



Beecroft Garden
PRIMARY SCHOOL

BEECROFT GARDEN PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND
DISABILITY POLICY

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| Reviewed policy agreed by: July 2016 |
| Reviewed policy shared with staff on: October 2016 |
| Policy to be reviewed again on: July 2017 |

Beecroft Garden Primary School

Special Educational Needs and Disability Policy

Overview

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2015) and has been written with reference to the following guidance and documents:

- SEND Code of Practice (2015)
- Special Educational Needs (Information) Regulations (2014)
- Information and guidance on the Equality Act 2010, including age discrimination and public sector Equality Duty (2013)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- The National Curriculum in England (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Aims and Objectives of our approach to SEND

At Beecroft Garden Primary School, we value the abilities and achievements of all our pupils, and are committed to providing for each pupil the best possible environment for learning and achieving. We aim to:

- raise the aspirations of and expectations for all pupils with SEND
- meet individual needs through a wide range of provision
- ensure the identification of all pupils requiring SEND provision as early as possible
- attain high levels of satisfaction and participation from pupils, parents and carers
- share a common vision and understanding with all stakeholders
- provide curriculum access for all
- work towards inclusion in partnership with other agencies and schools
- achieve a level of staff expertise to meet pupil need

Admission Arrangements

In line with Lewisham's admission arrangements, no pupil will be refused admission to the school on the basis of his or her special educational need or disability.

Management of SEN within School

As part of her role as Inclusion Manager, Ali Carter is the SEND co-ordinator or SENCo. All school staff have a responsibility for pupils with SEND. The Special Educational Needs and Disability Co-ordinator (SENCO) is responsible for the day to day implementation of the SEND policy:

- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records of all children with SEND
- liaising with parents of children with SEND
- arranging and contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- maintaining the SEND information report

Identification and Assessment

Progress is the crucial factor in determining the need for additional support. We closely monitor the progress of all pupils, particularly where they are working below age-related expectations. Pupils' needs should be identified and met as early as possible. The four broad areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

We use a number of additional indicators of special educational needs:

- the analysis of data including entry profiles, Foundation Stage Profile – Early Learning Goals, SATs, reading ages, PM Benchmarking, annual pupil reports
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from other services

If the school decides that a pupil requires additional support to make progress, the class teacher, in consultation with the Inclusion Manager, will consider what appropriate intervention is needed. The class teacher is responsible for planning any individualised programmes, but these may be delivered by other members of staff. However, some children will need additional differentiated support in order to be helped to reach age-related expectations. These additional interventions are recorded on a Provision Map. The school will ensure that parents are closely informed of these actions and their results, with information shared at the termly parents' evenings or through other arranged meetings. These decisions and actions are revisited, refined and revised, with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. Children who need additional differentiated support in order to be helped to reach age-related expectations may be placed on the SEND register as 'SEN Support'.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work, supported as needed by the Inclusion Manager, to match it to individual needs.

The range of provision includes:

- further differentiation of resources
- in class support for small groups with an adult
- small group withdrawal with an adult, as directed by the class teacher
- provision of additional adult time in devising interventions and monitoring their effectiveness
- access to Specialist Teaching and Educational Psychology Service or staff training

External intervention will usually be triggered when, despite receiving differentiated teaching and a sustained level of support, a pupil:

- still makes little or no progress in specific areas over a long period
- continues to work at levels considerably lower than expected for a pupil at a similar age
- continues to experience difficulty in developing literacy/numeracy skills
- has social, mental or emotional problems that substantially impede their learning
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will make recommendations to address the identified needs of a child.

Parental consent is sought before any external agencies are involved. Parents are asked to come into school to help with the filling in of a referral form which will identify what the child's needs are in more detail.

Our provision feeds into the Local Authority's Local Offer and is summarised on our Beecroft Garden SEND Provision summary (see Appendix 1).

