

Woodcote Primary School



SEND Policy

This SEND policy is a key document to promote the best inclusive practice in our school. It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve the best possible learning outcomes and engage successfully in all aspects of the wider school community.

This policy was developed with the Assistant Headteacher for Inclusion and a working party of parents with children who have SEND.

It complies with the statutory requirements and guidance set out in relevant legislation and documents.

The policy is available on our website or hard copies are available from the school office.

Our Assistant Headteacher (AHT) for Inclusion takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEN support. Our Inclusion AHT also contributes to the strategic development of SEN provision.

Our Inclusion AHT is Natalie Conway and be contacted via email or through the school office on 0208 660 9972

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The Inclusion AHT is a qualified teacher and a member of the senior leadership team who is experienced in this role and has achieved the National Award in Special Educational Needs Coordination.

This policy was agreed by the Governors on: 17th December 2015

It will be reviewed no later than: December 2016

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Section 1: Our Values and Vision in Relation to SEND Provision

At Woodcote Primary School, we are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within our school community. Listening to the views, wishes and feelings of the child and the parents is paramount. We understand the importance of the child and parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.

Aims of this policy:

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision
- To ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment
- To work in close partnership with parents, Croydon Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision
- To ensure a high level of staff expertise to meet pupils' need through universal and targeted training/continued profession development
- To promote independence and resilience in pupils with SEND so that they are well prepared for transition to adulthood

Section 2: Admission Arrangements for Pupils with SEND

The school's admission arrangements are set out on the school website and make it clear that the school will not discriminate or disadvantage pupils with SEND.

The Code of Practice requires a school to admit all pupils who have a Statement of Special Educational Need or Education Health and Care Plan (EHCP) where it is has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the Statement/EHCP unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child
or
- the attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LA will work closely with the school so that any decisions on placement for a pupil with a Statement or Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from the Croydon Special schools.

The Inclusion AHT in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEND entering the school (See Section 6: Transition)

Section 3: Identifying Special Educational Needs and Disability

The school uses the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2010 (Appendix 2)

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate
- Termly tracking of all pupils to monitor rates of progress and attainment
- Concerns raised directly by parents or other agencies

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional SEN support the Inclusion AHT and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

Section 4: Meeting the Needs of Pupils with SEND.

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer **Additional SEN Support**.

Parents will be formally notified that their child will receive this additional support and placed on the **SEN register** where his/her progress and provision can be monitored more closely.

The SEN Register

The register provides an updated record of all pupils receiving additional SEN support so that:

- progress and achievements of pupils with SEND can be more closely monitored
- there is an overview of the range and level of need across the school
- school provision reflects and is responsive to current profile of need

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.

Once identified as requiring additional SEN support, pupils will receive an enhanced package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

The Graduated Response:

Assess: Once identified as requiring additional SEN support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. The Inclusion Manager may also carry out more diagnostic assessments of needs in key areas of difficulties. Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change over time.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

Plan: The school will use the information from the assessment to draw up an SEN Support Plan to show the support that will be offered. The SEN Support Plan will:

- be outcome focused with the desired benefit or difference from any intervention is clearly identified and to support the evaluation of any impact of any provision
- outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes
- highlight the ways parents can be involved to reinforce and contribute to progress outside of school.
- give details of the role and input of external agencies when they are involved with a pupil
- include the views of the child and parents/carers
- be recorded on SEN Support Plans (SENSPs)
- be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will receive a copy of this plan which will include the date when it will be reviewed.

Do: Class teachers, with the support of the Inclusion Manager will take the responsibility for overseeing the implementation of the SENSP. This will ensure that the additional SEN support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regularly liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

Review: The impact of any additional SEN support offered will be reviewed at least termly. Parents will be invited to attend along with pupils when this is appropriate.

Depending on the level and complexity of need this review may be included in the general school cycle of parents' evening meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the Inclusion Manager will make a referral to specialist agency.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEND is included in Appendix 3.

Removal from the SEN Register

If a pupil makes good progress and achieves the outcomes set, they will no longer require additional SEN support and his/her name will be removed from the register. Parents will be formally notified of this decision. Progress will continued to be monitored regularly as part of the termly tracking for all pupils.

Education Health and Care Plans:

The additional needs of most of the pupils with SEND will be met by interventions and resources from the school.

In a few cases pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the Inclusion Manager, in consultation and agreement with parents and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHCP)

Full details of the process for requesting an EHCP can be found on the Croydon SEND offer web site (details in Appendix 3).

