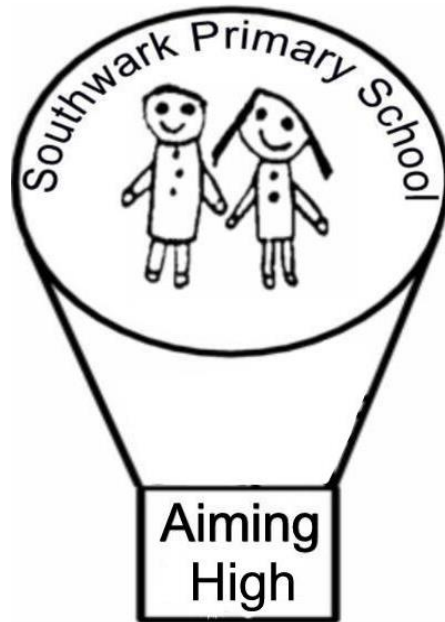


# Southwark Primary School



## Special Educational Needs and Disabilities (SEND) Policy

2016/7

(Reviewed annually)

## **Aims and Objectives**

This policy explains how Southwark Primary School makes provision for pupils with SEND, in line with the school ethos and current legislative requirements (SEND Code of Practice 2015, Equality Act 2010)

Southwark Primary School is a mainstream school which welcomes children with special educational needs and disabilities and will make sure that none in the community let a child's special needs get in the way of high expectations of social and academic achievement. SEND refers to the additional requirements of children with learning difficulties and/or physical and sensory disabilities. The school has the responsibility to comply with legislation and ensure that: full access to the curriculum is provided; additional support is provided where needed; there is good access for disabled children; and discrimination is prevented. The school is in a favourable position in relation to physical access for children with disabilities as its building and the whole site is fully DDA compliant. The School's SEND policy, practice and procedures are built upon the following principles.

### **The school and its community will:**

- promote positive attitudes towards children with special needs or disabilities;
- make sure that children with special needs or disabilities receive the right provision for their needs;
- make sure that children with special needs or disabilities are not treated less favourably than other children and have access to the full curriculum;
- make sure that children with special needs or disabilities are fully integrated in the school community and engage in school activities together with children who do not have special needs;
- make sure that reasonable adjustments are made so that children with special needs or disabilities are not at a substantial disadvantage compared to others;
- make sure that the governors monitor, support and challenge the implementation of the SEND policy on a regular basis (This Policy will be reviewed in September 2016);
- champion the needs of vulnerable children;
- listen to children and their families when making plans to meet a child's particular needs and when reviewing the child's progress;
- make sure that parents have the information they need to know how the school is supporting their child and make sure parents are aware of how best they can support their child's educational, physical and social development
- forge positive partnerships with external services and agencies, where children need additional help;
- make sure that all teachers and staff are well trained and confident to: identify and overcome a range of high incidence barriers to learning and manage associated challenging behaviour.

- make sure that teachers are able to identify what a child needs to help them learn and to plan **precise support** to help every child progress well, reflecting the specific needs of children with special needs or disabilities and those who may just be struggling with learning and need school-based catch-up support.

**The SEN Inclusion Leader is a member of the senior leadership team and will fulfil the following roles:**

- ensuring regular review of support and provision so that children's needs are always met appropriately;
- providing professional advice and guidance to staff on SEND matters;
- supporting staff to adapt the curriculum and teaching materials to ensure good access and progress for children with special needs or disabilities;
- manage and deploying support staff to assist the learning of children with special needs or disabilities, and assist with the provision for those that are simply under-attaining;
- managing the SEND budget so that it is used effectively to enhance the educational experience and achievement of children with special needs or disabilities;
- advising school leadership and governors on SEND strategy and reporting progress to them on a regular basis;
- building good relationships and liaising with families, external agencies, other professionals and the local authority;
- work with other organisations and agencies to ensure that support to children with special needs or disabilities and their families is fully integrated and effective;
- Ensure that the school is up-to-date with current/changing legislation;
- Take responsibility for continued professional development of self and others relating to SEND.

The school will work on the principle that wherever possible it will meet children's needs within the classroom alongside their peers. Where this is not possible they will be taught in small groups or individually; it is anticipated that this would only be for a small proportion of their time in school and should not overly limit their inclusive experience of life at school.

