

FURZEDOWN PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) AND INCLUSION POLICY

Written by Monica Kitchlew-Wilson – Headteacher and Maria Chappell – SENCo in consultation with Staff, Parents and Governors.

Link Governor for SEND: Rebecca McIlroy

Date for Review: Autumn 2020

1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 2014 (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability code of practice: 0 to 25 years - Statutory Guidance - January 2015
- Children and Families Act 2014
- Schools SEN information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012
- Our Accessibility Policy outlines how we increase and promote access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

2. Purpose

- To set out the range of Special Educational Needs support that will be deployed.
- To make it clear that every teacher is a teacher of every child or young person including those with SEND and that teaching these children successfully is a whole school responsibility.
- Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants and specialist staff.
- To form part of the school's strategic planning for improvement to develop cultures, policies and practices that include all learners.

3. Aims

- To meet the needs of children who experience barriers to their learning.
- To identify needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her potential.
- To ensure that the necessary provision is made for any pupil who has special educational needs and how these needs are made known to all who are likely to teach them.
- To offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs.
- To provide an appropriate and high quality education to all the children living in our local area.
- To provide all children with a broad and balanced academic and social curriculum, which is accessible to them.
- To include all children in all aspects of school life and to ensure that all children are equally valued in school.
- To strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.
- To engender a sense of community and belonging.
- To focus on raising the aspirations of and expectations for all pupils with SEND and on outcomes for children (and not just hours of provision/support).
- To ensure inclusion and equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.
- To attend to the provision for and the achievement of, different groups of learners:
 - Girls and boys
 - Minority ethnic and faith groups, asylum seekers and refugees
 - Those who are more able pupils
 - Those who are looked after by the local authority
 - Others such as those who are sick, young carers, those who are in families under stress
 - Any learners who are at risk of disaffection
 - Learners with special educational needs and disabilities
- To model inclusion in our staffing policies, relationships with parent/carers and the community.
- To support children's successful preparation for adulthood and to help children to realise their ambitions in relation to;

- higher education and/or employment
- independent living
- participating in society
- being as healthy as possible in adult life

4. Implementation

Definition of Special Educational Needs and Disabilities

- 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.
- 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.
 - Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school.

Areas of Special Educational Needs and Disabilities

The areas of need can be considered as falling under four broad areas:

- Communication and Interaction - Speech, Language and Communication (SLCN) and Autistic Spectrum Disorder (ASD)
- Cognition and Learning - Literacy, Numeracy and general difficulties, Specific Learning Difficulties (SpLD) and Moderate Learning Difficulties (MLD)
- Social, Mental and Emotional health
- Sensory and/or physical - Physical difficulty (PD), Visual Impairment (VI) and Hearing Impairment (HI)

Many children have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child and their situation at the earliest opportunity to make an accurate assessment of their needs.

Early identification of Special Educational Needs and Disabilities

- The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.
- We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.
- Pupils are identified as having SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality teaching.
- Concerns may be noted by the class teacher/parents/carers or external agencies.

Areas which are not SEND, but may impact on progress and attainment are:

- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

We believe that many pupils at some time in their school career may experience difficulties which affect their learning and we recognise that these may be long or short term.

We have changed the way we deliver interventions by allocating 3 teachers per year group, so that most interventions can be personalised and delivered in class and supplement and support the learning needs of the individual.

The Graduated Approach to SEND Support

Throughout the identification and provision process for SEND, the graduated approach is followed. This is based on an ASSESS-PLAN-DO-REVIEW cycle.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

In deciding whether to make special educational provision, the teacher and SENCo consider all of the information gathered from within the school and parents about the pupil's progress, alongside

national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need, the school draws on more specialised assessments from external agencies.

The school will record the steps taken to meet the needs of individual children. The SENCo will have the responsibility for ensuring that records are kept and are available as needed. If we refer a child for a statutory assessment, we will provide the local authority with a record of our work with the child including the arrangements we have already made.

For all children on the SEND Support register and for children with EHCPs, 'SEND Support records' are made available to parents and are discussed and reviewed during termly 'Structured Conversation Meetings'. During Structured Conversation Meetings, new outcomes and targets are devised in collaboration with parents. The provision, containing details of the support that the child receives in order to support the child in reaching those targets, is discussed with parents.

Levels of support

Universal Support involves:

- Observation of children's response to differentiated classroom teaching.
- Recognising and responding to parental concerns.
- Attending to and acting on reports from previous settings.
- Reflecting on the evidence accumulated over time and from different sources.

Targeted Support Involves:

- Use of checklists and screeners e.g.; for Speech Language and Communication Needs and Dyslexia.
- The use of a range of 'catch up' interventions and ability to evaluate them. E.g.; Explore and Talk, Word Aware, Teach Talk, Talk Partners@Primary. Therapeutic Play etc.

Specialist Support involves:

- External support services will usually see the child so that they can advise teachers on fresh targets and outcomes and accompanying strategies, provide more specialist assessments to inform planning and the measurement of pupil's progress, give advice on the use of new or specialised strategies or material and in some cases provide support for particular activities.

