

Fitzjohn's Primary School



Policy for children with Special Educational Needs or Disabilities (SEND)

To provide an environment where everyone can succeed.

Fitzjohn's is a community which welcomes all children including those with Special Educational Needs or Disabilities (SEND). We value and encourage diversity in our school and pride ourselves on being an inclusive community. We believe that inclusion is successful when attitudes are welcoming and positive and when there is sufficient and appropriate support for the child. We are committed to a whole school approach to inclusion that sees the provision for children with SEND as the responsibility of the whole school and all members of the school community. We see every teacher as a teacher of pupils with SEND. We celebrate and promote inclusion through our school values of Respect, Individuality, Responsibility, Curiosity, Excellence and Resilience.

The school ethos values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success and SEND pupils have equal entitlement to this. The school's aims are therefore the same for all pupils.

Our priority is to ensure that every child with special educational needs feels included and makes good progress whatever their starting point. To achieve this goal, we work hard to develop partnerships with parents/carers and consult them so together we can make decisions about the most suitable provision for their child. We track the progress of these pupils and support them to close the attainment gap between them and their peers.

This policy has been written following consultations with staff, parents/carers and governors. It fully reflects the new SEN Code of Practice (2014) and will be reviewed annually, by the Deputy Head and SEN governor.

The **Inclusion Manager** (who is also the Deputy Headteacher) is responsible for co-ordinating the provision for children with SEND.

This includes responsibilities such as:

- Working in partnership with parents/carers regarding their child's Special Educational Needs and how best to meet these needs.
- Supporting staff in developing strategies to increase the inclusion of children in the classroom.
- Working in partnership with outside agencies eg Primary Learning Support Service, (PLSS) Educational Psychology Service (EPS), Occupational Therapy (OT), Camden Language and Communication Service (CLCS), Child and Adolescent Mental Health Services (CAMHS)
- Ensuring SEN records are relevant, reviewed and kept up to date.
- Placing children on appropriate intervention programmes in consultation with parents and the class teachers.
- Supporting and training Teaching Assistants (TAs) to deliver WAVE 2 and 3 interventions
- Tracking the progress of children supported through WAVE 2 and 3 interventions
- Working with class teachers and Teaching Assistants to ensure that the advice from external services and agencies is implemented, for example, speech and language therapists.
- Induction and Admissions arrangements

For all matters relating to SEND and Inclusion parents should contact Deborah Moss at d.moss@fitzjohns.camden.sch.uk or call 020 7435 9797.

Provision and procedure for pupils with medical conditions are covered in a separate policy, (Policy for the Care of Children with Medical Needs) which is available from the school office or via our website.

There is a named **SEN governor**, Ruth Katz, who takes a special interest in SEND and reports to the governing body on all matters, including complaints.

How we define SEND

The school follows the national guidance on defining Special Educational Needs and Disability (SEND) which is set out in the new SEN Code of Practice (CoP) (July 2014)

The term SEND refers to children who:

- have significantly greater difficulty in learning than the majority of his/her peers;
- have a disability which prevents or hinder him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- need educational provision that is additional to or different from that made generally available for other children of the same age by mainstream schools,

When we identify children with SEND we use the broad areas of need included in the CoP which are outlined below:

Communication and interaction; e.g. speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD), Asperger's Syndrome

Cognition and learning; e.g. Specific Learning Difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, Severe Learning Difficulties (SLD)

Social, emotional and mental health difficulties; e.g. attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury

Sensory and/ or physical needs: e.g. Vision impairment (VI); Deafness or Hearing impairment (HI); Multi-Sensory impairment (MSI); Cerebral Palsy, Sensory Processing Disorder (SPD) etc.

Pupils may have special needs either throughout, or at any time during, their school career. They may have needs in one or more of these areas. This policy ensures that curriculum planning and assessment for these pupils takes account of the type and extent of their difficulties.

Admission and induction arrangements for children with SEND

We welcome children with SEND into our school. We follow statutory guidance on admissions of children with SEND. Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. This is in accordance with our Equality Policy which demonstrates our compliance with The Equality Act (2010). Where possible the school will make reasonable adjustments and alterations in order to accommodate a child's SEND needs.

All children with a Statement or EHC (Education and Health Care Plan) in place will be placed in our school via the Local Authority's SEND Placement Panel in accordance with the CoP.

We put additional strategies into place to help children with SEND transition successfully into our school. Some examples of these are outlined below:

- The Inclusion Manager gathers information from the parents/carers and other professionals involved with the child and attends target review meetings;
- The Inclusion Manger and/or the new class teacher will visit the child in his/her previous school/setting and arrange for the child and parents to visit Fitzjohn's as frequently as required prior to starting;
- Where necessary, the usual induction timetable will be adapted to suit the needs of the individual child, eg starting Reception on a reduced timetable for a longer period than their peers.

