

Holy Trinity Cof E Primary School, NW3

Strength for Today, Bright Hope for Tomorrow

Special Educational Needs and Disabilities Policy (draft)

ARTICLE 2 (United Nations Convention on the Rights of the Child): Every child has the same rights

Article 2: The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

Overview

This policy fully reflects the new SEND Code of Practice (2014). It will be reviewed annually.

At Holy Trinity CE Primary School, we support and value the abilities of all our pupils. We see them as individuals and aim to provide equal opportunities for every child in our care, within a safe and supportive learning environment. We achieve this by practising Christian values and respecting the rights of the child. Children with special educational needs may require special or different provision to be made so that they can reach their full potential.

Definition of SEND

The 2014 Code of Practice states that:

A child or young person has SEND 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

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Children must not be regarded as having a learning difficulty solely because the language or form of language spoken in their home is different from the language in which they will be taught.

For children aged two years or older, special educational provision means provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the Local Authority, other than special schools, in the area.

Holy Trinity C of E Primary School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes. We have high expectations of all our children and we want the children in our school to know that they are a valued part of our school community.

We are committed to inclusion within the school curriculum and actively encourage and support participation in all aspects of school life. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty they experience. The school follows the national guidance set out in the revised SEN Code of Practice (2014). It uses Camden LA guidance on identifying SEND and the government guidance on the definition of disabilities. We work very closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.

Staff and Governors Responsible for Children with SEND

A child's class teacher is the first point of contact for parents. If there are further questions or enquiries, the school office can arrange appointments with appropriate staff members or governors.

- Mrs Laura Hall, Headteacher
- Ms Keeley McCleave, Inclusion Lead/SENDCo
- Ubah Egal-Mullen, Governor responsible for SEND

Our Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

The Types of Special Educational Needs and Disabilities for which Provision is made at Holy Trinity C of E Primary School

The old categories of School Action and School Action Plus are no longer used to encourage a more graduated approach to identifying and supporting pupils with SEND. The current SEND Code of Practice describes children's needs under the following four broad headings:

- 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 e.g. attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury
- Physical and Sensory e.g. Vision impairment (VI); Deafness or Hearing impairment (HI); Multi-Sensory impairment (MSI); Cerebral Palsy etc.

Where pupils have a medical condition and a special educational need the provision is well coordinated.

All children are closely monitored, and their progress tracked each term. Those children with SEND are additionally tracked by the Inclusion Lead.

Admissions

We welcome all children into our school, including children with SEND. We follow Camden LA guidelines on admissions of children with SEND. Holy Trinity C of E Primary School admission arrangements for children with SEND include the following:

- The Inclusion Leader gathers information from the parents/carers and all the outside agencies that are involved with the child's care, (including early years providers) involved with the child
- The Inclusion Leader and Headteacher make appropriate admission arrangements for the child. These may include visiting the child in his/her previous school/ setting, providing the child with visual information about our school, arranging for the child to visit our school prior to starting.

We are committed to working in partnership with parents/carers to ensure a smooth start to their child's time with us.

How we Organise Provision for Children with SEND

All members of the school community share responsibility for the quality of provision for all children including those with SEND. However, some members of staff have specific roles and responsibilities in this area.

The Inclusion Leader/ SENDCo is responsible for co-ordinating the provision of Special Educational Needs.

The Inclusion Leader/ SENDCo's main responsibilities include:

- Overseeing the day to day operation of the school's SEND policy
- Working in partnership with parents/ carers regarding their child's Special Educational Needs and how best to meet these needs
- Supporting staff in developing knowledge, skills and confidence to increase the inclusion of children in the classroom
- providing specialist training and advice to ensure all staff are skilled and confident about meeting a range of needs
- Ensuring records kept are relevant, reviewed and kept up to date !! Working in partnership with outside agencies
- Linking the work of specialist services with class work
- Managing, developing and evaluating the intervention programmes by placing children on appropriate intervention programmes in consultation with parents/ carers and the class teachers based on findings from the Pupil Review Meetings, supporting and training Teachers and Teaching Assistants to deliver intervention programmes and tracking the progress of children on intervention programmes
- Assessment and observation of individual children in order to put appropriate provision in place
- Managing individual, group support or in-class support to some children, where appropriate including those with emotional and behavioural difficulties
- Working with class teachers and Teaching Assistants to ensure that the advice from specialist and external services is implemented
- Ensuring that termly Provision Maps reflect support provided and are communicated with members of staff
- planning effective transitions to new class groups and new schools The Class

