groups and resources available to support their child with SEN and their family.

6.3 The school should always make clear:

- exactly what provision we will offer
- how parents/carers can support their child (e.g. an awareness of long term and short term targets in individual provision maps)

## **7.0 Pupil Participation**

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their provision maps. Where ever possible children will be enabled to participate in decisions which are taken regarding their education.



## 8.0 Resources

8.1 The school is allocated up to £6000 for pupils without a statement of SEN. These funds are devoted to the purchase of additional specialist teaching hours, teaching assistant support both in class and for interventions, emotional support (Kids Company, learning mentors), and specialist equipment.

8.2 The Senior Leadership team considers the following criteria when allocating additional resources e.g. identification of a child as requiring SEN support, inclusion of a child on the Speech and language or Occupational therapy caseloads, identification of children falling behind via pupil progress meetings, identification of a child as having social emotional or mental health needs.

Currently the school has:

50 pupils identified at SEN support

The Local Authority makes top up funds to the value of £.....available to the school to support the pupils who are the subject of Statements of Special Educational Need or Education, Health and Care Plans

Currently the school has:

5 pupils with Statements or EHCP

## 9.0 Statutory assessment

9.1 The school will request statutory assessment from the LEA in which the child is a resident, if the child remains a significant cause for concern because they are making limited progress despite appropriate targeted support in school for a sustained period. A statutory assessment might also be requested by the parents or an outside agency.

9.2 Before making this request the SENco will have collated the following documentation:

- At least three provision maps with targets reviewed by the class teacher
- Records and outcomes of regular TAC reviews undertaken
- Information on the pupil's health and relevant medical history
- Academic levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and the Educational Psychologist
- The views of the parent and the child
- Social services and Educational welfare Service reports

9.3 If the LA agree to conduct a statutory assessment then at least three TAC meetings will be scheduled to enable the EHCP to be discussed, a plan co-ordinator to be allocated, professional reports requested and the final plan to be written. An EHCP is normally produced when after Statutory Assessment the LA considers the child requires top up funding so that the school can provide appropriate provision. This may include the allocation of a personal budget.

All statements are in the process of conversion to EHCPs following the LAs recommended time frame.

9.4 In addition to the half termly in school review of progress, the progress of children with a Statement of Special Educational Needs/EHCP will be reviewed annually by the LA, as required by legislation. This will take place at the Child's Annual review meeting.

## **10.0 Arrangements made by the governing body relating to in-service training for staff in relation to SEND**

The school is committed to providing and facilitating attendance at in-service training in the area of SEND and an annual needs analysis is undertaken to identify the training needs of the whole school and of individual staff. The Headteacher and the Senco will organise Special Needs Inset for staff using time from:

- Inset Training Day
- Staff Meetings
- Ongoing timetabled half termly training for individual support staff

The focus for the training will be the implementation of the Code of Practice with specific reference to:

- An induction programme for new members of staff on SEND
- Writing and implementing individual provision maps
- Monitoring and reviewing individual provision maps
- Behaviour management (see Behaviour Policy)
- Increase knowledge and understanding of targeted interventions for specific areas of need, e.g. speech language and communication, autistic spectrum disorder, Dyscalculia
- Assessment and record-keeping
- Involving parents/carers
- Inclusion

To deliver effective training the school will involve specialists from all areas of SEN e.g. EPS, Behaviour and Learning Support Service (BLSS), Autism outreach service, Child and Mental Health Services, Literacy support service

## **11.0 Facilities for pupils with special educational needs including facilities, which increase or assist access by pupils who are disabled**

This includes specific provision for pupils with ongoing medical conditions e.g., management of epilepsy, asthma and eczema. The school makes appropriate use of the following services to support inclusion of pupils with disabilities; social services, educational welfare services and any voluntary organisations which work on behalf of pupils with SEND, the school nursing service, epilepsy nursing, paediatrics and ADHD nursing, visual, hearing and physical disabilities services in the borough are all

## 12.0 Liaison with outside agencies

12.1 The school seeks the advice and support of outside agencies in the provision for many of our pupils with SEND. The SENCo will complete the Early Help Assessment with the parents and make appropriate referrals with parental consent. The outside agency will then become part of the Team around the Child, will be invited to all TAC meetings and will be involved in the process of formative and summative assessment, target setting and review.

12.2 Regular liaison is maintained with the following external agencies by the SENCo for pupils at SEND support and pupils with Statements of Special Educational Needs/EHCP (as applicable):

- Behaviour and Learning support service (i.e. Pupil Referral Units)
- Special Needs Assessment Section (SNAS)
- Garratt Park ASD Outreach Team
- Child Adolescent Mental Health Service
- Looked After Child Services
- Wandsworth information, advice and support service
- Education Welfare Service
- Educational Psychology Service
- Health Services (Speech and language, Occupational health, School nursing service, Paediatrics, Children's Physiotherapy)
- Early years inclusion services (Portage, Early Years Centre, Health visitors)
- Children's Specialist Services (Social Work)
- Physical disabilities services (Greenmead School Outreach service)
- Spurgeons family support
- Contact a Family
- The Family Recovery Project
- The Hearing Support Service
- The Vision Support Service

### **13.0 Links with other schools, including special schools, and the provision made for transition of pupils with SEN between schools or between the school and the next stage of life or education**

13.1 We have links with the Special schools and centres providing Special needs support in the borough. Garratt Park School provides support for children with ASD and behavioural difficulties. Victoria Drive PRU provides support and peripatetic service for pupils with behaviour and learning difficulties. The early years centre provides support and staff training for early years pupils with ASD or social communication disorders. Greenmead school provides an outreach service for children with physical disabilities

13.2 Wandsworth LA has a primary secondary transfer procedure for all pupils with SEND in order for transfer of information to take place successfully. This includes Primary Secondary Transfer (PST) day and PST forms for pupils with SEN. The school follows the agreed procedure for transition for pupils with Statements/EHCP.

## **14.0 How the school monitors the effectiveness of inclusion**

**14.1** The senior leadership team monitors regularly the quality of classroom teaching with regards to meeting the needs of pupils with SEND. Support and/or coaching are provided for any teachers with consistently less than good teaching in this area. Interventions are also regularly monitored and effectiveness evaluated.

**14.2** Pupils with SEND are regarded as full members of the community and provision is inclusive. Pupils have full access to the environment, resources, staff and activities and the school carefully monitors all areas of school life to identify and address any barriers to inclusion for individuals or groups.

## **15.0 How the governing body evaluate the success of the education which is provided at the school to pupils with SEN**

**15.1** This school policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupil's progress reviews and or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil needs
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting
- Pupil attendance
- A reduction in the number of exclusions
- Consultation with parents
- Number of pupils successfully removed from SEND support due to good progress
- Pupils' awareness of their targets and achievements
- The school meets the statutory requirements of the SEND Code of Practice 2014
- Increase in the amount of parental/carer involvement
- Successful Annual Review of the SEND Action Plan.

## **16.0 Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school**

16.1 Concerns and complaints about SEND provision should be addressed in the first instance to the SENCo or Head teacher who will respond by meeting the parents/carers to discuss the situation. If this does not resolve the situation then the complaint should pass to the first level of the general complaints procedure, If necessary, parents can make representation to the Governing body.

16.2 Complaints to the LA should be made following the procedures below:

[http://www.wandsworth.gov.uk/info/220288/student\\_welfare/263/how\\_to\\_make\\_a\\_complaint](http://www.wandsworth.gov.uk/info/220288/student_welfare/263/how_to_make_a_complaint)

This policy has been written in consultation with staff December 2015

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