
Streatham Wells Primary School

S.E.N.D Policy

Objectives

At Streatham Wells we welcome pupils with special educational needs as part of our community. We aim to provide all pupils with equal access to the curriculum by:

- recognising that we will need to consider the individual needs of pupils when planning our curriculum. We aim to provide a curriculum which is accessible and relevant to the individual needs of our pupils
- recognising that some pupils will need additional support to ensure access to the whole curriculum. We aim to ensure that the needs of pupils are identified and assessed and appropriate support strategies are provided. If additional specialist advice and support is required we will contact the appropriate external agencies

- recognising the importance of early identification and assessment of pupils with special educational needs. We will continue to develop practices which aim to ensure that all pupils' special educational needs are identified and assessed and the curriculum planned to their needs
- recognising the vital role of parents and carers in the identification, assessment and response to their child's special educational needs. We aim to work in partnership with parents and carers, valuing their views and contributions and keeping them fully involved in their child's education
- involving the child and taking their views into account. We will make every effort to involve the pupils in decision-making about their special educational provision
- promoting effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting pupils' special educational needs.

What is SEND?

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of the children of the same age; or
- b) have a disability which prevents or hinders them from making use of additional educational facilities of a kind generally provided for children of the same age in schools within the area of the Children and Young People's Service(CYPS)
- c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught.

(Special Educational Needs and Disability Code of Practice 2015)

Coordination of Special Educational Needs

Streatham Wells appoints a member of staff responsible for the coordination of Special Educational Needs within the school, known as the Special Educational Needs Co-ordinator or SENCO in our school that lies with the Deputy Head Teacher (DHT). The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's special educational needs policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers and relevant members of staff. Time is provided before and after school and at twice yearly IEP meetings for class teachers to liaise with teaching assistants (TAs) and learning support teachers (LSTs) working in their classes. The SENCO will be part of the liaison process
- timetabling and managing teaching assistants and learning support teachers
- overseeing the records of all children with special educational needs. These are held centrally and securely in the DHT office by the SENCO, documentation relevant to the teacher are distributed and held in class by the class teacher. The updating and the distribution of relevant documentation to class teachers, LSTs and TAs is the responsibility of the SENCO. Other records, including those of pupils with special educational needs are held and managed by class teachers and the assessment coordinator
- liaising with parents of children with special educational needs. Weekly drop-in sessions are held in the Small House (SEN area) to support this. Class teachers meet with parents of all pupils during twice yearly parents meetings
- contributing to the in-service training of staff
- liaising with and co-ordinating the visits of external agencies including the educational psychology service, speech and language therapy service, occupational therapy/physiotherapy service, health and social services, the hearing impairment service, clinical psychology, the child and adolescent mental health service and the Larkhall outreach team for children with autism. Wherever possible class teachers

are released to meet with these agencies to ensure that all relevant information is passed on and shared effectively.

The current Special Educational Needs Co-ordinator is Bob Wade the DHT.

Admissions

Details of our admissions procedures can be found in the Admissions Policy.

Where a pupil is new to the school it is considered good practice to allow a settling in period of at least half a term before any decisions regarding potential special needs are made. This will be for a term in the Nursery. However, should a child arrive with existing needs, support will be allocated appropriately.

Providing a Curriculum for All

At Streatham Wells we aim to offer a curriculum which is planned and differentiated to meet the needs of individual pupils. Where a pupil is unable to access this, the work may be modified further to meet specific individual needs which are 'additional to' or 'different from' the curriculum. At each stage we as a school aim to look at ways in which we can adapt the curriculum to meet the needs of the pupil.

Extra support is available to enable access to the curriculum. There is often the expectation that this support will take the form of an additional adult to enable working 1:1 with the pupil. However we recognise that this is not always the best way to support our pupils. Support may therefore take the form of time for liaison with specialists, the careful choice of specific equipment to aid access and working in small groups.

Wherever possible support will take place within the classroom but in some instances small group or individual work may be timetabled where this is considered to best benefit the individual pupils.

Special Needs and Inclusion

Every pupil is regarded as a full member of the school community and we aim at every opportunity to provide full access to the school environment, resources, staff and activities for all members of the school community.

There may be times when it is not considered appropriate for a pupil to engage in a particular activity for health and safety reasons. Where this is the case, decisions will be made in consultation with the parents or carers.

Specialist Provision and Facilities

Streatham Wells does not have an attached specialist unit.

We work closely with a range of external agencies who regularly visit the school to work with individuals and groups of pupils and meet with class teachers, teaching assistants and the SENCO.