Full use will be made of specialist equipment, adapted materials and ICT to ensure access to the curriculum for children with SEND. This will mainly be the responsibility of the class teacher but with support from teaching assistants, subject leaders and specialists. Family members (subject to security checks) will also be welcome to support their child's learning in the school setting as well as at home in order that home support can be unified with school provision. The duration and focus of this in-school support will be agreed between the school and home as appropriate.

## **Definitions of Special Education Needs and Disability**

The Special Education Needs and Disability Code of Practice (0-25 years) 2015 states that:

“A child or young person has SEN if they have a learning difficulty or disability which cause for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulties 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 of making use of educational facilities of a kind generally provided for others of the same age in mainstream school or post-16 institutions.

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

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 includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

## **Identification and Assessment of SEN**

There are three main ways that a child with SEN may be identified.

- i) A parent may raise a concern about the child’s progress whether that be academic, social or physical.

Such concerns, or further questions about the provision for SEND at Southwark Primary, should be raised with the child’s class teacher or contact the Special Needs Co-ordinator (SENCO)/ Inclusion Leader.

- ii) A professional either within or outside of school may feel a child’s development or progress is cause for concern.

- iii) Attainment and progress data may highlight an issue with learning for an individual child.

At this point, surrounding factors will be considered to ensure that there are no barriers to the child accessing universal provision within school. For example, attendance, behaviour, home circumstances, etc.

If a child is not responding to universal provision which other children are progressing well with, and there are no other underlying factors, it may be that a child is classed as having an additional special education need. At this point, a graduated response as shown below would be followed:

### **Universal Provision**

Which should include: High quality class teaching, effective differentiation, supportive classroom environment, established partnership between school and home, reasonable adjustments, whole school approaches, provision of quality resourcing, targetting grouping, staff training and awareness.



### **Additional SEN Provision**

Which may include: small group support, precision teaching, 1:1 TA support, learning or health mentor support, specialist equipment, personalised resources, individualised approaches, adapted environment, adjusted curriculum, specialist training for staff, involvement of dyslexia advanced skills teacher.

Parents will be involved and kept informed of any additional support provided at this stage, and progress reviewed regularly with class teacher/SENCO.



### **Wider Agency Involvement**

Which may include: Support, advice, resources or equipment provided by Inclusive Education Service, Child Educational Psychology Service, Health Services, Children's Centres, or other specialist providers.

At this stage, parents would be regularly involved in consultation and reviews with class teacher, SENCO and other agencies.



### **Education, Health and Care Plans**

Where all the previous interventions have resulted in limited outcomes, a child may be considered to be a suitable candidate for an Education, Health and Care Plan (EHCP). This involves the bringing together of information from all agencies and allows children, parents and professionals to work together to plan short, medium and long term goals for the individual. This is then reviewed annually by all stakeholders.

### **Monitoring children's progress**

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the previous years. The progress and attainment of the children's learning will be continually assessed through rigorous whole school assessment systems. If the child already has an identified special educational need, this information may be transferred through and the SENCO and the child's class teacher will use this information to

- provide starting points for the development of an appropriate curriculum,
- use the assessment processes to identify any learning difficulties,
- identify and focus attention on action to support the child within the class,
- 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,
- involve parents in implementing a joint learning approach at home.

The school's systems for observing and assessing the progress of individual children will regularly provide information about areas where a child is not progressing satisfactorily. The identification and assessment of the special educational needs of children whose first language is not English, requires particular care (see EMAG policy). Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Progress reviews may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class. The key test of the need for action is evidence that current rates of progress are inadequate and language issues can be seen as separate.

Adequate progress can be defined 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.

The school will record the steps taken to meet the needs of individual children. The SEN Inclusion Leader will have responsibility for ensuring that the records are kept up-to-date and available.

### **Provision**

The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Our first priority in addressing how we support children with their learning is to ensure high quality whole school approaches. This begins with classroom teaching, which is enhanced for all learners when the differentiation, learning environment and teaching approaches strive to cater for children with SEND. The school also expresses a commitment to ongoing staff development through regular whole school and teaching staff INSET training, and the opportunity for staff to be trained in useful approaches based on the needs within the school and the employee's role within it. Symbol software and use of Makaton signing are encouraged throughout the school and the SEN. Inclusion Leader coordinates training in this and precision teaching approaches.

