Vision Statement

“Working together to create confident lifelong learners”

At Bond Primary School, we believe that every pupil has a right to a broad and balanced curriculum and all children are welcomed to our inclusive school. We work closely with children, parents and carers, the Inclusion teams within Merton and other professionals and agencies as required.

We have regard for all legislation and guidance applying to special educational needs:

- Special Educational Needs and Disability Code of Practice 2014
- Equalities Act 2010 (Disability Discrimination Act 1995)
- Children and Families Act (2014)
- Early Years Foundation Stage (2014)
- The National Curriculum (2013)
- Statutory Guidance on supporting pupils at school with medical conditions (2014)
- Teacher Standards (2012)
- Accessibility Plan
- Safeguarding Policy

We firmly believe that:
All children and young people are entitled to an appropriate education, one that is suitable for their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- make a successful transition into adulthood, whether into employment, further or higher education or training
- become confident individuals leading fulfilling lives

Every teacher is a teacher of every child including those with SEN

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DEFINITION OF SPECIAL EDUCATIONAL NEEDS

At Bond Primary we use the definition of SEN and for disability from the SEND Code of Practice (2015) which states:

‘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,
• 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.’

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’

Special educational provision means:
   a) For children of two and over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other then special schools, in the area
   b) For children under two, educational provision of any kind”

(Section 312, Education Act 1996)

Children will have needs and requirements which may fall into at least one of the four areas. Many children have inter-related needs. The areas of need are:

● Communication and Interaction
● Cognition and Learning
● Social, Emotional and Mental Health
● Sensory and / or Physical

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SECTION A

Objectives of the Governing Body

a) To welcome pupils with SEND into the school and meet their needs in a positive manner, accepting the part that our expectations, attitudes and pupils’ self esteem plays in overcoming aspects of SEN.
b) To identify and assess children with SEND as early as possible ensuring that there is careful monitoring and assessment of pupils throughout their schooling.
c) To address these needs through the graduated approach (APPENDIX 2) as set out in the Special Educational Needs Code of Practice 2015.
d) To provide the greatest possible access to a broad, balanced and differentiated curriculum, appropriate for meeting the needs of those children identified as having SEND.
e) To ensure that parents and pupils are fully participative in the process.
f) To ensure that support agencies are used effectively.
g) To encourage confidence and raise self esteem by providing a caring and well organized environment.
h) To develop the existing skills of staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.
i) To raise standards for pupils with SEND.

We will achieve these objectives by:

a) Celebrating diversity and valuing all achievements whether they are social, emotional, cognitive or physical.
b) The identification of pupils with SEND will be established through ongoing teacher observation and assessment, progress in relation to the Early Learning Goals and standardised screening and assessment tools. (see Assessment Policy)
c) All staff are aware of the graduated approach to Special Needs.
d) Planning suitably differentiated lessons.
e) Reviewing the provision for SEN pupils three times during the academic year involving both parents and pupils as much as possible, ensuring that both parents and pupils know what targets have been set and know how they can help in reaching these targets.
f) ensuring that the advice from outside agencies is sought appropriately and that advice given is incorporated into SEN Support Plans and/or Provision Maps.
g) Using positive reinforcement and making appropriate use of the school’s reward systems to encourage pupils’ achievements and by frequent celebrations of success giving equal status to physical / cognitive / social / emotional achievements, enabling all children to feel valued for their efforts.
h) Ensuring that we have high expectations of pupils, set suitable and challenging targets and monitor progress carefully against ‘P’ scales, Herts for Learning levels and ELG

2. The name of the person who is responsible for co-ordinating the day to day provision of education for pupils with special educational need at the school.

The person responsible for co-ordinating the provision of education for pupils with SEN at Bond School is Miss Sally Cook, SENco. The designated governor for SEN is Mrs Afua Boeten / Mrs Sandra Peddy.

2. The arrangements that have been made for co-ordinating the provision of education for pupils with special educational need at the school.

The class teacher is responsible for:
The identification, teaching and monitoring of all pupils in their class and reporting any concerns regarding SEN, as soon as they are noticed.

Planning and delivering a differentiated curriculum for all children with SEN. Teachers ensure that they follow guidance in the National Curriculum 2000 guidance to ensure that all pupils are fully included in lessons.

Completing SEN documentation in accordance with the Code of Practice (2014), liaising with the SENCo, parent and child.

Seeking advice and support from the SENCo, appropriate curriculum co-ordinators, external experts and colleagues, to help them match their classroom provision to the specific needs of the pupils.