Allocation of Resources

Each year financial resources are allocated to support the education of children with Special Educational Needs in a way best designed to suit the individual.

Identifying, assessing and reviewing needs

At Streatham Wells we follow the graduated approach as outlined in the Special Educational Needs Code of Practice 2015. This is a model of action and intervention in primary schools and early years settings to help children who are experiencing special educational needs.

Early Years Foundation Stage

Identification and assessment in the Early Years setting.

Children making slower progress towards meeting the early learning goals will be provided with carefully differentiated learning opportunities to help them progress. Where appropriate the pupil will be supported through Early Years SEN Support and Early Years SEND Support Plan following the graduated response detailed in the Code of Practice. Interventions and progress will be recorded on an IEP which will be kept under review.

Early years teachers will meet regularly with the SENCO and parents to discuss any concerns, review current targets and share information.

Key Stage 1 and Key Stage 2 (KS1/ KS2)

Identification, assessment and provision

Initial concerns

Concern about a child's progress may be brought to the attention of the SENCO in a number of ways. This could arise from:

- the assessment co-ordinator who may highlight a concern about a child's progress as recorded by the school's assessment procedures
- a parent who may express a concern about their child's progress
- a class teacher/support staff who may express concern about an individual child
- a General Practitioner
- a Speech and Language Therapist
- or other agencies working in the school

Where the concern comes from the school, the class teacher will inform the parents and the SENCO. The class teacher has the responsibility for providing further differentiation for the pupil and monitoring its effectiveness. The class teacher will meet with the SENCO and parent again after a term to discuss the interventions and progress made.

At this review if adequate progress has not been made and it is felt that the curriculum has been appropriately differentiated, it may be considered appropriate for the child to be supported through SEN Support and he/she may have a SEND Support Plan, or it may be decided to continue monitoring progress.

Where a pupil is new to the school we recognise that a settling period of at least half a term should be left before any decisions about a child are made. During this time however, when a class teacher is concerned about a pupil, the SENCO will contact previous schools. If a child arrives with recognised special educational needs, appropriate support will be given.

Early Years SEN Support and Whole School SEN Support.

The triggers for intervention through Early Years SEN Support and Whole School SEN Support are where there continues to be concern about a pupil who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which show no improvement despite behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

(Code of Practice 5:44)

- continues working at levels significantly below those expected for children of a similar age in certain areas.

(Code of Practice 4:21)

Responsibilities

The class teacher will take the lead in further assessment of the pupil's strengths and weaknesses and together with the SENCO will plan the nature of the interventions required by the child which will be recorded on an IEP. The class teacher will remain responsible for working with the child on a daily basis but may receive additional adult support from a teaching assistant.

Review

The programme of support will be reviewed regularly and parents will be invited to contribute. If adequate progress has not been made after a minimum of two reviews at this stage, it may be considered appropriate to support the child through School SEND Support Plan.

Early Years SEND Support Plan and Whole School SEND Support Plan

The triggers for intervention through Early Years SEND Support Plan and Whole School SEND Support Plan are where the pupil, despite receiving a programme of support:

- continues to make little or no progress in specific areas over a long period
- continues working at Early Years Foundation Stage levels/National Curriculum levels substantially below that expected of children of a similar age
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Code of Practice 4:31

Responsibilities

The class teacher continues to have overall responsibility for the day to day delivery of a programme of support. Where appropriate, extra support with a teaching assistant may be offered, working with groups or individuals. In consultation with the SENCO external support will be sought through the referral process. This support may take a variety of forms depending on the pupil's needs. All of this information will be recorded on an IEP. As far as possible the strategies outlined will be implemented in the classroom setting. Parental consent will always be sought for any interventions by an external agency.

Reviews

IEPs will be reviewed twice yearly for children on Early Years SEN Support and Whole School SEN Support/SEND Support Plan at a meeting convened by the SENCO. This meeting will normally take place during the school day and wherever possible all those involved with the pupil will be present. The parents of children a SEND Support Plan will be invited to the review. If progress is at least satisfactory, interventions at this stage can continue. If it remains satisfactory for at least two or more review periods the pupil can revert to SEN support. If progress remains unsatisfactory, statutory assessment will be considered.

