SEND Policy

FLOREAT WANDSWORTH PRIMARY SCHOOL

ADOPTED BY: SSB

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REVIEWED BY: Headteacher/Inclusion Leader/SSB

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1. Mission Statement

Every Child Flourishing

At Floreat we enable children to flourish in school by giving them a knowledge-rich academic education and developing their character strengths and virtues. Our pupils learn how to work hard and study well, and to be a good person and to do good for others. This sets them up for a future of success and wellbeing, whatever they choose to do in their lives.

2. Purpose of this policy

The purpose of this policy is to ensure that all Floreat pupils have access to school activities. We will always strive to offer this, in so far as it is reasonable and practical for pupils with SEND, consistent with the efficient education of other pupils and an effective use of resources. We aim to ensure there is early identification and assessment of pupils with special educational needs and that individual needs are considered when planning the curriculum. We apply a multi-disciplinary approach alongside external agencies and we always involve pupils and parents in decision-making.

3. Role of Inclusion Leader

The Inclusion Leader is responsible for:

The day-to-day implementation of this SEND Policy and overseeing the implementation of the School's Policy on Medical Needs and Supporting Pupils with Medical Conditions.

Keeping up to date with developments in SEND and providing staff with access to appropriate training.

Maintaining a list of pupils with SEND, overseeing their records and reviews, monitoring their progress.

Ensuring that Individual Support Plans (ISPs) are implemented for pupils with SEND or Education Health and Care (EHC) Plans.

Working with parents of children with SEND and ensuring pupils are fully involved in decisions.

Working with external agencies.

Working closely with the named governor for SEND.

4. Definition of SEND

According to the SEND Code of Practice 2015, a child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

SEND Code of practice:
www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

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 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.

More specifically a child is identified as 'SEND Support' when they need provision that is additional to or different from the educational provision normally available to pupils of the same age. The Inclusion Leader decides who meets this definition, drawing on information from families, children, teaching staff and other professionals.

Special Educational Needs are categorised according to one or more of the following broad areas of need. These categories help the school to plan appropriate support for any children with SEND and are drawn from the Code of Practice:

- Communication and interaction: Speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD)
- Cognition and learning: Specific Learning Difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, Severe Learning Difficulties (SLD)
- Social, mental and emotional health: Attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury
- Sensory and/or physical: Vision impairment (VI); Deafness or Hearing impairment (HI); Multi-Sensory impairment (MSI); Cerebral Palsy

Any child with a medical condition may have an individual EHC Plan, particularly those with long term or complex medications. In some cases, pupils may have a medical condition *and* SEND, and their holistic care is co-ordinated accordingly.

5. Identification

5.1 Early Identification

At Floreat Wandsworth Primary School, emphasis is placed on the early identification of pupils with barriers to learning. We have a clear pathway in place that helps us to identify children needing to be monitored, those needing action and those needing formal assessment.

In line with the Code of Practice, a child is identified as making less than expected progress when their progress:

- Is significantly slower than that of their peers starting from the same baseline;

- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers; or
- Widens the attainment gap.

Monitoring of pupils who are making less than expected progress draws on the observations and expertise of the whole school community, including parents, the children themselves, the class teacher and other professionals. It also places the class teacher at the centre of this information-gathering process and recognises that they have ultimate responsibility in identifying, planning for, and supporting children to accelerate their progress and overcome their barriers to learning.

We recognise those factors which may impact upon progress and attainment but which do not, in and of themselves, constitute a special educational need or a disability. These include, for example:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/Servicewoman

5.2 Identifying children as 'SEND Support'

5.2.1 Assessment on entry/early identification

When a child enters the school, we gather paperwork from any previous settings and ask parents whether they have any SEND or broader concerns. In the Early Years, the class teacher will also meet with the parents or complete a home visit to get to know the child and discuss their needs. We recognise that parents know their children best and take action when parents express concerns about their child's development.

We assess all pupils during their first half-term in our school using a range of academic and other developmental measures and through sensitive classroom observation.

5.2.2 Initial concerns

Our teachers and Inclusion Leader are alert to concerns about any pupil and ready to act with urgency. An initial concerns form (Appendix 2) will be completed at this initial stage by the Class Teacher and passed to the Inclusion Leader, who will advise how best to support the child in class. After six weeks the Inclusion Leader and Class Teacher will review and plan next steps. Throughout the year we conduct classroom observations and curriculum assessments, encouraging the team who come into contact with pupils to share their observations.

5.2.3 Raising Attainment Meeting

These meetings are held termly between the Headteacher, Assistant Head Teachers, Inclusion Leader and class teachers and provide an opportunity to review and discuss the progress of every pupil and to correlate data and observations, such as a child's attendance, attainment and progress. The Inclusion

Leader will be in receipt of a variety of additional reports and will have an overview of whole school provision.