Monitoring progress by keeping annotated pieces of work and/or observations.

Planning with Learning Support Assistants to ensure quality provision for pupils with SEND.

The SENCo is responsible for:

- Overseeing the day to day operation of the school’s SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Managing Learning Support Assistants.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA’s support and educational psychology services, health and social services, and voluntary bodies.

Headteacher / Leadership Team is responsible for:

- The day to day management of the SEND policy in school.
- Allocating and monitoring appropriate resources for SEND from the delegated budget and devolved statement funding together with the SENCo.
- Ensuring the effective use of the COP, especially through professional development and appropriate time allocations.
- Monitoring teachers’ planning and pupil achievement.
- Regularly reporting to Governors on COP procedures and SEND resourcing.

The Governing Body is responsible for:

- Ensuring that the best possible provision is made for pupils with SEND.
- Ensuring the integration of pupils with SEND within the school community.
- Ensuring that the budget for SEND is allocated appropriately.

4. The admission arrangements for pupils with SEND who do not have an EHC Plan in so far as they differ from the arrangements for other pupils.

- Pupils with SEND, but without an Education and Health Care Plan, have the same rights of admission as all other prospective pupils.
- The school follows Merton’s Admission Policy, copies of which are available from the school office.

5. Facilities for pupils with SEND at the school including facilities which increase or assist access to the school by pupils who are disabled.

- The school has a number of ramps providing access to the building.
- There are two toilets for the disabled, one situated on the ground floor and the other on the first floor.
- A lift was installed during the academic year 2009 – 10. This allows disabled access to the first floor.
- (see also Accessibility Policy)

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SECTION B

6. How resources are allocated to and amongst pupils with SEND.

- The allocation of resources is based on the levels of pupils’ Special Educational Needs using the graduated approach set out in the Code of Practice, September 2014.
- A high level of resourcing goes to the provision of additional classroom support (LSA’s) and in setting for Maths and English in Key Stage 2.
- The full time SENco works with individuals and small groups of children who have SEND.
- There is Learning / Behaviour Support allocated to each child who has an Education and Health Care Plan, under the guidance of the SENco and class teacher.
- SEN funding is allocated according to Merton’s funding policy which is related to the number of points on the Early Learning Goals, scored by children at the end of their time in Reception.
- The LEA provides funding to meet the needs of pupils with Education and Health Care Plans, using a banding system according to level of need and the school decides how to allocate this. It is monitored annually at the EHCP Review and by the Merton SEN/D Team.

7. How pupils are identified and their needs determined and reviewed.

We aim to identify a child’s need as early as possible and to use appropriate resources to facilitate this early intervention, (see Assessment Policy). The assessment process should always be fourfold. It should focus on the child’s learning characteristics, the learning environment that the school is providing for the child, the task and the teaching style. It should be recognized that some difficulties in learning may be caused or exacerbated by the school’s learning environment or adult / child relationships. This means looking carefully at such matters as classroom organization, teaching materials, teaching style and differentiation in order to decide how these can be developed so that the child is enabled to learn effectively.

Internal and external assessments as well as observations all contribute to the identification of need. The child’s achievements in the Foundation Stage (Early Learning Goals) are an important indicator, as well as the Year 1 Phonics test, KS1 and 2 SATs results and other assessments / observations used as part of normal classroom practice.

SEN Support – Members of the teaching staff identify any special needs of the pupils in their care, and then liaise with the SENCo about strategies and provision. The SENCo will then record the pupil’s SEND needs and advise on the additional provision. The Provision Map will outline provision that is different or additional to normal differentiation. Targets will be written with involvement of both pupils and parents. The Class Teacher remains responsible for working with the child on a daily basis.

No progress or very slow progress by the pupil against targets on the Provision Map will lead to a need for the SENCo to arrange more intensive support for the pupil. Advice from outside agencies may be sought and the SENCo and Class Teacher draw up a Support Plan that includes the advice from outside agencies and which shows different strategies to those used before. This is drawn up and shared with both pupils and parents. The Support Plan is then implemented and progress is reviewed on a regular basis. This Plan will outline only that which is additional or different to the normal differentiated curriculum. The delivery of the interventions recorded on the Support Plan continues to be the responsibility of the Class Teacher, with some support from the SENCo. The SENCo should take the lead in planning any further assessment of the pupil, planning future interventions with the pupil in discussion with colleagues and monitoring and reviewing the action that is taken.