How we identify, assess, plan for and support pupils with SEND

Early identification of children who are having difficulties is vital. The progress of all pupils is monitored regularly as part of our monitoring and assessment practices so children who are having significant difficulty in any of the areas outlined above can be identified as early as possible.

In accordance with the CoP, our assessments allow us to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- *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*
- *widens the attainment gap*

SEND Code of Practice
Chapter 6.17

Class teachers will inform parents and the Inclusion Manager at the earliest opportunity, if they have concerns, and together we will think about how to move forward. Parents are also encouraged to approach the school if they have any concerns about their child's development.

Sometimes, we may decide to monitor the child's progress and meet again after an agreed period to see if concerns still remain. Slow progress and low attainment do not necessarily mean that a child has SEN. However, they may be an indicator of a range of difficulties or disabilities.

In other cases or if concerns remain at the end of the monitoring period, we will plan some targeted action together with parents, additional to or different from what is normally provided as part of the school's differentiated curriculum. This will be through 'structured conversation' meetings, where the emphasis is on listening to parents and discussing desired outcomes for their child. Where appropriate, the child will be included in setting their own targets. Each term, class teachers will meet again with the parents and the Inclusion Manager to review the actions that have been put in place, assess how the child is progressing towards meeting their targets and make adjustments to the plan, as necessary.

Individual Support Plans will outline the provision we make and SEN records will be kept to allow the Inclusion Manager to monitor the progress of pupils for whom the school is making specialised provision. Parents will receive copies of these following the meeting. Every child with SEND, who is receiving this 'SEN Support' will have their own version of this plan, a 'My Plan' which will also include key information about themselves as well as their key targets, in child-friendly language. This is also known as the 'assess, plan, do, and review cycle.

We are aware that there are often external factors which will affect how a child is performing in school. We think about a child in a holistic way and therefore aim to avoid identifying children as having SEND as a result of factors such as those listed below:

- poor attendance and punctuality,
- health and welfare,
- housing difficulties
- bereavement
- being a Looked After Child

The Code of Practice now states 'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.' For a child who is finding it difficult to manage their behaviour appropriately, we consider what the underlying causes might be and offer support accordingly.

If a pupil is not making adequate progress in spite of sustained and appropriate in school support, the Inclusion Manager may seek outside advice and/or assessment from relevant services or agencies.

Referrals to outside agencies are usually made via an E-CAF which is an electronic assessment and referral form that the Inclusion Manager will fill in together with the child's parents.

Education, Health and Care Plans

For a small minority of children who still are not making expected progress, the school and/or parents can consider requesting an Education, Health and Care needs assessment from the Local Authority. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support. This could lead to a child being given an EHCP (Education, Health Care Plan). This process has replaced the 'statementing' process and over time all children with statements will be converted to an EHCP.

Any requests for a statutory assessment received on or after 1 September 2014 will be managed as an EHC needs assessment and not a statement of special educational needs or learning disability assessment.

Any children with a current statement of special educational needs will have a 'transfer review'; where the statement is transferred to an EHC plan, before 1 April 2018.

More details about this can be found at www.localoffer.camden.gov.uk

Children with statements or EHC plans usually have a learning support assistant (LSA) assigned to supporting them for all or part of the day. We believe that it is beneficial for children to be supported by more than one LSA every day (usually split between the morning and the afternoon) and for them to be work with different adults over the course of their primary education.

Exceptional Needs Grant

Since September 2018, the school can apply for additional funding from the Local Authority for children with 'exceptional needs' in accordance with the guidelines and procedures outlined by the Local Authority. Parents of children who the school believe would meet the required threshold for this funding will be informed about the process by the Inclusion Manager and will be advised about how and when an application can be made.

Children who are 'more able'

As part of the on-going assessment process, staff may identify children who are more able in a particular area. They use their professional judgement, drawing from a range of evidence, to suggest pupils that would benefit from additional provision to meet their needs.

The school is committed to identifying underachievement in 'more able' pupils and to developing strategies and approaches to countering underachievement. Some pupils might be referred to as DME (dual or multiple exceptionality). This is a term that is used to describe pupils who are identified as having Special Educational Needs as well as belonging to the group identified as 'more able.' The school is aware that pupils with dual or multiple exceptionality (DME) are often under identified and will endeavour to ensure that these pupils are not overlooked.

During parent/teacher meetings in the Autumn and Summer Terms, parents will be informed if their child has been identified as achieving highly and how their needs are being met.

Provision for 'more able' children

Differentiation by task and outcome is practised throughout the school. Through this 'more able' children will often be set tasks at a higher level to the rest of the class or they might be expected to work more independently than other pupils.