Monitoring Pupil Progress and Record Keeping

Where pupils are identified as having special educational needs, we adopt a graduated response to individual needs. This takes the form of a four-part cycle of assessing a child, planning to meet their learning needs, doing – carrying out the plan, and reviewing the impact on outcomes for the child. The Inclusion Manager maintains the records and ensures access to them. The school's SEND records include information on progress and behaviour and may also include information from parents, health/social services and from other agencies. Additional Support Needs (ASN) files include reports and professional assessments and recommendations that are useful for the class staff to refer to so that a child receives on-going appropriate support in class.

Request for an Education, Health and Care Plan (EHCP) Needs Assessment

The school will request an EHCP needs assessment from the LA when, despite an individualised programme of sustained intervention, the pupil remains a significant cause for concern. A Statutory Assessment might also be

requested by a parent or outside agency. The school will have the following information available:

- the interventions the child has received
- records and outcomes of reviews undertaken
- information on the pupil's health and relevant medical history
- assessment levels
- other relevant assessments from specialists such as Support Teachers and Educational Psychologists
- the views of parents
- Social Care/Educational Welfare Service reports
- any other involvement by professionals

Where a parent decides to request Statutory Assessment directly, the school asks to be informed to make relevant data available to the Local Authority.

Education, Health and Care Plans

An Education, Health and Care Plan will normally be provided where, after an EHCP Needs Assessment, the LA considers the pupil requires provision beyond what the school can offer. A request for an EHCP Needs Assessment does not inevitably lead to an Education, Health and Care Plan.

An EHCP will include details of learning objectives and desired outcomes for the child. These are used to develop targets that are:

- matched to the longer-term objectives set in the EHCP
- established through parental consultation
- implemented in the classroom
- delivered by the class teacher with appropriate additional support where specified

Some children, who have already had Statutory Assessment under the previous Code of Practice and have a Statement of Special Educational Needs, will continue with their Statement until 2017, by which time the Local Authority will have converted all Statements into EHC Plans.

Reviews of Statements and Education, Health and Care Plans

Statements and EHC Plans must be reviewed annually. The Inclusion Manager will organise these reviews and invite:

- the pupil's parent/s
- the relevant teacher and other involved staff
- a representative of the LA SEN Inclusion and Assessment Team
- the Educational Psychologist
- any other person the Inclusion Manager considers appropriate

The aim of the review will be to:

- assess the outcomes in relation to the objectives on the Statement or EHC Plan
- review the provision made to meet the pupil's need as identified in the Statement or EHC Plan

- consider the appropriateness of the existing Statement or EHC Plan in relation to the outcomes during the year, and whether to cease, continue, or amend it
- if appropriate, to set new objectives for the coming year

At Key Stage 2/3 transition, the receiving schools will be invited to attend in order to plan appropriately for the new school year. This also gives parents the opportunity to liaise with teachers from the receiving school.

The Inclusion Manager will complete the Annual Review form and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of SEN or an EHC Plan.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers.

We do so by:

- giving parents and carers opportunities to play an active and valued role in their child's education
- encouraging parents and carers to inform the school of any difficulties they perceive their child may be having which need addressing
- ensuring all parents and carers have appropriate communication aids and access arrangements and providing all information in an accessible way
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- focusing on the child's strengths as well as areas of additional need
- agreeing outcomes for the child

Involvement of Pupils

All pupils have the right to be involved in making decisions and exercising choice. Wherever possible, pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in identifying appropriate outcomes across the curriculum
- self-review their progress and agree new outcomes

Training

In order to maintain and develop the quality of our provision, staff need to undertake appropriate training. This may be in-house training delivered by or organised by the Inclusion Manager, or external training from another provider. Training is identified in relation to the School Improvement Plan

priorities, staff Performance Management objectives, and in response to the needs of the children and corresponding skills and experience of the staff.

Complaints

Complaints relating to the provision for pupils with SEND will be dealt with in the first instance by the Inclusion Manager. In the case of an unresolved complaint, the school's formal complaints procedures will be followed.