Teachers draw on the Inclusion Leader's professional knowledge to identify pupils who may need additional support. In most cases the first response will be class-based planning and monitoring, and then specific provision targeted to address a pupil's identified weakness. Every programme of support is time-limited and impact measured at the exit point.

Where, despite personalised interventions, a pupil's progress continues to cause concern, the Headteacher, in collaboration with parents, will decide whether to add that child to the SEND register and to plan for further support under the leadership of the Inclusion Leader.

6. Graduated approach to SEND

Floreat teachers and support staff provide high quality teaching which enables all pupils to flourish. These include:

- Carefully differentiated planning which ensures that all pupils are able to access learning and progress;
- Using effective schemes of work and expert modelling for pupils to follow;
- Providing a stimulating, rich and interactive classroom environment;
- Using ongoing assessment that helps to track pupils' progress and identify gaps every lesson, so that targeted support can be given, enabling all pupils to 'keep up';
- Using our marking policy to make sure that children know how to improve their work;
- Providing additional adult support from well-trained teaching assistants;
- Making available specialist equipment and assistive technology to support success in learning.

7. Class Monitoring

When a teacher has initial concerns around a child's progress, they will plan for additional class-based support and differentiation to address needs. These measures will be recorded within normal weekly planning and teachers will evaluate their progress.

8. Class Action

When a pupil consistently performs below the expected level and requires an increased level of support, an action plan is produced. This is in the form of an Individual Support Plan (ISP), which is shared with the parents. This is reviewed termly with the Class Teacher.

Provision will be tailored to match specific needs in order that pupils make appropriate progress against their baseline. Where targeted support is given, the pupil's progress will be measured weekly.

The parents of a child who has been identified as needing an action plan will be informed promptly by the class teacher. Any pupil who fails to make adequate progress following this cycle of ***Assess/Plan/Do/Review*** is then considered by the Inclusion Leader, who will identify further action.

9. SEND Support – entry on the SEND register

A pupil's needs are categorised as SEND when the child has continued to make little or no progress in a specific area/s over a significant period despite differentiated learning opportunities together with targeted provision. In some cases, a child's SEND may be immediately apparent and the Inclusion Leader will agree to identify those needs and make appropriate referrals from the outset.

9.1 Outside Agencies and Pupil Referrals

Where appropriate, additional support and advice will be accessed from relevant outside agencies, either to the pupil, class teacher, or parent. Targeted support and assessments, made by the school or by outside agencies, are managed by the class teacher and coordinated by the Inclusion Leader.

If agreed by the Inclusion Leader, an appropriate referral form is then completed together, with the Class Teacher, parent and child where possible, for any pupil needing agency support.

The Referral Process:

All agencies are now receiving their referrals via the new online system. Wandsworth have developed a family information service where all agencies referral processes are clearly outlined. The Inclusion Leader in conjunction with the class teacher and parent will need to complete all relevant sections for the child on the referral forms.

An Early Help Assessment (EHA) can be provided by the Early Help Team in MASH using the following email earlyhelppathway@richmondandwandsworth.gov.uk. The document should be shared with parents and consent given before it is submitted electronically via the family information service. Relevant contacts and referral forms can be found here:

https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/advice.page?id=mUSnUT69qdw

If teachers would like a referral to be made for a pupil, then they should approach the Inclusion Leader to discuss this further. All referrals to professional agencies from Floreat Wandsworth are made by the Inclusion Leader, following a meeting or telephone call with parents.

For assistance on referrals the Inclusion Leader referral should contact the agencies directly via the Wandsworth Children's Services family Information Service. The website provides all direct contact details for the agencies.

Parents are kept informed about provision and support that the pupil is receiving through meetings and written reports, as well as any updates on the referral process.

9.2 Termly Meetings

Termly meetings take place for all children identified as SEND Support. During these meetings, the parents, Inclusion Leader and class teacher discuss:

- how effectively provision has been delivered;
- what is and is not working well;

- progress towards short term targets and longer-term objectives;
- next steps/new goals; and
- provision needed to achieve these goals.

All participants in the meeting agree the responsibilities of the parent, the pupil, the school, the Local Authority and other partners, e.g. specialist services. Advice and guidance will be shared on how parents can help their child at home to reinforce or contribute to progress. Wherever possible, children's views are gleaned beforehand and taken into account.

Based on information gathered during the meeting, the class teacher and Inclusion Leader create an Individual Support Plan (ISP – Appendix 1) with targets (usually up to three), with the input of the parent and pupil (where appropriate). These targets should incorporate advice from outside agencies and be 'SMART' (Specific, Measurable, Attainable, Realistic, Time Based), allowing progress to be monitored clearly.

