



HEAVERS FARM PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Updated September 2018

ABOUT THIS POLICY

- The aim of this policy is to support inclusive practice in our school.
- It outlines our statutory responsibilities and approaches to ensure that all pupils, including those with SEND, can achieve their potential and engage successfully in all aspects of the school.
- This policy is available on our school website www.heaversfarm.com
- Paper copies are available from the school office.

THE LAW

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (September 2014) 3.65 and relates to the following:

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 - 25 (September 2014)
- School SEND Information Report 2017 (see school blog)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Equalities Policy Statement 2017
- Teacher Standards 2012
- Child Protection Policy 2017
- Anti-Bullying Policy 2016
- Staff Code of Conduct
- Teaching and Learning Policy 2016
- Health and Safety Policy 2017
- Medical Needs Policy 2017

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 SEND children 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, the 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 and/or professional development.
- To promote independence and resilience in pupils with SEND so that they are well prepared for transition into their next stage of learning.

Our Special Educational Needs Coordinator (SENCO) takes overall responsibility for this policy and for ensuring that SEND pupils receive appropriate support.

Our SENCO also contributes to the strategic development of SEN provision

Our SENCO is Robert Harnett who can be contacted on: rharnett@heaversfarm.croydon.sch.uk or through the school office: office@heaversfarm.croydon.sch.uk

Our SENCO is a qualified teacher who is undertaking additional training (the National Award for Special Educational Needs Co-ordinators).

Our SENCO is a member of the Senior Leadership Team.

OUR VALUES AND VISION IN RELATION TO SEN PROVISION

This policy reflects and builds on the three principles identified in the SEND Code of Practice:

1. The views, wishes and feelings of the child and the child's parents
2. The importance of the child and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
3. The need to support the child, and the child's parents in order to facilitate the development of the child and to help them achieve the best possible educational outcomes and other outcomes, preparing them effectively for adulthood.

SCHOOL'S VISION

The Federation of Heavers Farm and Selsdon Primary school's vision reminds us of our core purpose. Our mission statement outlines our fundamental purpose and role in bringing that vision to life.

Our strategic planning begins with our vision and mission which are based on our core values of safety, community, opportunity, resilience and equality. Each of these core values guides the leadership of the Federation. Our principles are the supporting pillars of our strategic plan, and they guide the practice of everyone in our community to ensure that we are all playing our part to achieve our vision.

Vision: Caring, learning, aspiring, succeeding.

Mission: To create an engaging, productive and safe environment that challenges stereotypes and promotes independent learners through a wide range of opportunities and an innovative learning environment.

ADMISSION ARRANGEMENTS FOR PUPILS WITH SEN

The school's admission arrangements make it clear that the school will not discriminate or disadvantage pupils with a disability or SEN.

We will admit all pupils who have an Education Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority (LA) 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.

We work closely with the Local Authority so that any decisions on placement for a pupil with an Education Health and Care Plan reflects the individual circumstances of each child as well as the school.

The SENCO in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEN entering the school (See: Transition).

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The school uses the definition of SEN and disability as set out in the SEND Code of Practice 2014 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

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

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

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 that may not be SEN.

Before deciding that a pupil requires additional SEND support, the SENCO and class teacher will review current arrangements to meet the child's needs through high quality teaching and consider any further modifications and adaptations that should be put in place to support good progress.

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 high quality teaching we will offer additional SEN support.

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

The SEND 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 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 SEN 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 SENCO 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:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We recognise 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 overtime.

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

PLAN

We will use the information from the assessment to draw up a plan to show the support that will be offered.

The plan (**Additional Support Plan or ASP**) will:

- Be outcome focused with the desired benefit or difference from any intervention is clearly identifies 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 (The range of additional interventions is set out in the SEND offer which available on the school's website)
- 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
- 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.

The school will store the plan electronically and parents can receive a copy of this plan, which will include a date when it will be reviewed (usually at a parents evening).

DO

Class teachers, with the support of the SENCO will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional 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 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 parental consultation meetings.

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

to 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 SENCO will make a referral to the appropriate specialist agency.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEN is included in the SEND Offer on the school's website.

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 continue 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 the 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 SENCO, 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 (EHC plan)

Full details of the process for requesting an EHC plan can be found on the Croydon SEND offer web site.

The EHC plan will be 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.

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 (IHCP)**.

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 termly 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, on-going training and support so that they are competent and confident about their duties.

TRANSITION ARRANGEMENTS

Arrangements to support pupils with SEN moving into the school or moving to a different school. Please see SEND School Offer on school's website for further information.