Review of the SEND Policy

In conjunction with the Governing Body, we undertake a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

This policy was adopted in July 2016

Review date July 2017

Beecroft Garden Special Educational Needs Provision Summary

Inclusive Learning Statement

At Beecroft Garden, alongside quality first teaching and a broad and rich curriculum offer, we may provide additional and different provision in order to support children with Special Educational Needs or Disabilities. Our Inclusion Manager oversees the assessment and support of all school based interventions, coordinates liaison with external professionals, and ensures appropriate support and interventions are implemented and reviewed.

All interventions and provisions provided are personalised in order to ensure highly differentiated curriculum support. Alongside this, we also use rigorous systems to monitor pupil progress, aid academic and personal achievement and remove any barriers to learning.

Our staff have access to additional training as part of their professional development. In order to foster a culture of lifelong learning, curiosity and independent living skills in all of our learners, we may run, alongside our curriculum, the following additional and different support for children with SEND:

| Communication and Interaction | Cognition and Learning | Social, Emotional and Mental Health | Sensory and Physical |
|--|--|---|---|
| <ul style="list-style-type: none"> • Learning support via our Inclusion team • Speech & Language Therapy via one-day per week school-based Local Authority (LA) therapist + via LA Speech and Language Therapy 'Core Service' referrals and assessments + EYPs and TAs trained in SLT Booster groups. • Small group phonic support • Picture Exchange Communication System (PECS), and other alternative means of communication • Learning Mentor support • Outreach support via Autism Outreach team based at Drumbeat school – LA Service Level Agreement (SLA) • Individual workstations & screens used as needed • Personalised social stories • Inclusive learning environment • Language monitoring systems upon entry to Reception. | <ul style="list-style-type: none"> • Learning support via our Inclusion team • Specific Learning Difficulties advice, support and assessment via Local Authority SLA • Educational Psychology advice and support via Local Authority SLA • Targeted groups for more able learners • Tower Hamlets phonics programme • Wave 3 Maths intervention programme • 1:1 reading alongside reading intervention programmes, including Reading Recovery • Dyslexia friendly strategies • Highly scaffolded differentiation and intervention support planning • ICT and assistive technology • Diagnostic tools used to assess and support • Personalised arrangements for SATs and transition. | <ul style="list-style-type: none"> • Learning support via our Inclusion team • Outreach behaviour support via New Woodlands School SLA • Circle of friends Learning Mentor programme • Learning Mentor lunchtime support • Buddies scheme for children new to school • Social skills support – Learning Mentor • Personalised behaviour support programme • Anger Management sessions • CAMHS specialist support via NHS • Beecroft Garden Children's Centre outreach workers – supporting a wide range of family needs | <ul style="list-style-type: none"> • Learning support via our Inclusion team • Occupational Therapy and Physiotherapy via Local Authority, TAs • Specialist sensory teacher input via LA + TAs • Sensory aids and resources to support learning in the classroom • Liaison with a range of medical professionals as needed; half termly visits from School Nurse • Sports Coach programme • Medical Care Plan assistance via School Nursing Team |

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Access to Supportive Environment

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| <p><u>Physical</u></p> <ul style="list-style-type: none"> • Safeguarding procedures in place • DDA compliant • Lift | <p><u>Virtual</u></p> <ul style="list-style-type: none"> • Safeguarding procedures in place • E-safety /Childnet training provided for staff and learners • Website –twitter/blog | <p><u>Learning</u></p> <ul style="list-style-type: none"> • Safeguarding procedures in place • Assistive technology used • Workstations & working walls used |
| <p>Parent Liaison Offer</p> <ul style="list-style-type: none"> • Open days for parents and prospective parents • SEND workshops • Termly Parents' evenings with learning targets shared • Curriculum meetings • Home-School Contact books for some children • Friends of Beecroft – FOBs • International evening • Parent workshops • End of year reports • Texts • Parentmail • Fortnightly school Newsletters | | |