

# SEN policy

Drayton Green Primary School



<b>Approved by:</b>	Marion Hardy	<b>Date:</b> September 2024
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## Rationale

Drayton Green Primary School is a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This policy is a statement of the arrangements in place at our school to ensure the inclusion of pupils with Special Educational Needs. It describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties, emotional or social development, or may relate to factors in their environment, including the learning environment they experience at school.

We see the inclusion of children identified as having special educational needs as an equal opportunities issue. All pupils are entitled to receive a broad, balanced and relevant curriculum. All pupils' individual needs are considered and a range of flexible responses are available to accommodate and value their diversity. In accordance with the Equality Act 2010, Drayton Green Primary School has a duty to make reasonable adjustments to ensure its pupils with disabilities are not discriminated against.

At our school we aim to identify children's needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

## Definition of SEND

A child or young person is identified as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is provision that is *additional to or different from* that which would normally be provided for children or young people of the same age in a mainstream education setting. (Children and Families Act 2014)

This is in line with the definition provided by the SEND Code of Practice, 2015 which states that:

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 or a young person has a learning difficulty 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 from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

## Objectives

- To ensure the SEND Code of Practice 2015 and guidance is implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs (Equality Act 2010).
- To continually monitor the progress of all pupils, to identify needs as they arise, assess needs and to provide support as early as possible.
- To enable children to have as full access as possible to all elements of the

school curriculum.

- To provide access to the curriculum through differentiated planning by class teachers, the Special Educational Needs Coordinator (SENCO) and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN support and those with Education Health and Care Plans (EHCP).
- To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure all pupils at Drayton Green Primary School are educated in a climate of warmth and respect in which confidence and self-esteem can grow;
- To ensure that we are able to meet the needs of as a wide a range as possible of children who attend our school.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school learning.
- To work in partnership with the child, parent/carer, all staff, governors and outside agencies, valuing the views of all those involved.
- To make clear the roles and responsibilities of all parties in the process

### **Inclusion**

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language, literacy and numeracy
- planning to develop children's understanding through the use of available senses and experiences
- planning for children's full participation in learning and in physical and practical activities
- helping children to manage their behaviour so they can take part in learning effectively and safely, helping individuals to manage their emotions, particularly trauma or stress, so that they do not inhibit their learning

### **Identification**

Unless a child arrives at the school with already identified needs, initial identification is most likely to be by the class teacher. Early identification is vital. The class teacher informs the parents/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation. The school tracking system, beginning with a Baseline Assessment is an aid to early identification.

This is the first step in a graduated response of assess/plan/do/review. The class teachers and SENCO assess and monitor the child's progress in line with existing school practices. The class teacher and SENCO work closely with parents/carers to plan an appropriate programme of intervention and support.

The assessment of children reflects, as far as possible, their participation in the whole school curriculum. The assessment is broken down into smaller steps in order to aid progress and provide detailed and accurate indicators.

### **Differentiated Curriculum Provision**

In order to make progress a child may only require differentiation of the plans for the whole class. At our school this is known as Early Intervention or High Quality teaching. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's educational needs will be provided for within the whole class planning framework. Differentiation will be recorded in the daily planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The school uses the definition of adequate progress as suggested in the revised Code of Practice, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, provision at SEN support may need to be made.

### **SEN support**

SEN support would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical development
- Additional support is required for communication or interaction needs

Where needs are similar to other children with additional needs within the year group, e.g. lack of phonological skills, spelling, it is appropriate to support these children within a group focussing on the common needs. Additional provision, individual and/or group will run concurrently with differentiated curriculum support.

Every child receiving SEN support has individual targets which are written and reviewed three times a year. A copy is kept in school and a copy is sent home. Parents/carers are invited to discuss the targets during Parent-Teacher meetings.

All supporting provision is detailed on a provision map. Frequency and time allocation is noted. This is also reported on the documents given to parents. The children's targets will

be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is mostly provided by trained teaching assistants throughout the school. The additional support timetable is reviewed annually by the Head and SENCO following Pupil Progress Reviews with class teachers.

The school may seek support from an outside agency to support the child. These may include:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Primary Behaviour Team
- CAMHS
- Primary Inclusion Development Service
- Social Services
- Specialist Outreach Services
- School Nurse

Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning. The Head teacher, SENCO, and members of the leadership team monitor the quality and effectiveness of provision for pupils with SEN.

If a pupil does not make progress at SEN support, the school and parents might consider requesting an Education Health and Care Needs Assessment.

### **Education Health and Care Needs Assessment**

An education health and care needs assessment would be indicated if the child is showing two or more of the following:

- Continues to make little or no progress in the area of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty developing literacy and numeracy skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's or others learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

### **Statements and Educational Health Care Plans (EHCP)**

The majority of pupils with SEN will have their needs met within school resources. However, where the special educational provision required to meet a pupils needs cannot reasonably be provided from within the school's resources, the school (or parent) may request that the Local Authority conduct an assessment of the pupil's education, health and care needs. This involves the collation of information from multi-disciplinary teams and parents/carers and where appropriate the child. This may lead to the pupil obtaining an EHCP.