Teachers will be aiming to broaden the knowledge and skills 'more able' pupils through more open-ended tasks and higher order questioning. This might result in the pupils engaging in independent projects or having access to more challenging resources.

Teaching assistants or additional teachers may lead small group sessions which are aimed at developing the abilities of our 'more able.' These may take place within the class or in small groups withdrawn from the main lesson.

The school has an extensive range of extra-curricular clubs available to children. 'More able' children will be encouraged to attend clubs which will develop their area of strength.

The school has links with a number of local Independent schools and other educational institutions in London which often invite us to select pupils to attend enrichment opportunities. Children will be selected for this opportunities according to the remit of those schools or institutions organising the learning opportunity.

Children who are learning English as an Additional Language

We are particularly careful when assessing and identifying children whose first language is not English. We gather evidence about the child's performance in a range of areas, including their home-language in order to make a judgement about whether their difficulties are a result of learning English or from a SEN or disability. We do not assume that lack of progress in English means that a child has a special educational need. However, we are aware that for some EAL children, slow progress may be a result of a special educational need.

Provision that is 'normally available' to pupils

In order to meet the needs of all pupils, teachers are expected to:

- provide high quality 'Wave 1' teaching
- adapt the curriculum to meet individual needs
- use a range of strategies to promote good behaviour and safety
- create different learning opportunities for pupils according to their preferred learning style
- differentiate learning activities so that all pupils can engage and achieve learning objectives

- seek advice from the Inclusion Manager or outside professionals to adjust their practice to meet an individual's needs
- make adjustments so that all pupils can participate in learning, including physical and practical activities
- help individuals to manage their emotions so that they can take part in learning
- direct additional adults to work with groups or one to one with pupils to reinforce, revise or pre-teach key learning
- support additional adults working in their classes to use inclusive practices which can reduce barriers to learning for individual pupils or groups of pupils
- monitor children's progress and discuss any concerns with the Inclusion Manager

Teaching Assistants (TAs)/Learning Support Assistants (LSAs) work alongside class teachers to support children with SEND. TAs are deployed depending on the needs of the class and some classes have additional LSAs who primarily work children who have exceptional needs and/or and Education and Health Care Plan.

Their responsibilities include:

- Supporting individual children to engage in all activities alongside their peers
- Motivate and encourage children, and help them to develop their self-esteem
- Help children to learn as effectively and independently as possible, both in group situations and on their own
- Supporting children with any physical needs they may have e.g. toileting
- Implementing Wave 2 and Wave 3 interventions
- Keeping records of support/interventions
- Feeding back to the class teacher/Inclusion Manager on the progress of support/ interventions
- Implement inclusive practices under the guidance of teachers to help remove barriers to learning for individual pupils or groups of pupils

Lunch-time supervisors are also included in a whole-school approach to, and awareness of SEND.

Provision made available to pupils with SEND

Through consultation with parents and children and in some cases, external professionals, we will devise an Individual Support Plan which we detail the desired outcomes for the provision we put in place. The strategies and interventions that staff will employ to achieve these outcomes will depend on the individual's needs. Some examples are listed below:

Communication and Interaction: TA run 'Social Skills group', 1:1 time with adult to learn new vocabulary, direct speech and language therapy, Circle of Friends, 1:1 support at playtimes

Cognition and Learning: 1:1 support during specific lesson, 1:1 intervention to develop reading/maths/writing skills, access to a specialised computer programme to develop reading/writing/maths skills,

Social, Emotional and Mental Health: Behaviour Support Plan, Individual Counselling, attending group run by professional from CAHMS, 1:1 support at playtimes

Sensory and/or Physical needs: following individual programme devised by Occupational Therapist or Physiotherapist, use of additional learning aids, 1:1 time in sensory room,

How the school adapts the curriculum and learning environment for pupils with SEND

The school will make reasonable adjustments to meet the needs of pupils with SEND, such as providing a work station within the class, allowing children time out class to attend specialist sessions, paying for an additional teacher to support a child during swimming lessons, designing a 'life-skills' programme for a child with ASD. Where necessary, adaptations of the physical environment are made to accommodate a child's needs. The school's Accessibility Plan gives further detail of this.

How the school enables pupils with SEND to participate in all school activities

We believe that pupils with SEND should be included and involved in all aspects of school life. We have an extensive range of after school clubs which are accessible for all children. Pupils with SEND attend all school trips, sports events and participate in class performances. They are well represented on the school council and amongst groups that are selected for enrichment activities. Where necessary, we will seek ways of making adjustments so that the activity can be accessed by a child with SEND.

During playtimes, staff are encouraged to support children who have difficulty with joining in play and games. We have an 'indoor' club that children are selected to attend, which allows children who may be experiencing difficulties, to access a supported, more structured activity at lunchtime.

