SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Approved by: James Wolfe Primary School Governing Body Learning: Achievement Committee on 1st March 2019

Next review: (every 2 years) Spring 2021

RANDALL PLACE CAMPUS
(Nursery, Reception, Year 1, Year 2, Year 3)
Randall Place, Greenwich SE10 9LA

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(Year 4, Year 5, Year 6)
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For information:

**Definition of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014**

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 them. A child of compulsory school age or a young person has a learning disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age

b) Have a disability which prevents or hinders them from making use of educational facilities, generally provided for others of the same age in mainstream schools

A child under compulsory school age has special educational needs if they fall within the definition (a) or (b) above or would do so if special educational provision was not made for them.

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

One significant change arising from the reforms is that statements of special educational needs, for those children with more complex needs, have now been replaced with a new Education, Health Care Plan (EHC).
1 Our School Values

Our children are confident learners, they work hard to succeed with every challenge.

Our children show respect for themselves and other people in our community, our country and our world.

Our children love learning and are keen to learn in our school, at home and in the future. Our SEND policy ensures that every child, regardless of need, has the best opportunities at our school.

Our children have strong core skills in communication (reading, writing, speaking and computing), mathematics and have a good understanding of topics across the whole curriculum. Our SEND policy ensure that every child, regardless of need, can develop their understanding.

Our children are confident to share their views, listen to other people’s ideas and opinions and make decisions that help everyone achieve.

Our special educational needs (SEND) policy ensures that our school values are applied to ALL of our pupils.

As an inclusive school we are committed to developing inclusive cultures, policies and practices. These are maintained and developed by the Special Education Needs Co-ordinator (SENCo) in collaboration with the Senior Leadership Team, liaising with the SEND Governor, parents and families.

2 Objectives for supporting children with SEND

Our objectives for supporting children with SEND are:

- To value all children equally.
- To identify and meet the needs of children with SEND as early as possible.
- To allocate adequate resources to support children’s individual needs.
- To offer high-quality support to ensure that children have the greatest possible access to the Early Years Foundation Stage Curriculum and National Curriculum.
- To work with parents from the earliest stage of the process.
- To seek the views of the child and take these into account.
3 Deciding whether a child has special educational needs

All teaching is designed to make sure that all pupils, regardless of ability, make the maximum progress during their time with us. We believe that special educational needs might be an explanation for delayed or slower progress but it is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

We make a distinction between:

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<tr>
<th>Some children who may require extra support at some point during their time at our School</th>
<th>For children requiring extra support, the priority is to ensure they are receiving quality first teaching and that their needs are met within their mainstream class. Pupils could benefit from, for example, changing where they sit in the classroom, support from adults, and being set tasks particularly suited to their level. If, despite this, their progress is not in line with expectations, extra support will be put in place with specific targets for a fixed period of time. We will measure the impact of this support through termly pupil progress meetings. Some children simply need some extra help along the way to becoming more confident, independent learners, so extra support is a short term boost. We do not necessarily classify children in this category as having special educational needs.</th>
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<tr>
<td>Some children who have a specific learning difficulty or disability that significantly impacts on their learning development</td>
<td>There are two categories of SEND at the school: 1. <strong>SEND Support</strong> – this is applied at a school level and is for identified children with less complex needs but who still require help. 2. <strong>Educational, Health Care Plan</strong> - this is applied at Local Authority level following a referral. Request for assessment is initiated by the school. The granting of an EHC is by the Local Authority (Greenwich).</td>
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There are four broad areas of need as defined in the SEND Code of Practice 2014:
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical
4 Deciding if a pupil meets the requirement for send support or an EHC plan referral.

1. **Teacher referral**
Our teachers continually assess pupil progress through their ongoing work with pupils in the classroom. Pupil attainment is formally discussed with a senior teacher once a term. If there are any concerns about a child’s progress then the teacher will talk to the school SENCo or the Deputy Head of Inclusion.

Children entering Nursery or Reception will be assessed within the first 6 weeks of school. This enables teachers to identify areas of development where children may need extra support.

2. **Parental concerns**
If parents are concerned about the progress that their child is making then they can discuss this with their child’s class teacher. This may need an appointment and parents are invited to book a meeting with their class teacher via the school office.

After discussion with the child’s teacher or referral to the SENCo – the SENCo will then carry out appropriate observations and assessments. If needed, a referral will be made for more specialised assessments advice from an external agency.

3. **Screening for difficulties**
Screening tools are used to assess if language is within the normal range for pupils presenting concerns. The school uses a dyslexia screen, reading and spelling assessments to identify literacy difficulties.

Parents are informed of the outcomes of any tests or screeners taken.

If a screener indicates a possible difficulty, we will make every effort to ensure that teachers are aware of how best to support that child in class. If we are concerned about the outcome of the screener we may then refer to an external agency after discussion with the parent.