The EHCP will be formally reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

Section 5: Meeting the Needs of Pupils with Medical Conditions

In compliance with revised statutory guidance arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plans (IHC).

The IHC plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff

- Reviewed at least annually or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEN the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Full details on the arrangements to meet the needs of pupils with medical conditions are set out in a separate Medical Needs Policy which can be found on the school website.

Section 6: Transition Arrangements

Arrangements to support pupils with SEN moving into the school or moving to a different school. Further details regarding transition can be found in our SEN School Offer which is available on our website. The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the Inclusion AHT.

For pupils joining the school in our Reception/Nursery classes the Inclusion AHT will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may also involve drawing up a detailed 'Transition Plan' which sets out clearly how the move will be managed. This is likely to be the case where the child has a Statement or EHCP.

For pupils moving to secondary school or to a different school, the Inclusion AHT will make contact with the new school to share relevant information. As above, where the child has significant needs or has a Statement or Education Health and Care Plan, there will be a formal transition meeting when parents, pupils, representatives from the new school and other key professionals to ensure there is continuity in the range and level of support offered.

Section 7: Funding and Resources

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEN support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The school leadership through consultation with the Inclusion AHT and Governing Body decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole school. This is a finite sum and is not adjusted through the year to take into account of any changes in the cohort of pupils with SEND.

Section 8: Training

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with a range of SEND within everyday teaching.

We also have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEN

The Inclusion AHT attends the termly Croydon briefing sessions to keep abreast of local and national policy and initiatives to enhance SEND provision. She is also the Lead SENCo for the local cluster of schools in the south of the borough.

Section 9: Roles and Responsibilities

See SEN School Offer on the school website.

Section 10: Monitoring and evaluating SEND Provision

The school undertakes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

Section 11: Dealing with Complaints

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the Inclusion AHT or another member of the senior leadership team as required.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the local parent SEN Information, Advice and Support service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the Educational Psychologist.

If issues remain unresolved parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by Croydon LA but operates independently. They can provide a quick and non-adversarial way of resolving disagreements.

If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures.

Where the parental complaint is directly related to decisions around an EHCP assessment of needs or provision this will be managed directly by the Croydon SEN team. Parents will be contacted directly to receive information about the mediation services available.

Section 12: Anti Bullying

We recognise that pupils with SEN are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils are encouraged to report any incidents of bullying to an adult in the school. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

Section 13: Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take, over time, to increase the accessibility of pupils.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

Our accessibility plan forms part of Equalities Policy which can be found on the school website.

Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Equalities Act (2010)
- School Admissions Code (December 2014)
- Supporting pupils at school with medical conditions (September 2014)
- Schools Complaint Toolkit (August 2014)
- The National Curriculum (July 2014)
- Teachers Standards (June 2013)
- Working together to safeguard Children (March 2015)
- Keeping Children Safe in Education (July 2015)

Croydon's local offer for SEN:

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

Appendix 2: Definition of Special Educational Needs

SEND Code of Practice 2014

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 has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of other pupils of the same age or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools of post 16 institutions

Equality Act 2010

A disability 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:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer

Appendix 3: Links with Local and National services and organisations to support implementation of the SEND policy:

Croydon Educational Psychology Service	Tel: 020 8241 5460
Croydon CAMHS	Tel: 0203 228 0000 www.slam.nhs.uk
Occupational Therapy	020 8274 6854/50
Children's Physiotherapy	020 8274 6853
Salt	020 8714 2594 http://www.croydonhealthservices.nhs.uk
Community Paediatricians	020 8274 6300
Peripatetic Visual Impairment Service	020 8760 5784 linda.james@croydon.gov.uk
Peripatetic hearing impairment service	020 8760 5783 luisa.saddington@croydon.gov.uk
Croydon Locality Early Help	earlyhelp@croydon.gov.uk
Croydon Primary Behaviour Support Team	020 8686 0393
Primary Fair Access Panel	020 8726 6162 Valerie.Burrell-Walker@croydon.gov.uk
Secondary Fair Access Panel	020 8726 6162 Valerie.Burrell-Walker@croydon.gov.uk
Parents In Partnership	0208 663 5626 www.pipcroydon.com/
SENDIAS (SEND support for parents and carers)	020 3131 3150 parentssupportherts@familylives.org.uk
Contact a Family	0808 808 3555 www.cafamily.org.uk/advice-and-support/
Council for Disabled Children	0207 843 1900 www.councilfordisabledchildren.org.uk/

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