A copy of the ISP is also given to all those working with that child. ISPs are updated termly and are working documents that always include progress measures.

10. Education, Health and Care Plans

Where, despite continuing targeted support, there is evidence that the pupil is still experiencing severe, long-term and complex difficulties, the Inclusion Leader and parents will consider referring the pupil to the Local Authority for an Education, Health and Care Plan.

An EHC Plan is a statutory document that may follow a child up until the age of 25 years and will set out clearly what their needs are, what support they should get to meet those needs, and the expected outcome of the support. This single plan outlines the support that a child will need for education in school, as well as support from health and care services.

The **Education** element of the plan will explain what is needed for the child to attend school safely and achieve the best they can in their learning. It will state which school the child will go to and, if applicable, the support the child will receive to travel from home to school.

The **Health** element of the plan will set out any health services or health support that the child needs to ensure they can learn and participate fully in school life.

The **Social Care** element of the plan will set out any services that the Local Authority will provide to support the child and their family to live as 'ordinary' a life as possible.

If a child is to be assessed for an EHC Plan, the Inclusion Leader will work closely with parents and pupils to explain the process and hear their views, including their hopes and aspirations for the future. A number of assessments and reports may occur during this process. These, along with any other evidence the school has collected, will be sent to a panel convened by the Local Authority's Special Educational Needs and Disabilities Service, who will decide whether to proceed with an EHC Plan. The school may be given help to access the resources in the 'Local Offer', without the need for an EHC plan.

11.1 Level of Support

If the Local Authority agrees to provide an EHC Plan, the SEND Code of Practice 2014 states that it will be drawn up within 20 weeks from the date of request. A draft EHC Plan is sent to parents for amendments and approval. It will name the school the child is to be educated at and the level of support that the Local Authority will provide.

11.2 Parents/Carers Involvement

If an EHC Plan is agreed, parents and pupils are involved every step of the way. Parents have the right to appeal if they disagree with the panel's decision. Throughout the process, pupil and parent views, supported by professional assessments, will be used to create the EHC Plan.

An EHC Plan is legally binding and the Inclusion Leader ensures that all of the actions and provisions are carried through:

- Targets are set for the child based on the EHC Plan;
- The Inclusion Leader, class teacher and outside agencies complete an Individual Provision Map in collaboration with parents and pupils, detailing the special provision to be provided;
- The progress of the child is reviewed termly;
- The outcomes and provision detailed in the EHC Plan are formally reviewed annually and submitted to the Local Authority for approval.

11. Expertise and Training of Staff

All teachers and teaching assistants receive regular training that is responsive to the identified SEND needs within the school. In addition, they attend individual training sessions to develop their specialist knowledge, for example about particular SEND or approaches, or individual medical needs.

12. Admission and Transition Arrangements

Floreat Primary School gives priority to pupils who have an ECH Plan, and to Looked After Children. Parents are always encouraged to visit the school in order to assess its suitability for their child's needs. You can view our Admissions Policy on our website.

Key transition points:

- Admissions to EYFS can include home visits, staggered entry, gathering information from the previous nursery or other setting and support from our Inclusion Leader.
- Transitions to and from our school include sharing information from/with other settings. Where a child has SEND, the Inclusion Leader will directly make contact with parents and the previous setting. Teaching staff go through the routines and timetables with the new child and provide a pupil buddy during the settling period.
- When a pupil moves up to the next class, we organise handover meetings to provide the new class teacher and teaching assistant with a clear understanding of the needs of all pupils.
- Procedures for transitions to secondary school include induction days, transition meetings with parents, visits to secondary schools, visits from Inclusion Leaders, supporting parents to complete transition forms, and 'parent-to-parent' information sharing about secondary school choices.

13. Links with other agencies and the Local Offer

Floreat Primary School will draw on links with agencies that provide direct support to pupils and the school. These services include:

The Health Service, through the Family Information Service
The Educational Psychology Service
The Behaviour & Learning Support Service
The Local Authority Educational Welfare Service
Social Services
CAMHS
Pupil Referral Unit (PRU)
Wandsworth Autism Advisory Service

Local Authorities must publish a LOCAL OFFER, setting out in one place information about the provision that they expect to be available in their area for children and young people who have SEND. The purpose of the local offer is to enable parents and children to see what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

Local offer home page:
https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2

14. Complaints

At Floreat Primary School, we are responsive to any expressions of concern made by parents and try to resolve concerns amicably. Parents who have a complaint about any aspect of SEND should consult the Complaints Policy and follow the process it sets out.