Teachers responsibilities include:

- The teaching and learning of all pupils including those with SEND
- The day-to-day management and direct supervision of the TAs working within the class, including ensuring information about a child's learning, progress and well-being are shared
- Joint planning and assessment of pupils with SEND including incorporating targets set by specialist services e.g. the Educational Psychology Service
- Sufficient differentiation tailored to children's needs ensuring sufficient levels of challenge for all children
- Monitoring of children's progress in partnership with the Inclusion Leader/SENDCo
- Communicating clearly with the Senior Leadership Team and the Inclusion Leader about a child's progress, for example at Pupil Progress Meetings
- Feedback to the Parents and Carers on the progress of children

How we Identify, Assess and Plan Support for Children with SEND

At Holy Trinity we cater for differently achieving groups and different needs through careful planning. Early identification of SEND is imperative. Where the school has concerns, or a parent/carer raises concerns, that a child may have special educational needs, an assessment process will commence. There will be on-going discussion with parents/carers throughout the process. The Code of Practice 2014 states that there should be a graduated approach with four stages of action: assess, plan, do and review.

We record all pupils' progress as part of our monitoring and assessment practices. These include making observations using the Early Years Foundation Stage Profile for all children in our EYFS classes and termly tracking. Class teachers communicate any concerns early on with parents/ carers. If concerns remain, class teachers consult the Inclusion Leader/ SENDCo and we may place pupils on the SEND list using the school's criteria, which are based on the Local Authority's revised criteria. We will always involve parents/carers in this decision. For children on the SEND list we will take targeted action, additional to or different from what is normally provided as part of the schools' differentiated curriculum. We start an Individual Provision Plan as soon as a child is identified as having SEND needs and we inform parents/carers about the child's targets and the additional or different support they will have to meet their needs. With the Senior Leadership Team, the Inclusion Leader/SENDCo monitors the progress of pupils for whom the school is making SEND provision each term. Current targets and provision are reviewed and new targets and strategies are agreed.

We are committed to seeking the views of our SEND pupils throughout this process. Provision for SEND pupils will be reviewed regularly to ensure the planned provision is effectively addressing the pupil's needs. If needs indicate it appropriate, the Inclusion Lead/SENDCo will make a referral for further assessment to an additional agency. This means that a child may be assessed by a particular group of professionals, for example an occupational therapist or speech and language therapist. The recommendations from these professionals will then be acted on by school staff.

The following factors are not considered Special Educational Needs. Support is provided for all vulnerable children where there are factors which may impact on progress and attainment.

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation but these alone do not constitute SEN)
- Attendance and Punctuality !!
Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant !! Being a
Looked After Child
- Being a child of Serviceman/woman

In the revised SEN Code of Practice (2014) “behaviour” is no longer a description of a special educational need. Concerns about behaviour should focus on underlying causes that the school will recognise through knowing the pupil well, e.g. literacy or speech and communication difficulties. At Holy Trinity CE, we recognise the importance of supporting children’s emotional wellbeing. We offer a range of support for children to support and improve their emotional, behavioural, mental and social development. Our support includes:

- CAMHS support (where a need is identified)
- Time with our Learning Mentors (where a need is identified)
- Regular circle times
- Rights Respecting Friends (peer support at playtimes)
- Regular School Council meetings
- Regular PSHCE lessons
- Anti-bullying lessons and advice

If a more sustained level of support is needed, the school will consider requesting an Education, Health and Care Assessment from the Local Authority. Parents will be fully consulted at each stage.

