

SEND POLICY 2019



Written By	Senior Staff	
Frequency of Review	Annually	
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Display on Website	✓	
Purpose		
Consultation	Governors	✓
	Parents	x
	Pupils	x
	Staff	✓
Links with other policies	None	

Signed Janet Hutton (Chair of Governors)

Signed M. Fairweather (Headteacher)

Ellingham Primary School **SEND Policy 2019**

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following policies:

- Behaviour Policy
- Assessment Policy
- Equalities Policy
- Safeguarding Policy
- Homework Policy
- Complaints Policy
- Accessibility Plan

This policy was developed with representatives from the governing body and will be reviewed annually.

Definition of SEND:

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEND if they have 'a learning difficulty or disability which calls for special educational provision to be made for them'. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age;
or
- (b) Have 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 schools or mainstream post-16 institutions.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use their best endeavours to ensure that such provision is made for those who need it.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

1. The kinds of special educational need for which provision is made at Ellingham Primary School:

Ellingham Primary School is a mainstream primary school, with a strong emphasis on Inclusion.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

At Ellingham we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan; for instance dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and social, emotional and mental health difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need:

- Autism
- Dyslexia
- Global Developmental Delay
- ADHD
- Dyspraxia
- Speech and Language Difficulties

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

2 Information about the policy for identification and assessment of pupils with SEN:

At Ellingham Primary School, teachers and senior leaders monitor the progress of all pupils on a half termly basis, to review their progress. We also use a range of assessments with all the pupils at various points, e.g. Y1 phonics screening, Speech link, Language link, Diagnostic Spelling Tests, Lucid Screening for Dyslexia. These are done on a termly basis or as appropriate for an individual child.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational need has not been identified. This extra support will enable the pupil to catch up. Examples of extra support are:

- Precision Teaching
- Beat Dyslexia
- Word Blaze
- Memory Magic
- Colourful Semantics
- Narrative groups

Despite high quality targeted teaching, some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. In most cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined / revised if necessary. At this point, because the pupil requires additional and extra provision, we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. The Inclusion Co-ordinator and SENCO (special educational needs coordinator) reviews the progress of identified children on a termly basis and consults with class teachers at Progress Meetings. The SENCO works with teaching assistants to monitor interventions and analyses the impact of this intervention at the end of each half term. Provision for the next term is then planned for, according to the progress made during the previous term.

The school follows the Code of Practice's 'Assess, Plan, Do, Review' model to ensure that appropriate targets are set and reviewed regularly for each child with SEND. The SENCO, class teacher and appropriate support staff, are part of this process alongside the child's parents / carers.

Ellingham maintains strong relationships with external professionals who work with us to ensure we are providing appropriate support for identified children. This support could come from:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Advisory Teachers
- Early years EYSIF team
- Parent Partnership Service

We also have two experienced Pupil and Parent Support Assistants who support parents / carers and provide opportunities to discuss any concerns further.

Our work with the external professionals listed above consists of consultations with class teachers, support staff and parents; observations of pupils and working with the SENCO to develop provision and strategies for identified children.

3a How we evaluate the effectiveness of the provision made for pupils with special education needs with or without an Education, Health and Care Plan:

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

- Similar to that of children of the same age who had the same starting point
- Matching or improving on the pupil's previous rate of progress
- Allowing the attainment gap to close between the pupil and children of the same age

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b The school's arrangements for assessing and reviewing the progress of pupils with special educational needs:

Every pupil in the school has their progress tracked on a half-termly basis. In addition to this, pupils with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made, the support plan and planned outcomes will be reviewed and adjusted. Termly review meetings are held with parents, staff and the SENCO to measure progress and discuss whether the outcomes are being achieved.

3c The school's approach to teaching pupils with special educational needs:

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014)

'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. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered'. (CoP 6.34)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework/Statutory Framework for the Early Years Foundation Stage, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are sometimes delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as 'notional SEN funding'. The class teacher will remain responsible for working with the pupil on a daily basis.