- Assessment of strengths and areas of need using standardised tests and other sources of information e.g. Speech and Language Therapists, Educational Psychologists, Occupational Therapists.
- External support services will see the child's records in order to establish which strategies have already been employed and which targets or outcomes have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. These will be implemented either in the normal classroom setting, or in smaller groups/individually outside of the classroom. The delivery of interventions recorded in the provision map continues to be the responsibility of the class teachers

The role of the SENCo

The SEND Coordinator (SENCo) responsibilities include:

- Overseeing the day-to-day operation of the school's SEND Policy.
- Coordinating the provision for children with special educational needs.
- Liaising with and advising fellow teachers.
- Managing staff providing support.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND, ensuring parents are closely involved throughout and that their insights inform action taken by the school.
- Contributing to the in-service training of staff.
- Liaising with external agencies and services, including local authority's support and educational psychology service, health and social services and voluntary bodies.
- Reporting to the governing body on SEND policy.
- Managing the SEND budget set for purchasing specialist resources.

Training and resources

- In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all pupils, staffs are encouraged to undertake training and development.

- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain systems and structures in place around the school's SEND provision and practise and to discuss the needs of individual pupils.
- The school's SENCo regularly attend the Local Authority SENCo Forum network meetings in order to keep up to date with local and national updates in SEND.

EAL - Children must not be regarded as having a learning need solely because of the language or form of language of their home is different from the language in which they will be taught

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance to establish whether the problems they have in the classroom are due to limitations in their command of the language that they speak or arise from special educational needs.

Parents

- The school will have regards to the Special Educational Needs and Disabilities Code of Practice (2014) when carrying out its duties toward all pupils with special educational needs and disabilities and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Partnership with parents plays a key role in enabling children with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.
- All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education.
- Children with SEND often have a unique knowledge of their own needs. Their views about what sort of help they would like to help them make the most of their education, will be ascertained.

5. Monitoring and assessment

- The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils have special educational needs, to allow them to join in

the activities of the school together with pupils who do not have special educational needs and disabilities, as far as is reasonably practical and compatible with the efficient education of other pupils with whom they are educated.

Best endeavours mean:

- Having ambition for young people with SEND
 - Providing a wide range of study programmes and support at all levels
 - Involving the pupil and parents in planning and getting the most out of specialist expertise.
-
- Provision for children with SEND is a matter for the school as a whole. In addition to the governing body, the head teacher, the SENCo and all other member of staff have important day-to-day responsibilities.
 - At the heart of the work of every class at Furzedown is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children.
 - The majority of children will learn and progress within these arrangements.
 - Parents will always be consulted and kept informed of the action taken to help the child and of the outcome of this action.
 - The school will assess each child's levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years.
 - If the child already has an identified special educational need, this information may be transferred through the Early Years setting and the SENCo and the child's class teacher will use this information to:
 - Provide starting points for the development of an appropriate curriculum.
 - Identify and focus attention on action to support the child within the class.
 - Use the assessment processes to identify any learning difficulties.
 - Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Monitoring children's progress

The school system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances,

teachers may need to consult the SENCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be identified in a number of ways. It might be progress which;

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

Nature of intervention

The SENCo and the child's class teachers will decide on the action needed to help the child to progress. This may include:

- Different learning materials or special equipment
- Some group or individual support
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to local authority or other support services for one-off or occasional advice on strategies or equipment

SEND Support records - There is a single new category of SEND called '**SEN SUPPORT**'

Strategies employed to enable the child to progress will be recorded on the class provision map.

Support Records will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes

The Support Record will only record that which is additional to, or different from, the differentiated curriculum and will focus upon individual targets that match the child's needs and have been discussed with the child and the parents. The provision will be reviewed at least once a term and parent's views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

School's request for an Education, Health Care Plan (EHCP)

Where a request for an EHCP is made by the school to the local authority, the child will have demonstrated significant cause for concern. The local authority will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. These involve:

- Provision maps and Support Records for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- Attainment in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals such as health, social services or education welfare service

EHCP Assessment for Special Educational Needs

All EHCPs must be reviewed with the parents, the pupil, the local authority, the school and professionals, with consideration given to whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. The targets from a statement or EHCP are recorded on the child's Support Record. Strategies employed to enable the child to progress will be recorded on the class provision map.

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the same timescales as other

parents. The SENCo of the receiving school will then be invited to attend the final annual review in the primary school of pupils with statements or EHCPs, to allow the receiving school to plan an appropriate Support Record to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

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. See out 'Supporting pupils at school with medical conditions Policy'.
- Some may also have special educational needs (SEN) and may have a Statement, or Education, Health Care Plan (EHCP), which brings together health and social care needs, as well as their Special educational provision and the SEND Code of Practice (2014) is followed.

6. Performance indicators

- Barriers to learning are identified and addressed.
- Families, staff and other organisations, agencies and services where appropriate are working together to support the child.
- All the children living in our local area are provided with an appropriate and high quality education whatever their age, gender, ethnicity, impairment, attainment and background.
- All children are provided with a broad and balanced academic and social curriculum, which is accessible to them.
- All children are included in all aspects of school life and equally valued in school.
- All children flourish and feel safe.
- The aspirations of and expectations for all pupils with SEND and on outcomes for children are raised.

7. Contact

Our Special Education Needs Coordinator (SENCo) is Maria Chappell. She can be contacted on 0208 672 3480 and her email is senco@furzedown.wandsworth.sch.uk

Our Senior Leadership Team (SLT) Advocate is Monica Kitchlew-Wilson, Headteacher Furzedown School. Her telephone number is as before and her email is head@furzedown.wandsworth.sch.uk

The governing body has a link governor for SEND and inclusion – Rebecca McIlroy, who will be up to date and knowledgeable about the school’s SEND provision, including how funding, equipment and personnel resources are deployed.

This policy reflects the SEND Code of Practice, 0-25 guidance 2014 and should be read in conjunction with Furzedown School’s SEN Information Report. Please click on link above this policy.