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 SENCO 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 SEN.

TRAINING

There is an on-going 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 SEND.

The SENCO attends the termly Croydon briefing sessions to keep abreast of local and national policy and initiatives to enhance SEND provision. She is also an active member of the local cluster network.

ROLES AND RESPONSIBILITIES

SENCO

The SENCO has the day-to-day responsibility for the operation of the SEND policy and the provision in school. This includes the line management of teaching assistants who give support to individual and groups of pupil with SEND. The SENCO provides guidance and support to all staff in relation to meeting the needs of pupils with SEND. The SENCO has a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils with SEND. The SENCO will also take a key role in supporting the transition of pupils with SEN to different settings.

GOVERNING BODY

The code of practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEND have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEND.

The Governing Body will ensure the school meets all its statutory duties, ensure that additional funding is deployed effectively and the views of parents and pupils are fully considered.

The lead governor for SEND at Heavers Farm Primary School is Tanya Dennis.

The lead governor will meet at least termly with the SENCO to review and evaluate effectiveness of the schools' SEND provision and contribute to plans to develop and enhance this provision.

The lead governor will also ensure that updates on the quality and impact of SEND provision are regular items on the Governing Bodies cycle of meetings.

Other key staff who are actively involved in supporting and coordinating SEN provision and part of our wider inclusion team include:

- Designated teacher for Safeguarding: Sarah Faulding
- Deputy Safeguarding Officers: Susan Papas, Joanna Read, Atalanta Copeman-Papas, Rachel Evans, Sarah Faulding, Robert Askey and Rob Harnett
- Designated teacher for Looked After Children: Sarah Faulding
- Lead for effective deployment of pupil premium funding and sports funding: Atalanta Copeman-Papas
- Attendance Officer: Stephanie Reid
- School Counsellor: Erica Ruse-Whalley
- Speech and Language: Love to communicate
- Educational Psychology: Total Inclusion
- Educational Psychology (statutory time): Octavo Partnership

MONITORING AND EVALUATING SEND PROVISION

The school undergoes 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.

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 SENCO as required.

If concerns are still unresolved parents should follow the procedures outlined in the School Complaints Policy (see school web-site for details). Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the educational psychologist.

Parents can also seek advice and support from the local parent SEND Information, Advice and Support Service (SENDIAS). This is an independent and impartial service.

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.

Where the parental complaint is directly related to decisions around an EHC plan 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.

ANTI BULLYING

We recognise that pupils with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils with SEND have a named adult to report any incidents of bullying to their class teacher/teaching assistant. 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.

DISABILITY ACCESS ARRANGEMENTS

In compliance with the duties set out in the Equalities Act 2010 the school has published details of its accessibility in the SEND offer on the school's website.

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 extra-curricular opportunities

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 (September 2014)
- Equalities Act 2010
- School Admissions Code of practice
- Supporting pupils at school with medical conditions (June 2014)
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012
- Working together to safeguard Children (2013)

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
- Have 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 SEN POLICY

Croydon Educational Psychology Service	Tel: 020 8604 7300
Croydon CAMHS www.slam.nhs.uk	Tel: 0203 228 000
Occupational Therapy	Tel: 020 8274 6854/50
Children's Physiotherapy	Tel: 020 8274 6853
Speech and Language Support (school)	Tel: 020 8714 2594
Speech and Language Therapy NHS http://www.croydonhealthservices.nhs.uk	
Community Paediatricians	Tel: 020 8274 6300
Peripatetic Visual Impairment Service linda.james@croydon.gov.uk	Tel: 020 8760 5784
Peripatetic hearing impairment service luisa.saddington@croydon.gov.uk	Tel: 020 8760 5783
Croydon Locality Early Help earlyhelp@croydon.gov.uk	
Primary Fair Access Panel Valerie.Burrell-Walker@croydon.gov.uk	Tel: 020 8726 6162
Parents In Partnership www.pipcroydon.com/	Tel: 0208 663 5626
SENDIAS (SEND support for parents and carers) parentssupportherts@familylives.org.uk	Tel: 020 3131 3150
Contact a Family www.cafamily.org.uk/advice-and-support/	Tel: 0808 808 3555
Council for Disabled Children www.councilfordisabledchildren.org.uk/	Tel: 0207 843 1900
Octavo Partnership www.octavopartnership.org	Tel: 02082415460

Love to Communicate (SALT)
www.lovetocommunicate.co.uk

Tel:07775563823

Total Inclusion (Ed, Psychologist)
www.totalinclusion.co.uk

Tel:07775563823