School request for a statutory assessment

A child can be brought to the attention of the CYPS as possibly requiring an assessment, by a referral from the school, parents or health authority. The school will make a referral if the action already taken has not proved sufficient or if the child's needs still remain substantial. Evidence will be collected and submitted in line with procedures outlined in the Code of Practice. A Common Assessment Framework (C.A.F) may be used but use of SEND Support Plans completed by the SENCO and assessments from outside agencies will form the majority of the evidence. From the evidence submitted, the CYPS will make a full assessment of the child's needs and will make a decision to issue the child with an Education, Health and Care Plan (EHCP) or to recommend school based support. Once they've received a request for an EHCP, the local authority has to decide whether or not to carry out an assessment. They have a maximum of six weeks to get back to you with their decision.

Pupils with an EHCP

In exceptional cases the child may be issued with an EHCP of special educational needs.

The special educational needs of pupils with an EHCP will be made known to all those who work with the pupil by the SENCO. Individual education plans will be devised in consultation with all those involved with the pupil. These will be reviewed termly at a meeting convened by the SENCO. Parents will be invited to attend the review and pupils will be encouraged to contribute to the review by recording their views on a questionnaire. The pupil's progress will be reviewed more formally on an annual basis at the annual review meeting. For younger children or if needs change, this review may be more frequent. At the annual review in Year 5 provision required for the

secondary phase will be considered. If options are not clear at this stage, an interim review will be held in the Autumn term of Year 6. Liaison during key stage transition is considered to be vital and meetings will be organised as appropriate.

Staff Development

At Streatham Wells we are committed to providing and facilitating staff training. This is provided in school during planned staff meetings or during INSET. In addition to this, attendance at relevant external courses is encouraged. The SENCO and teaching assistants meet regularly as a group to exchange information and discuss special educational needs issues.

External Support

To support the school in their provision for all children the advice of external support agencies may be sought. This might include:

The Speech Therapy service (SALT)

The Occupational Therapy service (OT)

The Educational Psychology Service (EPS)

The Hearing Impairment Service.

Clinical Psychology.

The Physiotherapy Service.

CAMHS(Child and Adolescent Mental Health Service)

The School Nurse

Larkhall Outreach for pupils on the autistic spectrum

We aim to work in a collaborative way, so that all professionals can share and develop their expertise. To this end extra adult time may be put into devising planned interventions, monitoring progress or in undertaking staff development and training to introduce new strategies.

Working with Parents

At Streatham Wells we place great value on contributions from parents and carers. We see this as a two-way process and aim to develop partnerships with parents which will be supportive of the pupil's development.

Parents are informed when a teacher has any concern about a pupil's development and when the school feels it is appropriate to support a child through Early Years SEN Support and Whole School SEN Support or Early Years SEND Support Plan and Whole School SEND Support Plan. At every stage we aim to give parents the opportunity to be fully involved and informed.

We have an 'open door' policy and encourage parents to come into school whenever they have a concern so that an appropriate time can be made to discuss any issues. Monday morning is allocated for a 'drop in session' in the SEN room and both the SENCO and the Learning Mentor are available to discuss concerns should parents require it.

Twice yearly meetings are scheduled where parents and teachers can discuss a pupil's work and progress.

Twice yearly reviews are organised for pupils at Early Years and Whole School SEND Support Plan and termly reviews are held for EHCP pupils. Parental contributions are helpful in setting new targets for the Individual Education Plan. Children who are placed on the special educational needs register at Early Years and Whole SEN Support also have their progress reviewed and parental contributions in written form are very useful in the review process.

Working with Pupils

Children with special educational needs have the right to be involved in making decisions and exercising choices. We aim to achieve this at Streatham Wells through actively engaging pupils in their own learning. When meetings are held regarding pupil progress or IEPs, every attempt will be made to seek the pupil's views through an interview and a small questionnaire prior to the meeting and afterwards through discussing any decisions made with the pupil.

Transition between Schools

We believe that the sharing of information about pupils is essential in supporting their development.

Where a pupil with special educational needs moves to another school, we aim to promptly forward any relevant information regarding the nature of that need. Where appropriate, meetings will be arranged between the relevant members of staff at both schools so that the most effective support can be organised which reflects the pupil's needs and continued development. Personal visits will be organised by the SENCO for children at SEND Support Plans and those on EHCP and pupils will be encouraged to ask questions and familiarise themselves with their new school. The SENCO will escort children on these visits and raise any concerns should the pupil request this.

Where there are concerns about a pupil new to the school, contact with the previous school will be made to ensure that relevant information is passed on.

Evaluating Success

The SENCO and SEN Governor meet during the year to discuss the progress being made by children on the SEN register. They also discuss a range of issues relating to special educational needs. The SENCO attends a sub-committee of governors annually to report on SEN.

Reviewed Spring 2018
To be Reviewed Spring 2020