4. **Multidisciplinary assessment**
Occasionally, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multidisciplinary assessment process with health and social care in order to consider for the need for an EHCP.

If we think a child needs to be referred to an external agency, we will discuss this with parents first, and ask for written consent to make a referral. Parents receive copies of all reports and have a chance to meet the professionals involved with their child.

If, following the above procedure, a child meets our threshold for SEN School Action or if a child has been granted an EHC plan then their name will be placed on the school’s SEND register. Parents will be informed that their child is on the register and will be told how the school will continue to meet their child’s needs.
Article 23: Children have the right to special education and care if they need it
5 Supporting Children with SEND needs

- Each class has a Teacher and we have a team of Teaching Assistants who help support pupils across our school.
- Some classes also have a Special Educational Needs Teaching Assistant to support pupils with complex needs.
- We have a three tiered approach to supporting a child’s learning:

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<tr>
<th>UNIVERSAL</th>
<th>This is the <strong>quality first teaching</strong> your child will receive from his/her class teacher and may include some very minor adaptions to match learning needs.</th>
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<td></td>
<td><em>Examples may include: a personal visual timetable, a sand timer, coloured overlays for visual stress, spell checker.</em></td>
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<th>TARGETED</th>
<th>It may be appropriate to consider making additional short term provision to remove or reduce any obstacles to your child’s learning. <strong>Specific, targeted 1:1 or small group work intervention</strong> may be run outside of the classroom. These are limited to a number of weeks (to minimise the disruption to the regular curriculum). You will be kept informed of your child’s progress towards learning outcomes.</th>
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<th>SPECIALIST</th>
<th>Seeking <strong>specialist advice/support</strong> from a professional outside of the school in order to plan for the best possible learning outcomes for your child.</th>
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<td><em>Examples may include: Educational Psychology, Occupational Therapy, Sensory Advisory teachers, Child Development Service.</em></td>
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At each stage of support, whether universal, targeted or specialist, a graduated four part approach to outcomes is adopted:

- **Assess**
- **Plan**
- **Do**
- **Review**

We assess the child's needs; plan the most effective and appropriate intervention; run the intervention and review the impact on the child’s progress towards learning.
6 Arrangements for providing access to pupils with SEN to a balanced curriculum

We believe that all children have the right to participate in the full range of activities on offer at the level appropriate to their development.

It is our intention to meet the needs of all children attending the school through a structured system of planning, assessment and record keeping linked to the National Curriculum.

Children with SEND will have access to the curriculum through carefully planned activities provided to encourage meaningful learning. Some children will receive extra teaching support according to their level of need. Whenever possible, support will be classroom based. However, it may be necessary to withdraw small groups of children to provide specific skill based teaching.

7 Individual Education Plans and Annual Reviews

Individual Education Plans

If a child is identified as having SEND, he/she may need support that is different from the support given in class. This will be monitored by the SENCo and an Individual Educational Plan (IEP) put in place. The IEP identifies specific, measurable and achievable targets and how the support will be given. We will review the IEP at least three times in the academic year and the outcomes will be recorded and shared with the child’s parents or carers. This is a working document that is used by all involved in the child’s learning (class teachers, teaching assistants, SENCo, parents and carers, and when he or she is old enough, the child themselves. The IEP is written collaboratively. The initial draft will be between the SENCo and the class teacher and this will be shared with all others involved with the child.

Annual Reviews for pupils with an Education, Health and Care Plan

Educational Health Care plans are reviewed annually for children in Years 1 to 6 and six monthly for children in EYFS in a process called the annual review. This involves a meeting to which the parents and all professionals involved with the child are invited.

When pupils are due to transfer to secondary school, a secondary transfer annual review meeting will take place when they are in Year 5. If the child makes sufficient progress towards his/her targets, the provision may change or cease.

8 Admission arrangements

Children are admitted throughout the school in accordance with Greenwich’s admission policy which states that those with SEND, where appropriate, should be given priority for a place. Parents are encouraged to visit the school prior to application and to state clearly on the forms special needs their child may have.

9 Access

We aim to adapt our classrooms where necessary to meet the needs for pupils with SEND. This may, at times, mean relocating classes or lessons.

The ground floor of the school is accessible to children with physical disability via ramps and we have toilets adapted for disabled access. If we have children who cannot manage the stairs to the 1st floor, we move their class bases to the ground floor. We have a number of spaces that can be used for breakout/interventions and the school has a sensory room and sensory circuit.
We ensure that equipment used is accessible to all children regardless of their needs and we will provide additional or different furniture e.g., chairs, cushions and other equipment according to individual needs.