Education Health and Care Plans (EHCP) are integrated support plans for children with Special Educational Need and Disability (SEND), from 0-25. These are issued by the

Local Authority where necessary and are used by the school to plan SEND provision for children with severe and complex needs. The EHCP is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living.

The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs
- The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them
- The school will annually monitor and evaluate the effectiveness of its provision for pupils with SEND and recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child

The school will formally review the provision and allocation of resources for its pupils with an EHCP annually. All relevant parties are invited to attend this Annual Review meeting.

### **Assessment and Monitoring**

The school system for regularly assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

In consultation with the SENCO, teacher and parents/carers a decision is made as to whether the child should be placed on the SEN register using a range of information from the following sources as appropriate:

- On entry baseline results
- Progress measured against age related expectations
- School tracking systems
- Progress measured against the P-level descriptors
- Standardised screening and assessment tools
- Observations of social, emotional and behavioural development
- Sampling of work and class observations
- An existing EHCP
- Observations of sensory and physical development
- Assessments from a specialist service e.g. speech and language therapy.
- Another school or LA which has identified or has provided for additional needs.

The Code of Practice 2015 categorises SEND and provision as falling under four broad areas:

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

Many pupils have difficulties that fit clearly into one of these areas, some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset

## **Role and Responsibilities**

### **Class Teacher**

In our school class teachers:

- identify pupils experiencing difficulties;
- consider ways in which to support and facilitate pupils to access the curriculum. This may involve adapting materials, managing human resources available to them within the class;
- liaise with parents/carers to communicate concerns;
- liaise with the SENCO to discuss concerns, strategies to employ and targets to set;
- keep records of progress through samples of work, book marking and assessment

Systems used within the school;

- consider pupils with SEN when planning the weekly teaching agenda;
- create SEN Support Plans for children on the SEN register;
- ensure SEN Support Plans are shared with Teaching Assistants/Learning Support Assistants/other professionals;
- employ strategies and advice suggested by the SENCO and outside agencies;
- provide reports for Annual Review meetings.

### **Support Staff**

In our school, classes where we have support staff:

- support pupils in class as directed by the class teacher / SENCO;
- ensure they are aware of SEN Support targets set by the class teacher for individual children;
- deliver support programmes following appropriate training where necessary;
- keep records of work undertaken on SEN Support targets and impact of interventions in the Teaching Assistant folder.

### **The Special Educational Needs Coordinator (SENCO)**

Our SENCO co-ordinates support and interventions across the school and from outside agencies. The SENCO will ensure that provision is made in accordance with the SEND and Disability Code of Practice (2015).

The key responsibilities of the SENCO are:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- in conjunction with the class teacher, liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

### **Head teacher**

- responsible for the effective implementation of the SEND Policy;
- oversees the professional development of the whole staff on issues and practice relating to SEND;
- reports to the Governing Body on all aspects of SEND in school.

### **SEND Governor**

- ensures that the necessary support is provided for every child with SEND, who attends school in accordance with the SEN and Disability Code of Practice (2015)
- responsible for maintaining appropriate staffing and funding arrangements for all pupils with SEN;

### **Parent/Carer**

- discuss with the teacher any educational concerns they have for their child;
- work with their child at home on SEN Support Plan targets set by the teacher;
- work with the school to ensure that their child's voice is at the centre of all decisions being made in regards to welfare and progress;
- participate in meetings requested by the teacher, SENCO, Head teacher or outside agencies and to share their views and aspirations for their child at Annual Review meetings if applicable to their child.

SEND Code of Practice (2015) link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

### **Leadership of SEND Provision**

The SEND Governor and Head teacher ensure that appropriate provision is discharged for pupils with SEND. They monitor the progress of pupils with SEND ensuring that the provision specified in Statements and Education Health and Care Plans (EHCP) are made and monitor the expenditure on SEND in accordance with the SEND and Disability Code of Practice (2015)

The Code sets out the following expectations:

- High quality teaching, differentiated for individual pupils should be available to the whole class
- Class teachers being responsible for planning the curriculum and assessing your child's progress, even if he/she have additional needs



- High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress
- Where progress continues to be less than expected the class or subject teacher, working with SENCO, will assess whether the child has SEND
- Where a Special Educational Need is established, the school, in partnership with parents/carers and pupil, will work through a four step graduated response: **assess, plan, do, review**, which is cyclical – termly or timely reviews, as discussed with all stakeholders are carried out, leading to revisions in plans and interventions
- Where a pupil with SEND is reaching a point of transition (from primary to secondary school, or secondary to Further Education) the school will work with the parents/carers and pupil to ensure a smooth and successful transition.
- Most pupils with SEND have their needs met as part of the high quality teaching at our school. Where there is sufficient evidence that a pupil's needs are still not being met through the graduated response and school's own resources (including funding), a decision may be reached to request a Local Authority assessment for an **Education and Health Care Plan (EHCP)**

### **Additionally Resourced Provisions**

At Drayton Green Primary School we have an Additionally Resourced Provision (ARP) that has 21 places for children with Autism, Social Communication difficulties, Speech and Language difficulties and other complex learning difficulties. The ARP is led by the Head teacher and an ARP SENCO.