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

At Ellingham we are fortunate to have two experienced Pupil and Parent Support Assistants, who are ELSA (emotional literacy support assistant) trained. Our PPSAs support families and children who have been identified by class teachers, the Safeguarding Officer or the SENCO, and run intervention programmes/support sessions to suit individual need.

We pride ourselves with a reward-based behaviour policy, and encourage all children to behave in an appropriate and responsible way, in accordance with our school rules. Our PPSAs support children with behaviour difficulties and work with them on a 1:1 basis as appropriate. Identified children have a behaviour plan that is put in place by the SENCO, in conjunction with the child's parents / carers and the class teacher. We also seek advice from the Behaviour Support Service as appropriate. This enables us to provide suitable provision for pupils with Social, Emotional and Mental Health needs. (Please read the school's behaviour policy for a detailed guide to the school's behaviour procedures).

As a school, we encourage each child to have excellent attendance. Our PPSAs are also responsible for monitoring attendance and supporting families who are struggling with getting their child to school regularly. They can provide assistance in getting children to and from school, and this is a decision made by the Head teacher on a case-by-case basis. Each term, the school rewards pupils who have had excellent or improved attendance, as well as hosting the 100% attendance assembly led by the Mayor, each year.

The school follows the guidance in the *Supporting Pupils at School with Medical Conditions* document (2014) and works with parents to ensure that appropriate provision and support is given to these children. We will also seek advice from external professionals where appropriate.

3d. How the school adapts the curriculum and learning environment for pupils with special educational needs

At Ellingham we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11)

Identifying SEND in schools

3e Additional support for learning that is available to pupils with special educational needs:

Schools receive funding for SEN pupils. This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEN and it is evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will request 'top up' from the Local Authority in Kingston.

The Headteacher has the final say in the use of the personal budget within the school.

3f Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum:

All clubs, trips and activities offered to pupils at Ellingham are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

All pupils at Ellingham are invited to attend extra-curricular clubs. Wherever possible, these clubs include access for children with SEND. We will do our best to ensure that clubs cater to the needs of SEND pupils, and may support them in doing so by providing additional adult support.

We invite parents and carers to discuss access for SEND pupils on our school trips, both residential and day trips. We will make reasonable adjustments to ensure that all pupils can take part in trips and will plan them accordingly. If a parent has concerns or is anxious about their child going on any of our trips, we invite them to come and discuss these concerns further.

At Ellingham, we aim to meet the needs of each individual child with SEND. For some children, this may mean that they need support at the beginning and the end of a school day, and may include an altered timetable to reflect this. As always, this will be discussed in conjunction with parents to ensure an appropriate plan is put in place.

3g Support that is available for improving the emotional and social development of pupils with special educational needs:

At Ellingham we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, (for instance: PSHE, Family Links and Emotional Literacy Support), and indirectly with every conversation adults have with pupils throughout the day. We also have a sensory room that can be accessed by all children.

For some pupils with the most need for help in this area we also can provide the following:

- Weekly sessions with our school's Emotional Literacy Support Assistant (ELSA)
- Timetabled sessions within our Sensory Room
- Support with referrals to the CAMHS team
- Support for consultations with the EHS team

Pupils with emotional and social needs because of their special educational needs will be supported to enable them to develop and mature appropriately.

We are interested in hearing parents/carers and pupils' views. Pupils are encouraged to share their views on whole school issues through our School Council, who meet once a half-term. All children with SEND have a SEN support plan which includes a section for them to share what is important to them in terms of their provision and what strategies help them learn and what doesn't help them. We encourage the children to think about the aspirations and long-term goals for the future. During termly meetings with parents and carers we co-construct outcomes for the key stage and short-term achievable targets.

Ellingham does not tolerate bullying and all pupils are encouraged to share any concerns they have with their class teacher or support assistant. Children and young people with SEN are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. They will be provided with safe, supervised places that they can go to during social time. Peer support systems are in place in addressing bullying behaviour, as well as raising awareness of SEN for everyone in the school community. Any cases of bullying are reported to the Senior Leadership Team who ensures that the matter is dealt with effectively.

4. The name and contact details of the SEND Co-ordinator:

The SENCO at Ellingham Primary School is Mrs Claire Cook, who is our Assistant Headteacher.