Education and Health Care Plans – The LEA maintains Education and Health Care Plans and monitors their implementation. The school draws up an SEN Support Plan with pupil and parents. Regular reviews take place. The EHC Plan is reviewed annually.

- The Senco updates information termly about numbers of pupils with SEN. Each class teacher works with the SENCo to review all children on the SEN register and to add or withdraw any
children as necessary. Current SEN provision is discussed, previous targets are reviewed and new targets are detailed on the Provision Map.

- The Support Plans and targets are discussed with pupils (as appropriate) and with their parents at the termly parent interview or at times arranged by appointment.

8. Arrangements for providing access by pupils with SEND to a balanced and broadly based curriculum (including the National Curriculum).

- All children are entitled to full and equitable access to the National Curriculum. Class teachers will ensure that they:
  a) Set suitable learning challenges and, if necessary, choose knowledge, skills and understanding from earlier key stages so that pupils can make progress and show they can achieve. For pupils with significant difficulties, guidance from the QCA documents ‘Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties’ might be used.
  b) Respond to pupils’ diverse learning needs, ensuring that there is an effective learning environment, suitable strategies to ensure motivation and concentration, provide equality of opportunity through teaching approaches, use appropriate assessment approaches and set targets for learning.
  c) Overcome potential barriers to learning and assessment for individuals and groups through using a range of access strategies to ensure high participation of all pupils.

For example:
- In all classrooms there are well planned activities with learning purposes made clear to all pupils, differentiated to enable all pupils to make progress.
- A range of organisational settings is used that allow for class, group, collaborative and individual work.
- Classroom resources are organised to foster independence in selecting appropriate materials for a task.
- A range of teaching styles are offered that include auditory, visual and kinaesthetic approaches (VAK). This enables all styles of learning, as outlined in ‘Accelerated Learning’, to take place.
- Bond School focuses on the success of all pupils, celebrating their achievement through the school reward system.
- The participation of all pupils is encouraged and valued.
- Children may be withdrawn from their classrooms to work in a small group or individually. When this happens every effort is made to ensure that the child does not miss out on the broad and balanced curriculum to which they are entitled. At times, children of all abilities, are withdrawn from class, not just the SEND children.

9. How pupils with SEND engage in the activities of the school together with pupils who do not have SEN.

- All pupils are entitled to the same opportunities and experiences and they are included in all the activities that are possible.

10. How the Governing Body evaluate the success of the education that is provided at the school to pupils with SEN.

- The SENCo regularly reports to the Curriculum Committee of the Governing Body. She provides updates on current SEND initiatives within the school and provides reports on SEN provision, including how funding, equipment and personnel resources are deployed.
- The Headteacher, with whom the SENCo liaises regularly, monitors SEND provision, and may speak about SEND in her termly Headteacher’s report.
- The SEND objectives are reviewed annually and are included in the School Development Plan.

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11. Any arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.

- The arrangements are the same as for any complaint as outlined in the school prospectus.

SECTION C

Information about the school’s staffing policies and partnership with bodies beyond the school.

12. Any arrangements made by the Governing Body relating to in-service training for staff in relation to SEN.

- Whole school needs may be identified and discussed when the objectives of the SEND policy are reviewed.
- The SENCo is alert to the training needs of the staff, suggesting training courses and liaising with the Headteacher and INSET co-ordinator. They will include school-based training, LEA and other courses and local and national conferences.
- There are termly meetings for SENCos, led by the SEND adviser/Manager of the Merton Language and Learning Support Team, to keep up to date on issues.
- Learning Support Assistants attend school based and LEA training to help them develop their roles.

13. The use made of teachers and facilities from outside the school including links with support services for SEN.

- Merton Language and Learning Support Team and the Virtual Behaviour Service are available to be bought in, if required, to help with assessment, advice and/or some direct work with children who have learning or emotional/behavioural needs.
- Merton Sensory Team are asked for help with children with language impairment or visual or hearing difficulties.
- Young children (up until the end of their year in Reception Class) with speech and language difficulties are referred to Sutton and Merton’s Speech and Language Therapy Team. The Speech Therapist provides advice and guidance for those children who have language needs identified on their EHCP.
- The Merton Early Years Inclusion Service provides advice for some children who have already been identified as having Special Education Needs before they start in our Nursery.
- MAOS (Merton Autism Outreach Service) is also available to provide advice and strategies to staff who work with children on the ASD Spectrum or children who have social communication difficulties.
- The Educational Psychologist (EP) linked to the school, observes, assesses and reports on children who are referred by the SENCo. Parents and Class Teachers are always involved. The EP also monitors children with continuing serious difficulty and offers advice to the SENCo and Class Teachers.
- A Jigsaw4U worker is available to support children with social, emotional and mental concerns twice a week.
- A TAMHS worker is available to support children and families once a week.
- 2 ELSA’s support identified children with S,E,MH needs.