In order to further help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

Depending on the child's age and developmental needs, extra support outside of the whole class setting may include:

- Speech and language therapy work
- Use of Makaton signing and PECS
- Individual Visual Timetables/Choice boards
- Musical interaction sessions
- Special Play sessions
- Small group or 1:1 phonics teaching
- Physiotherapy
- Personal Care, medication and self help support
- Number box games, or reading with a volunteer / student TA
- Daily precision teaching
- Work with the behaviour team
- Specialist guided sessions delivered by a teaching assistant.
- 1:1 learning programme with a specialist teacher.
- Learning Mentor Intervention such as a 'Circle Of Friends'.
- Assessment by a Clinical or Educational Psychologist.

### **Individualised Provision Mapping**

Strategies employed to enable the child to progress will be recorded within an individualised provision map which replaces the IEP. This will include:

- the short-term targets set with the child through the assertive mentoring process
- the provision to be put in place including names of adults and dates where applicable
- outcomes and impact of planned interventions

The individualised provision map will record that which is additional to, or different from, the 'universal' differentiated curriculum and will focus upon one to three individual targets that match the child's needs and have been discussed with all parties as part of the assertive mentoring process. It will form part of a year group map to ensure that everyone within school is working together on the same targets, and will also involve and be shared with parents to maximise the impact of home and school collaboration. The provision map will be reviewed three times per year and parents' views on their child's progress will always be sought. Maintenance of this record, and evaluation of the impact of interventions is the responsibility of the class teacher.

## **Assessment**

From September 2015 the introduction of the new National Curriculum and Life Without Levels has meant that School has introduced a new assessment procedure for pupils in Year 1 to Year 6. Pupils with SEND will be assessed within this structure and their progress will be monitored accordingly. The teacher will use both standardised tests (completed termly in reading, grammar, spelling and maths) and evidence collected from work and observations in class to inform their judgements about where a child is working.

*Assessment grades are as follows:-*

### ***Working Below the Expected Standard***

### ***Working Towards the Expected Standard***

### ***Working At the Expected Standard***

### ***Working At Greater Depth***

At Southwark, each year group have four levels of attainment which are: Experiencing, Emerging, Expected and Exceeding. However for some children with SEND the steps within, and between the year group indicators will not be achievable and therefore for those children there will be a need to record and monitor the smaller steps of progress they have made based on their achievements so far, ensuring aspirational targets continue to be set. Children will be tracked against the National Curriculum objectives that represent the year group or age at which they are working. This may be different to their chronological age. For example a pupil in Year 4 may be tracked against Year 3 objectives in reading and a percentage score given at each assessment point against the amount of objectives achieved. This allows teachers to track progress and implement additional interventions to support where needed.

For children in Years 1 to 6 who are working below the level of the Year 1 National Curriculum, an assessment system called P-Levels will be used. Children in the Early Years Foundation Stage continue to have their progress tracked using the Development Matters and Early Learning Goals from the EYFS Profile.

For children with SEND, assessment should consider wider outcomes, so consideration should be given to measuring progress in communication, social skills, physical development, resilience and independence. At Southwark, all of these things are considered when measuring the progress of our children with SEND.

From 2016 a new set of KS1/KS2 National Curriculum Tests has been introduced to measure progress of all children. Some pupils including those with SEND may be working below the standard of the test and will be unable to participate using suitable access arrangements. The Headteacher will consult with parents and other professionals however he will make the final decision as to whether or not a pupil is able to participate in the tests.