10 Roles and responsibilities

Governors
The governing body has specific responsibility to:
- ensure that children with SEND have access to a broad and balanced curriculum that is compatible with their learning needs. It should also take into account the efficient education of the other pupils in the class and the efficient use of resources.
- monitor the roles identified below so that SEND provision is as effective as possible.

In exercising their duties, governors have regard to the Special Educational Needs Code of Practice 2014 and the Disability Discrimination Act. Governors will report to parents annually on the implementation of the SEND Policy.

Executive Headteacher
The Executive Headteacher/Head of Campus has responsibility for:
- ensuring that appropriate provision is made for any pupil who has special educational needs or disabilities.
- ensuring that parents are notified of a decision by the school that SEND provision is being made for their child.
- ensuring that children’s needs are made known to all who are likely to teach/support them.
- ensuring that teachers and support staff in the school are aware of the importance of identifying those pupils who have SEND.
- the day-to-day management of all aspects of the school's work, including provision for pupils with SEND
- keeping the Governing Body fully informed of SEND provision

Head of Campus
The Head of Campus has responsibilities for:
- ensuring provision for pupils with SEND is well planned
- liaising with and advising staff
- ensuring that parents of pupils with SEND are able to communicate effectively with the school
- leading the Inclusion Team
- liaising with secondary school Inclusion Leaders and other primary school Inclusion Leaders to share information and seek out best practice
- identifying training opportunities for staff working with children with SEND.

Special Educational Needs and Disability Co-ordinator
The SENCo’s responsibilities include:
- co-ordinating provision for pupils with SEND
- liaising with and advising staff
- liaising with parents of pupils with SEND
- liaising with other members of the Inclusion Team
- liaising with other SENCos to share information and seek out best practice
- maintaining accurate and up-to-date records for pupils with SEND
- liaising with external agencies to provide provision to support pupils with SEND
- attend and, where appropriate, organise and lead meetings with professionals and parents to discuss and support pupils with SEND
- monitoring teaching of SEND pupils/provision they are given access to support their learning.

Teachers
Class teachers have a key role in supporting children identified as SEND children, this is primarily through;
• quality first teaching, with independent learning tasks set tailored to the needs of the child.
• weekly planning that identifies how children with SEND are supported.
• effective management of learning support assistants and teaching assistants.
• having high expectations of all children.

Every teacher is a teacher of SEND pupils.

11 The inclusion file

An inclusion file is kept for each class. In the Inclusion File there is a list of all vulnerable groups in the class including Pupil Premium children. There will be a section for each child who has special educational needs. Information contained will include up-to-date:

- Individual Education Plans for those children with EHCPs and Reviews
- Other SEND information e.g. reports from outside agencies
- Medical information and care plans

Individual pupil files will be stored in the SENCo’s office and updated regularly. They may include a chronology of intervention, assessment, outside agency involvement, records of any interviews, discussions and phone calls.

12 Confidentiality

The confidential nature of special needs meetings, case conferences, TACs or children’s records are understood by all staff members. It is also understood that should any report be written on a child the parents must be enabled and encouraged to have access. We would consider it good practice to give parents a copy after discussing it with them. Nothing should be written that would not be shared with the parents. The school’s GDPR (data protection) policy explains how we keep information secure.

13 Staff training and development

The school is committed to the continuous development of all staff. This includes INSET days and courses led by members of staff within the school, within our cluster of local schools or professionals from outside agencies.

14 Working with parents

Parents play a key role in enabling children with SEND to achieve to the best of their ability. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child’s needs and the best ways of supporting them. All parents of pupils with SEND will be treated as partners and supported to play an active role in their child’s education. Parents are always welcome to share concerns with members of staff. They also have a right to be kept informed of their child’s progress.

15 Links with other mainstream schools and special schools

Advance planning for children in years 5/6 is essential to allow appropriate options to be considered. The SENCo will liaise with the SEN departments of the secondary schools to ensure that effective arrangements are in place to support pupils with SEND at the time of transition.
16 Equal opportunities

We believe that it is important that children with SEND are able to take a full part in and are encouraged to contribute to all aspects of school life. The planning is designed to include the children within the class whilst meeting their needs. Our Equal Opportunities Policy clearly states that we encourage mutual respect and equal access to the curriculum subject to appropriate modification.

17 Reviewing our send provision

Our main indicator of impact is in the progress and attainment made by the children. We will therefore review the policy annually alongside analysis of pupil progress. Feedback from staff, parents, pupils and any other relevant groups will play a significant part in the review of this policy.

18 Advice from the Local Authority (Greenwich)

Parents of children with SEND can find out about local support groups, advisory services and information regarding a range of needs on the Greenwich Local Offer website:
https://www.greenwichfamiliesinformation.org.uk/kb5/greenwich/fsd/localoffer.page?localofferchannel=0