14. The role played by parents of pupils with SEN.

Bond Primary School values parents as partners in the development and education of their children. This is especially important for children with SEND. If a parent has concerns relating to their child’s learning or SEMH, the parent must in the first instance discuss these with the class teacher. The class teacher will
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refer to the SENCo, Sally Cook who will make contact with parents to gain further information. Parents can also request to speak directly to the SENCO about their concerns if they feel this is more appropriate.

Parents’ aspirations for their child’s future are fully taken into account when setting targets and agreeing their involvement in efforts to meet their child’s learning needs. Targets are usually written by the class teachers and then shared and discussed and agreed with parents.

Parental involvement is especially important for children with social, emotional and mental health difficulties and the child will also be involved in the setting of targets.

Children should be involved in target setting, according to their level of understanding. They will thus be more involved in the review of their support and in celebrating the success of targets achieved.

The Merton Information and Advice Support Centre provides independent advice and support for parents of children with SEND, especially those involved in the Assessment of EHCP process.

Contact details:
Fran Turko
MIASS Officer
Merton Information and Advice Support Service
SEN and Disabilities Integrated Service
Joseph Hood Primary School
Whatley Avenue
SW20 9NS
(Tel. 020 8543 8854)
Fran.Turko@merton.gov.uk

15. Any links with other schools, including special schools and the provision made for the transition of pupils with SEN/D between schools or between the school and the next stage of life or education.

- Before children arrive in Early Years a home visit will be arranged to facilitate an easy transition into school.
- At the end of the Summer Term children in Year 2 will be prepared for their transition in KS2.
- The transfer from one school to another is an important time for all children, especially those with special needs. Each year pupils make visits to their future secondary schools and teachers from the secondary schools visit Bond Primary, meet the children and discuss their needs and progress.
- The SENCo makes contact with the receiving SENCo in person at an annual meeting hosted by Merton, or by phone. The child and his / her needs will be discussed. The SEN file for each child is sent securely to the receiving school once the child is attending the new school.
- In the year of transfer to secondary school, children with EHC plans have an early annual review in order to amend the EHC Plan to include the current school and the new school.
- Bond has links with Cricket Green Special School. Advice has been sought from teachers in these schools and visits have been made.

16. Links with child health services, social services and educational welfare services and any voluntary organizations which work on behalf on children with SEN.

- For some children with SEN there may be involvement with the Health Authority, Social Services, Educational Welfare or Child Guidance. These agencies liaise with the school and may ask the school to provide information or attend meetings. Parental consent will be sought before information about pupils is given. Close co – operation between all services, parents and teachers is beneficial.
- CAMHS – Child & Adolescent Mental Health Services: children with emotional or behavioural problems or difficulties in relationships with parents can be supported by this service. Pupils
must be referred with parental consent and parents need to realize that all consultations normally involve the whole family. Parents can gain access to this service through referral from their own GP or through a referral made by the school.

- Jigsaw4U provide counselling, therapeutic input or mentoring); a counsellor, Emily Searle, works in Bond School for two days a week. She provides individual counselling and mentoring for children with emotional or behavioural difficulties and their families. These children have been referred to her by the school. Emily also works with small groups on targeted interventions.
- Educational Welfare Officer: Suzannah Seegobin (EWo from WPA) regularly checks attendance registers and may visit the home of a child to see what is needed to secure maximum school attendance. She also attends Team Around the Child (TAC) meetings if appropriate.
- School Nurse: the school nurse sees all children in reception classes, by appointment, with their parents / carers. The nurse is able to make referrals to other health agencies, with parental permission. She undertakes vision and hearing checks, when appropriate, and also gives talks to the children on various hygiene issues. She liaises regularly with the SENCo and the Headteacher.
- Speech and Language Therapist: this is a health care professional whose role is to enable children with speech, language and communication difficulties to reach their maximum communication potential and independence. She will assess children, write reports, make visits and advise on programmes of work, which can go directly onto an SEN Support Plan for both parents and school staff to work on.
- Physiotherapist: A physiotherapist may visit the school if a child is under regular treatment in order to advise the school on the child’s needs and contribute to the child’s ESP.
- Occupational Therapist: An occupational therapist helps a child to gain maximum levels of functional performance. Working with the child, he / she uses therapeutic techniques (advising on equipment and environmental adaptations) to improve a child’s ability to access the physical and learning curriculum. A programme from an occupational therapist would be included in an SEN Support Plan.