Some pupils may require Access Arrangements to enable them to participate in the tests, those pupils may be:

- Pupils with a hearing or visual impairment
- Pupils who use sign language
- Pupils with an EHC plan
- Pupils receiving SEND support who learning difficulty or disability affects their ability to access the tests
- Pupils with a disability
- Pupils who are unable to sit and work for long periods because of social emotional or behavioural difficulties
- Those with limited fluency in English

Access Arrangements should be based primarily on normal classroom practice for pupils with particular needs. They must never provide an unfair advantage. School will consult the following when making decisions about eligibility to access arrangements:-

- Key Stage 2 Tests: test administration guidance (TAG)
- Assessment and reporting arrangements KS1
- Assessment and reporting arrangements KS2

### **Education, Health and Care Plan**

Where a request for an EHCP is made by the school to an LA, the child will have demonstrated significant cause for concern. The LA 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. The school will provide this evidence and it may include:

- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum levels attainments 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.

The creation of an EHCP involves a maximum of a 20 week period of information gathering by the SEN Team from all involved agencies, and a Person Centre Review is undertaken. The information is then considered by the Multi-Agency Decision Making Group (DMG), and at this point, a decision is made as to whether to proceed with an EHCP.

Where an EHCP is deemed necessary, a keywork will be appointed to support the creation of the document and alongside the child, family, SEN Team and other professionals, the document is developed and approved.

**An EHCP may include:**

- details of all of the pupils special needs
- information about the child's opinions and perspectives
- long, medium and short term outcomes
- identify the special educational provision necessary to meet the pupil special educational needs
- Include relevant non-educational needs of the child
- Include information on non-educational provision
- A personal budget

The delivery of the interventions recorded in the EHCP will continue to be the responsibility of the class teacher, school and other professionals. It will be reviewed annually and future outcomes discussed.

### **Effectiveness of SEN Provision**

It is vital that the provision for SEND is monitored carefully to ensure the most effective provision. Approaches and interventions should only be used if they are having impact on outcomes. With this in mind, regular monitoring takes place across all areas of school. Learning walks, lesson observations, pupil interviews, work scrutinies and data analysis will all form part of this process to ensure quality provision. The achievement of pupils with SEND will carry significant weight in the appraisal process and pupil progress meetings. Strong practice will be shared through coaching and INSET, in conjunction with the SDP and identified CPD needs. Where there are issues of weaker practice, or less experience, staff will be supported through additional training and mentoring.

### **Social and Emotional Well-Being**

The social and emotional well-being of all pupils is of utmost importance at Southwark, Pupils with SEND will always be entitled to the same experiences and opportunities as all pupils. This includes extra-curricular clubs, educational visits and residential. Where additional support is required, careful consideration will be given to how this can be provided.

Children with medical needs will be supported fully, and with permission from the governing body, medication administered within school. (See Medical Conditions Policy) Where a child may have self-care needs, these will be met within school in a sensitive manner, whilst working towards greater independence for the child.

For children with additional pastoral, social or behavioural needs, additional support may be provided through learning and health mentors, particularly during unstructured times such as break time, beginning of the day, etc. In conjunction with the Behaviour Policy and the Attendance and Punctuality Policy, further social and behavioural needs can also be addressed.

### **Transition**

Changing classes, hubs and schools can be particularly difficult for some children with SEND, and we aim to ensure that every transition is as well managed as possible for those children affected. Our liaison with Nottingham City support agencies and secondary schools enable us to communicate clearly the needs of vulnerable SEND children and additional visits, workshops, resources and parent meetings take place in order to prepare them for the move.

Within school, procedures are well established to minimise the impact of transitions for children with SEND with additional visits to new classes and hubs, intensive liaison between staff, and

additional support for the settling-in period. A system of pupil passports allow teachers to share a summary of strengths, difficulties and strategies that the child will benefit from.

Southwark Primary school has a clear admissions policy for children who are already identified as having SEND. It falls under the responsibility of the Admissions Officer, alongside the SEN Inclusion leader to support incoming pupils and families to ensure a smooth transition to Southwark.

Appropriate admission for children with SEND may include a staggered or staged admission as well as looking carefully at class placement. All class teachers will be made aware of the needs of the pupils in their class.

### **Local Offer**

Nottingham City's 'Local Offer' offers a comprehensive overview of the citywide services available to children and young people with SEND which can be viewed at

[www.nottinghamcity.gov.uk/localoffer](http://www.nottinghamcity.gov.uk/localoffer). Provision offered at Southwark Primary can be found as part of this website and is written in line with the good practice laid out in the Nottingham City School Provision Maps.