How we Evaluate the Effectiveness of our Provision

Our provision is evaluated regularly through planned cycles and informal monitoring. Examples of this include regular lesson observations, observations of interventions, book monitoring, pupil conversations and learning walks. Half-termly Pupil Progress Meetings are held for each class and the attainment and progress of all children are discussed in detail. In these meetings, support from the past term is evaluated and extra support is agreed depending on children’s needs. Targets given for children with SEND are discussed and monitored to ensure progress is being made. In addition, all staff have performance management and the attainment, progress and wellbeing of children with SEND are considered during this process. Support is given where needed to ensure all children (including children with SEND) achieve as highly as possible. Our governor responsible for SEND meets with our Inclusion Lead/SENDCo regularly. Reports are made termly to the Governing Body on the provision for children with SEND. Attainment and progress data are reviewed termly for all children with SEND. Where expected progress has not been made, provision is altered where appropriate and support provided for staff where necessary. Attainment and progress data of children with SEND are reported termly to the Governing Body.

Types of Support Provided

We believe that all children learn best through high quality teaching, and that this responsibility lies with the class teacher. However, it is appropriate for teachers and teaching assistants to work with children in small groups to meet specific targets. When allocating additional support to children, our focus is on outcomes, not hours. We aim to provide sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available. Some interventions are run by school staff (teachers or teaching assistants) and some are provided by specialist services. All interventions are research based and have been proven to be effective.

When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets for children with SEND are challenging in the attempt to close the attainment gap between the children and their peers, but attainable to allow children to achieve success. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher (who monitors progress towards the targets during the intervention) and by the Inclusion Lead/SENDCo who monitors overall progress before, during and after the intervention.

The curriculum and the learning environment are adapted according to individual children's needs wherever appropriate. Through our monitoring cycle, our Inclusion Lead/SENDCo monitors adaptations to ensure they are effective at supporting children's needs. Specialist services, for example the Camden Language and Communication Team or the Educational Psychologist, also suggest and monitor adaptations.

Education, Health and Care Assessments

Where SEND is identified as being more acute, the school or a parent may request that the Local Authority carry out an assessment for an Education, Health and Care plan. From September 2014 these plans have replaced statements of SEND. This process follows clear stages:

- A child's parents, young person, or a person acting on behalf of a school may request that the Local Authority carry out an Education, Health and Care Assessment.
- The Local Authority must decide if an assessment is necessary. They must do this through consultation and examination of the evidence.
- The Local Authority must advise the child's parents or the young person about their decision and reasons within six weeks.
- The EHC assessment must be completed according to the principles of coordination and integration of services and agencies. Parents and young people should be at the centre of assessment and planning. Agencies must share information according to agreed principles. To complete the assessment, they should seek the advice of the

relevant professionals, including the Headteacher, Psychological advice, Social care advice and any other relevant advice.

- The Local Authority should decide from the EHC assessment whether an EHC plan is necessary. The Local Authority must notify the parents or young person of their right to appeal to the SEND Tribunal if they decide that an EHC plan is not necessary.
- The LA prepares an EHC plan. This should include a focus on outcomes (both short term outcomes and longer term aspirations). Outcomes need to be specific, measurable, achievable and time bound. Specific interventions that will make a difference towards securing the agreed outcomes will also be specified.
- The Local Authority sends a draft EHC plan to the child's parents or the young person and they have at least 15 days to give their views.
- The Local Authority must inform the Headteacher and must arrange the special educational provision (and may arrange the social care provision) specified in the plan. Clinical commissioning groups must arrange the health services specified in the plan.
- The Local Authority must arrange for a review of the plan at least annually. The child and child's parents or young person must be invited and given at least two weeks' notice. The meeting must focus on progress towards outcomes. When it is a year of transfer, the review and amendments must be completed by 15th February.

Access to Extra Curricular Activities

All of our children have equal access to breakfast and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Training

We understand the importance of ensuring our staff members are well trained to effectively meet the needs of children with SEND. We provide staff with a wide range of professional development. Through Performance Management meetings, the training needs of the school's staff are identified. In addition, school improvement priorities are identified through the school's rigorous monitoring processes. It is through these processes that our professional development is planned and provided for.