Local Offer

The contact details for the support services can be found on the school website www.bondprimary.com and on the Merton Local Offer https://directories.merton.gov.uk/ The Merton Local Offer Web site contains full information of the services available to children, young people and their families.

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APPENDIX 1

Glossary of Terms
For a larger glossary, please look in the back of the Code of Practice (available from the SENCo).

- **Annual Review**: the review of an Education and Health Care Plan, which an LEA must make within 12 months of making EHC Plan, or, as the case may be, of the previous review.
- **Graduated Approach**: a model of action and intervention in schools and early education settings to help children who have special educational needs. The approach recognizes that there is a continuum of SEN and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.
- **SEN Support Plan**: This plan is a planning, teaching and reviewing tool. It is a working document for all teaching staff recording key short – term targets and strategies for an individual pupil that are different or additional to those in place for the rest of the group or class.
- **MIASS (Merton Information and Advice and Support) Officer**: The person from the LEA who liaises with parents over all the arrangements relating to statutory assessment and the making of a statement. LEAs must inform parents of the identity of the ‘MIASS Officer’ when they issue a notice of a proposal to make a statutory assessment of a child.
- **National Curriculum**: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.
- **National Curriculum Inclusion Statement**: A detailed overarching statement on inclusion is included in the National Curriculum; it makes clear the principles schools must follow in their teaching right across the curriculum, to ensure that all pupils have the chance to succeed, whatever their individual needs and potential barriers to learning may be. It includes modification of the National Curriculum.
- **Parent**: under section 576 of the Education Act 1996 a parent includes any person who is not a parent of a child but has parental responsibility, or who cares for them.
- **Merton Information and Advice Support Centre**: provide advice and information to parents whose children have SEN. They provide neutral and factual support on all aspects of the SEN framework to help parents play an active and informed role in their child’s education. Although funded by the LEA, they provide a service to parents and are often either run at arm’s length from the authority or by a voluntary organization to ensure parents have confidence in them.
- **QCA**: Qualifications and Curriculum Authority.
- **SEN Support**: when a class or subject teacher identify that a pupil has SEN they provide interventions that are different from or additional to those provided as part of the school’s usual differentiated curriculum. An SEN Support Plan will usually be written. If the child’s needs are more severe or complex, advice from outside agencies will be sought: their advice will be incorporated into the ESP
- **SEN Co – ordinator (SENCo)**: member of staff of a school or early education setting who has responsibility for co – ordinating SEN / D provision within that school. In a small school the Head teacher or Deputy make take on this role. In larger schools there may be an SEN / D co – ordinating team.
- **Speech and Language Therapy**: Speech and Language Therapy is a health care profession, the role and aim of which is to enable adults and children with speech, language and communication
difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

• **SEMH** – social, emotional, mental health. Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or distressing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

• **ASD** – Autistic Spectrum Disorder referring to a set of behavioural and developmental needs affecting a child’s social, communication and play skills.
APPENDIX 2

Graduated Approach

Child accesses high quality inclusive provision through whole school systems for assessing, planning, implementing and reviewing progress. However if a child is not making sufficient progress within this provision the following graduated approach is used:

Assess:

Draw on information available to us – assessment data, outcomes in children’s books, observations, discussion with class teacher, discussion with parents to gain a clear picture of the child in order to inform SEN provision if that is needed.

Plan:

SENco supports teacher, child and parent to plan and agree strategies and/or interventions to support child’s learning and progress. Plan includes clear outcomes criteria with review period in order to measure the effectiveness of the provision to be put in place.

Do:

Plan is implemented. The class teacher is responsible for the implementation of the plan on a day to day basis working with the child as appropriate to the plan as well as monitoring and evaluating its impact.

Review:

Plan is reviewed against the outcomes criteria identified in the plan. The review will be evidenced based including assessment data, recorded learning in books, observations as well discussions with child, parent and teacher. If the desired outcomes have been achieved, support with SEN provision may not be needed and the child continues to access the high quality whole school inclusive provision. If outcomes are not as expected, the plan is revised to reflect this.