We aim to have all ARP children integrate into the main school for a proportion of their day and will receive support in a ratio of 1:3 to help them to maximise on the learning and socialisation opportunities presented in the main school. This is assessed on a case by case basis and we only go at the pace set by the child.

#### **How are children placed into the ARP?**

Children need an Education Health Care Plan (EHCP) to attend our ARP.

Referrals are sent to us by the SEND Assessment Team at Carmelita House, 21-22 The Mall, Ealing, London, W5 2PJ. We consider the referral paperwork, possibly visiting the child in their education setting and assess against our admission criteria as to whether we can meet the child's needs.

If we feel we are able to meet the child's needs, we would invite you to meet with us and look around our ARP. This is then followed by the admissions process led by the Local Authority. We are an ARP setting and so there are occasions when we cannot meet a child's needs in our provision and the referral would be declined.

Children cannot move to the ARP from the main school. All admissions to the ARP are through the SEND Assessment Team.

The children in the ARP receive consistent, high quality planned interventions from trained professionals such as Educational Psychologists, Occupational Therapists and Speech & Language Therapists. The school has a Sensory Room and an Occupational Therapy Room to complement the work of professionals mentioned above. All staff receive training to ensure the required programmes can be implemented on a daily basis.

All the children work towards integrating into the mainstream classes for part or all of the day, this means that integration may be on a social or functional basis. **All** teachers are expected to adhere to the Inclusive Teaching Guidelines to ensure they are providing an inclusive, meaningful learning environment, which includes the needs of the ARP children too.

The ARP teachers provide the mainstream teachers with support and guidance to ensure that integration is effective. This is monitored by the SENCO and Head teacher, who will when necessary, make the decision to alter any integration arrangements.

### **Supporting SEN pupils during SATs**

Children with EHCPs or SEN support may benefit from special access arrangements for SATs. Access arrangements can include additional time, the use of a scribe and the use of a reader.

In accordance with the QCDA, access arrangements we will identify pupils that meet the criteria for special access arrangements and make applications where appropriate.

### **Professional Development**

The SENCO attends regular network meetings to update and revise developments in Special Needs Education and Inclusion.

Meeting additional needs and Inclusion issues are targeted through individual Support Meetings and Inclusion Surgeries with class teachers.

In-house additional needs and Inclusion training is organised by the SENCO.

Support staff are encouraged to extend their own professional development and the senior leadership team will ensure training is given where this is appropriate.

### **Partnership with parents/carers**

We recognise that parents/carers play a key role in enabling children with SEN to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience that contribute to the shared view of a child's strengths, abilities and needs and the best way of supporting him / her. All parents/carers of children at the school are encouraged to play an active role in their child's education. The school will do its best to ensure that parents understand procedures.

Representations from Ealing Parent Partnership are welcome to attend meetings at the request of parents/carers. Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet parents/carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or parent/carer thinks this is appropriate.

The children's individual targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All targets are given to parents and reviews will be copied and either given to parents at the meeting or sent to them following the meeting.

Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

### **Involvement of Pupils**

The school recognises that pupils with SEN may have an understanding of their own needs and views about particular strategies to support their learning. Pupils will be involved as far as possible in the decision making process.

Where appropriate the class teacher will complete a My Targets sheet with the pupil to ensure they are aware of their targets and review progress in consultation with the pupil. Pupils with Statements/EHCPs will be given the opportunity to make their views known before the annual review.

### **Admissions and school transitions**

The admission arrangements for pupils with SEN are the same as the admission arrangements for all children. However, where a pupil has a statement / EHCP the Local Authority will contact the school to see if they can meet the child's specific needs.

For children with an EHCP, the process to apply for secondary school starts in Year 5. This will be discussed with you in meetings with the SENCO.

A transition plan is put into place to ensure a smooth integration into school.

### **Supporting children moving to other schools**

All records for SEN children are sent to the relevant school and the SENCO from that school is invited to meet with the SENCO from Drayton Green Primary School to transfer information and aid a positive, smooth transition.

### **Resources and Provision**

The school's SEND provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. When it is agreed to place a pupil on the school's SEN register it is because their additional needs are significant and they require additional support that the school may fund up to an additional £6k. In exceptional cases the school can apply to the Local Authority for top up funding. Pupils who have an Education Health & Care Plan will have an agreed package of support from the Local Authority.

The Head teacher and the SENCO meet regularly to discuss how to use the funds allocated to the school for pupils on the SEN register and for children with an EHCP.

### **Monitoring and Evaluating the Provision**

In our school:

- the SENCO monitors the movement of children with SEN through the school SEN register and provision maps;
- the SENCO monitors SEN Support Plans for children on the SEN register;
- the SLT/SENCO monitors class teacher's planning to ensure provision for SEN children is made via quality first teaching;
- the SENCO monitors the effectiveness of intervention groups;
- the Head teacher and SENCO meet regularly to review SEN provision in the school;
- the SENCO provides a report to governors regularly;
- the Governing Body will review the SEN Policy annually.