All school staff who work directly with a child with Special Educational Needs attend relevant training. The Inclusion Leader/SENDCo meets with teachers and the learning support assistants regularly to ensure staff training needs are met. There are regular SEN training sessions for all staff. The Inclusion Leader/SENDCo is available for support and advice during and after the school day.

The Senior Leadership team and Inclusion Leader/SENDCo may identify external training/courses that staff should attend, responding to current needs and to develop capacity. These are run by the Local Authority or by external providers. The school's training provision for SEND focuses on the different areas of SEND need outlined above.

We take full advantage of support/training offered by Robson House, CAMHS, the Camden Language & Communication Service, Occupational Therapists, the Sensory Advisory Service and Educational Psychologists. Many of the above training sessions are run by these specialist services. We source additional, external training to address any specific needs as they emerge, if they are not already provided through our current professional development providers.

Working with Specialist Services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

The Educational Psychologist meets regularly with the Inclusion Leader/SENDCo to agree a programme of support for the children. Regular visits involve observation, assessment and target setting for specific children. Sometimes this will involve statutory assessment work and participation in assessments and reviews for children with statements.

The Local Authority's Language and Communication team include Language and Communication teachers and Speech and Language Therapists. They visit schools, assess children who have been referred, consult with parents/carers, train teachers and teaching assistants and advise the Inclusion Leader/SENDCo. They may teach small groups of children or may run training for members of staff. The Speech and Language therapist works with individual children who have been allocated time as outlined in their Statement or EHC plan, or who have been referred as a speech and language need has been identified.

The Occupational Therapists and physiotherapists visit schools, assess children who have been referred, consult with parents/carers, train teaching assistants and advise the Inclusion Leader/SENDCO. They may teach individual children who have been allocated time as outlined in their Statement or EHC plan or support small groups of children. They will also provide training for staff.

Outreach teachers from Primary Learning Support Services can work with children in groups or in class to model appropriate strategies for improving learning.

The Camden Sensory Advice Service offers support and advice where needed. Where adaptations are recommended, they provide support with this and monitor progress.

Our CAMHS (Child and Adolescent Mental Health Service) carries out blocks of work with targeted children to provide support where necessary. They also provide advice for class teachers on supporting individual children and groups and provide strategies for supporting the whole class.

There are also links and collaboration with the following agencies that make a strong contribution to the efforts of the school to create a successful and purposeful school community:

- EWO providing attendance support
- Health Services, particularly through the school nurse

Working in Partnership with Parents and Carers

To achieve the best for all children, it is vital that the school and parents/carers work in partnership.

We support this by:

- Listening to parents/carers and sharing the knowledge they have of their children
- Providing support for children's learning and personal development at home
- Involving parents/carers in reviewing their child's progress
- Helping parents/ carers to get independent advice
- Communicating frequently on their children's progress, well-being, success and needs.
- Providing workshops to help parents/carers support their child's learning at home.

The school has strong communication links with parents/carers of pupils with special educational needs. We value the involvement and contribution of parents/carers. We encourage parents/carers to share their views within Annual Reviews and during multi-disciplinary review meetings. Parents/carers of pupils with SEND can approach school staff to discuss the progress of their children and to seek information and advice.

We help parents/carers to make a positive contribution to the education of their children through:

- A systematic effort to support parents/ carers at periods of transition, by clearly explaining all the procedures, paying visits to new settings (internal or external), having interviews with newcomers and making sure that all needs are communicated effectively so that they can be followed up successfully. There is a detailed transition policy that the school is using focusing on curriculum continuity and involvement of parents/carers and children in meeting individual learning goals.
- Good communication including telephone and face to face conversations, Annual Review meetings and school reports. We believe that it is also the day-to-day informal discussions with parents/carers that build the relationships that are vital to close partnership working. We will meet with parents/carers regularly to discuss any questions and/or concerns that they may have about their children's education.