How we work with external services to support pupils with SEND

The school works successfully with many outside agencies. Professionals from these agencies may work directly with children or indirectly, by training staff and sharing expertise to improve the type of provision outlined above.

These include:

- **Primary Learning Support Service (PLSS):** provides specialist help for primary school age children with emotional, social, language, communication and mental health difficulties. PLSS is made up of the Primary SEBD Service and **Camden Language and Communication Service (see below)**
- **Camden Language and Communication Service:** Our allocated **Speech and Language Teacher** provides advice and support around children experiencing difficulties in this area. The teacher works indirectly with children by providing training for staff and suggesting strategies to use in groups or in 1:1 work with children.

Our allocated **Speech and Language Therapist (SLT)** works with children who have been referred to the service for an assessment who then meet specific

criteria outlined by Camden. Therapy will normally be offered in 6 week blocks. A teaching assistant will attend the sessions with the child and the therapist and carry out follow up work between sessions. The therapist is also involved in training staff alongside the Speech and Language teacher.

- **Educational Psychology (EP):** Our allocated Educational Psychologist carries out individual assessments, meets with parents or class teachers to discuss individual children, provides training for staff as a group or on an individual basis.
- **Occupational Therapy (OT):** Our Occupational Therapist can advise on how to support children with motor difficulties. They devise and monitor programmes for children to follow and provide training for staff.
- **Tavistock Clinic (CAHMS):** The school has an allocated CAHMS worker who may work with individual pupils, parents or members of staff in groups or individually to support a range of needs related to emotional, social and mental health concerns.
- **School Counsellor:** The school counsellor works one day a week seeing children on an individual basis, to help them manage their social and emotional needs. She meets regularly with parents and teachers to provide feedback and think collaboratively about ways in which individuals can be supported. She also works an additional day in school supporting the Mental Health and Well-Being of all pupils and staff.

Contact details and more information about these services, as well as others provided by Camden for children with SEND, can be found at

www.localoffer.camden.gov.uk

SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) can be contacted to obtain independent advice and support for parents on issues such as assessment and provision for children with SEND.

Email: Victor.Baldock@camden.gov.uk

Positive Outcomes

If following a review meeting as part of the 'assess, plan, do, review' cycle, it is felt that a child is making adequate progress, it may be agreed that a child no longer needs to

continuing receiving SEN support. In this case, they will still be monitored as part of the usual school tracking arrangements and they will be able to access support again if deemed necessary in the future.

Staff training

All staff attend regular training as part of their on-going professional development. Matters relating to best practice for supporting children with SEND to make good progress and achieve well are covered through in-school training sessions for teaching and non-teaching staff. Staff may also request or be asked to attend training offered by Camden or other providers, that will develop their knowledge and understanding of how to support children with specific SENDs.

We have three levels of training for all staff:

Basic Awareness – for those in contact with pupils with particular SENDs

Enhanced – for those working regularly with pupils with particular SENDs

Specialist – in depth training in the school advising and supporting on specific needs.

The Inclusion Manager regularly attends meetings with other SENDCOs in Camden and relevant training sessions to increase her skills, knowledge and expertise.

Funding

The school is required to use its delegated funding to meet the needs of all the children identified as having SEND. This funding is delegated to the school via a formula which is based on factors such as the percentage of children receiving free school meals and the general level of attainment in the schools. We endeavour to meet the needs of pupils with SEND from this funding, however, should a child's needs become more complex that the support they require is in excess of what the school can reasonably provide, then the school together with the parents should consider applying for an Education and Health Care Plan assessment.

Pupil Premium funding can be used to support SEN provision where the pupil with SEND is also eligible for free school meals or as been in the last 6 years.

How the school evaluates the effectiveness of its provision for pupils with SEND

The school has an extensive range of systems for monitoring and evaluating the impact of its provision. These include monitoring the impact of interventions, performance management of all staff, lesson observations, pupil progress tracking, book scrutinies, monitoring of planning, pupil voice interviews and parent and pupil questionnaires. All of these provide evidence of the effectiveness of SEND provision, and policy and practice are

constantly reviewed and adjusted to improve outcomes for children with special educational needs and disabilities.

The Headteacher's report to governors has an 'inclusion' section that reports on the number of children identified as having SEND and the provision they are receiving.

The SEN governor visits the school every year, as part of a the governor visits programme, to discuss updates to the policy and the impact of provision for children with SEND.

How do we deal with any complaints regarding our Inclusion procedures

The school has a general complaints policy which it would follow should a complaint be made about any part of our SEND provision. A copy of this policy is available from the office.

Signed: _____ Chair of Governing Body

Signed: _____ Headteacher

Policy written: February 2001

Policy reviewed: September 2023

Next Review: September 2024