Wandsworth Information, Advice and Support Service

For independent advice about any SEND matter, parents can contact this service.

- Telephone: 020 8871 8065 (24 hour confidential answering machine, checked daily)
- Email: wiass@wandsworth.gov.uk
- Wandsworth Information, Advice and Support Service, Department of Education and Social Services, The Town Hall, Wandsworth High Street, London SW18 2PU
- Telephone: 020 8871 8065

Parent Partnership home page: https://wiass.org.uk/

15. Monitoring and reviewing this policy

We review the information about SEND in this policy annually and make adjustments as appropriate. Our review involves Inclusion Leader, SEND Governor, staff and parents.

This SEND policy ought to be read in conjunction with the following School policies:

- Anti-Bulling
- Accessibility Plan

- Safeguarding & Child Protection
- Meeting Medical Needs
- Physical Intervention

Appendix 1

The class teacher will create an Individual Support Plan (ISP – please see Appendix 1) with targets (usually up to three), with the input of the parent and pupil (where appropriate). These targets should incorporate advice from outside agencies and be 'SMART' (Specific, Measurable, Attainable, Realistic, Time Based), allowing progress to be monitored clearly.

ISP – Individual Support Plan (assess, plan, do, review)

Pupil:	**Class:**	**Class teacher:**
Parents/carers:		
SEN Information:	**SEN Support**	**EHCP**

Termly Child Overview

Autumn Term:

Spring Term:

Summer Term:

Date - Autumn	**Review Date: Spring** **Review decision:** Pupil remains at SEN support: Yes	
Targets	**Progress made (Rating)**	Comment
1.	Choose an item.	
2.	Choose an	

	item.	
3.	Choose an item.	

Autumn Agreed Provisions				
Name/ Type	**Adult /Pupil ratio *(e.g. 1:2)***	**Delivered by?**	**How often and how long for?**	**Notes**
Home/parent support recommended				
•				
•				

Date - Spring	**Review Date: Summer** **Review decision:** Pupil remains at SEN support: Yes	
Targets	**Progress made (Rating)**	Comment
1.	Choose an item.	
2.	Choose an item.	
3.	Choose an item.	

Spring Agreed Provisions				
Name/ Type	**Adult /Pupil ratio *(e.g. 1:2)***	**Delivered by?**	**How often and how long for?**	**Notes**

Home/parent support recommended

-
-

Date - Summer	**Review Date: Autumn** **Review decision:** Pupil remains at SEN support: Yes	
Targets	**Progress made (Rating)**	Comment
1.	Choose an item.	
2.	Choose an item.	
3.	Choose an item.	

Summer Agreed Provisions				
Name/ Type	**Adult /Pupil ratio *(e.g. 1:2)***	**Delivered by?**	**How often and how long for?**	**Notes**

Home/parent support recommended

-
-

Appendix 2

Our teachers and Inclusion Leader are alert to concerns about any pupil and ready to act with urgency. An initial concerns form (Appendix 2) will be completed at this initial stage by the Class Teacher and passed to the Inclusion Leader, who will advise how best to support the child in class. After six weeks the Inclusion Leader and Class Teacher will review and plan next steps.

Floreat Wandsworth

Initial Concerns Form- Stage 1

Name of student:	**Class / Year group:**
Date of birth:	**Present at meeting:** **Date of first meeting:**
Child's views:	
What's working well?	**Concerns shared and by whom?**
Agreed Next Steps for Home and School:	

Hearing check ☐

Vision check ☐

Review date to be set at end of meeting one:

Review

Is the child making progress?

Yes ☐ **No** ☐ (proceed to Initial Concerns Form – Stage 2 in following section)

Initial Concerns Form- Stage 2

Main areas of concern:

Communication and Interaction ☐ Cognition and Learning ☐

Social, Mental and Emotional Health ☐ Sensory and / or Physical ☐

	Reading Data	Writing Data	Maths Data	Attendance	Number of suspensions
Autumn					
Spring					
Summer					

Continued Concerns:

Provision in place (Including strategies from Ordinarily Available Provision and small group interventions)

No Impact- Do not continue	Limited Impact- monitor	Impact evident - continue

Provision in place	RAG Rated Impact

Please detail any other relevant information about the student (including home situation/outside agency involvement)

Agree actions in conjunction with SENCo (inc: referrals)

Actions for School and Home	Who will action? (Class teacher /Parent/SENCo)

Parent Review Meeting

Meeting with Parent date:	Present at meeting:
Notes from meeting:	

Review

Is the child making progress?

Yes ☐ **(if yes continue with previously discussed strategies)**

No ☐ **(if no, create Individual Support Plan)**