Transitions

There are a number of measures in place that support a smooth transfer of all children to the next school year. In addition to these, we have the following measures for children with SEND:

- Inclusion meetings that take place at the beginning and end of the school year
- The Inclusion Leader/SENDCo ensures that we pass on all records to the next class teacher and that he or she is fully aware of the child's needs

- During all Pupil Progress Meetings SEND pupils are discussed in detail to ensure continuity of provision.
- At the hand-over meeting in the Summer term, the class teacher shares detailed information with the new class teacher using an Inclusion check list
- We share behaviour support plans for Social Emotional and Mental Health (SEMH) with class teachers and others as appropriate
- At the beginning of the new academic year, provision for the child is reviewed and finalised in a meeting between the new teacher and the inclusion team. Individual Provision Plans are drawn up to ensure children's needs are targeted, using the resources outlined in the Provision Map. For pupils with a Statement of SEN/EHCP, their plans incorporate the specific targets and requirements as set out in the Statement of SEN/EHCP. These are monitored and reviewed through the processes outlined in this policy
- We put in place additional strategies for individual children e.g. extra visits to the new classroom, photo books, buddying with older child/sibling/learning mentor support
- When a child transfers to another primary school we pass on the SEND profiles and the Inclusion Leader/SENDCo may speak to the teacher with responsibility for SEND at the new school

There are also arrangements in place that support a smooth transfer of all children to secondary school. In addition to these, we have the following measures for children with SEND

Children from Holy Trinity move on to a variety of secondary schools that are closely linked with the school. All Year 6 children have transition visits to local secondary schools. When children with statements/EHC Plans transfer to Secondary School or to a Special school the Inclusion Leader/ SENDCo and Year 6 teacher invite the SENDCo of the receiving school to visit Holy Trinity to meet the child. They are also invited to attend their Annual Reviews. We pass on all the SEND records e.g. personalised planning to the receiving school. If appropriate some children may make several visits to their new school with their teaching assistant or learning mentor as part of an individual transition plan.

Equipment and Facilities to support children with SEND

The school is committed to making reasonable adjustments necessary to ensure equal access for pupils who have disabilities. Access to the school may be difficult for some pupils with physical disabilities because of our unusual site, which is on a steep slope. In addition all KS2 classrooms are reached via tight staircases.

Adaptations are made to the environment as and when they are required dependent on children's needs and disabilities and where they are reasonably possible. Advice from specialist services is sought before adaptations are made.

Complaints

It is always best to try to resolve concerns amicably and this is what invariably happens, either through the teacher or Inclusion Leader/SENDCo. We make ourselves as accessible as possible and are always glad to chat informally at the end of the day. Alternatively, we are happy to make an appointment for a more formal meeting where parents/carers are welcome to bring a family member or a person acting as their advocate or translator if required.

Local Authority Contacts

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) is funded by Camden Local Authority but is totally independent in terms of giving advice.

Information about SENDIASS can be found on the Camden Local Offer website:

<http://www.localoffer.camden.gov.uk/template/13/special-educational-needs-and-disability-information-advice-and-support>

Information about the following services is also available through the Camden Local Offer website:

The Educational Psychology Service (EPS) provides educational and psychological assessment and advice to families and schools to support the understanding of children's learning and behaviour.

<http://www.localoffer.camden.gov.uk/template/32/educational-psychology-service>

The Camden Speech and Language Therapy Service offer a service to children from birth to 19 years with speech and language delays and disorders in Camden.

<http://www.localoffer.camden.gov.uk/template/9/speech-and-language-therapy-service>

The Camden Occupational Therapy Service provides assessment and both direct therapy and an advisory service where needed to children from birth - 19 years old.

<http://www.localoffer.camden.gov.uk/template/10/occupational-therapy-service>

The Camden Physiotherapy Service provide assessment and treatment service for children and young people living in Camden who have difficulties related to movement.

<http://www.localoffer.camden.gov.uk/template/11/children-s-physiotherapy>

Camden MOSAIC provides Multi agency assessment, diagnosis and support for disabled children and their families from 0-18.

<http://www.localoffer.camden.gov.uk/template/4/mosaic-integrated-service-for-disabled-children>

The Camden Child and Adolescent Mental Health Service aims to improve the emotional health and wellbeing of children and young people in Camden.

<http://www.localoffer.camden.gov.uk/template/16/camden-child-and-adolescent-mental-health-service-camden-cam>