Mrs Cook is available on 0208 397 3864 or senco@elp.rbksch.org

5 The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured:

All teachers and teaching assistants have access to regular training, delivered either by the SENCO or by external specialists. The training providers we approach for external training include:

- Local Special School, e.g. St Philip's School, Chessington
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Dyslexia specialists
- Teaching and Learning Advisors
- Emotional health service
- EIP advice service
- EYSIF panel

6. How equipment and facilities to support children and young people with special educational needs will be secured:

Specialist equipment will be considered on an individual basis.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving them in, their education:

All parents of pupils at Ellingham are invited to discuss the progress of their children three times a year and receive a written report once a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching through small group interventions to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If, following this normal provision, improvements in progress are not seen, we will contact parents/carers to discuss this and what we will be doing to help us to address the child's needs more effectively. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education:

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning.

We aim for all children to be part of their person-centred planning but we recognise that during the early years and in KS1, children may not feel as confident to take on this responsibility, so we would expect parents to play a greater role in this process during this stage. As pupils enter KS2, we would hope that they would take on a greater responsibility for their provision and feel confident to share their thoughts and ideas during review meetings. This may not be possible for every child and we will take their individual needs into consideration.

9. The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school:

The same arrangements for the treatment of complaints at Ellingham are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with:

- Class teacher (in the first instance)
- Key Stage Leader and/or SENCO
- Headteacher

to resolve the issue before making the complaint formal to the Chair of the GB. (See the Complaints Policy on the school website)

10. How the governing body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:

The governing body have engaged with the following:-

- A Service Level Agreement with Educational Psychology service for 30 hours a year
- Premium package level membership to SPARK (the School Performance Alliance Richmond and Kingston)
- Link to the Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the Education Inclusion Service,
- Membership of professional networks for SENCO e.g. NASEN, SENCO forum, etc
- School Nurse

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services):

Parent/carer forums are local groups of parents and carers of children and young people with disabilities who work alongside local authorities, education, health and other service providers to ensure the services they plan, commission, deliver and monitor meet the needs of children and families. They also offer support and advice to families from a parent point of view.

Independent Supporters

Independent Supporters can work with you and your child to ensure that your voices are heard. They offer a free, friendly, flexible service for families and young people. They offer support when:

- you have applied for an education, health and care plan (EHCP) for your child

They aim to do this by:

- supporting you to understand the legal framework underpinning the changes in SEN
- helping you think through and identify what the changes mean for you
- attending or supporting you at meetings with the local authority or school

The local organisations that provide this service are:

Independent Support Partnership

Phone: 020 8831 6076

Email: independent.support@richmondaid.org.uk

Website: www.raid.org.uk

KIDS Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS)

Phone: 020 8831 6179

Email: mailto:richmondkingston@kids.org.uk

Website: www.kids.org.uk

In addition to independent support, the Information, Advice and Support Service (SENDIASS) offers advice across a wide range of subjects. This may include help with personal budgets and how to use the Local Offer plus:

- support with understanding reports and letters, attending meetings and preparing for assessments and reviews
- information and signposting to support services in your area
- support with transition and preparing for adulthood
- support with and signposting to mediation
- advice and support on benefits

The Local Offer contains information on all the local organisations that can provide support and advice.

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living:

At Ellingham we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. The SENCO meets with parents to discuss the successful transfer and will also arrange to visit the child and relevant staff in their current setting.

We also contribute information to a pupils' onward destination by providing information to the next setting. The SENCO from the primary school will meet with the SENCO of the secondary school to discuss the provision for the child. Parents are invited to attend this transition meeting and are supported through the process by the SENCOs from both schools.

13 Information on where the local authority's local offer is published:

The Local Offer is a website that provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.

Local Offer website: www.afclocaloffer.org.uk

Email address for enquiries and feedback: sendlocaloffer@achievingforchildren.org.uk

Phone number for enquiries: 020 8547 4722

We will publish information on our website about the implementation of the governing body for pupils with SEN. The information published **will** be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014.

Approved by the GB: Autumn 2017

Next review: Autumn 2019