

West Twyford Primary School

Special Educational Needs and Disability Policy



Policy agreed date:	Spring 2024
Policy review date:	Spring 2025
Approved by:	FGB

Special Educational Needs and Disability Policy

Introduction

This policy complies with the Children and Families Act 2014 and Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 Sept 2014
- Schools SEN information report Regulations (2014) (see www.sendgateway.org.uk)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions Apr 2014
- The National Curriculum in England Key Stage 1 and 2 and Early Years Foundation Stage Framework document Mar 2021
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was written by the SENDCo in consultation with the SEN Governor and SLT. It is shared with staff through Key Stage meetings and with parents via the school website.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is Mrs Julia Croyden, who holds the National Award for SEN (NASENCo award) (clause 64, c & F Bill, 2014).

The School SEND Governor can be contacted via the school office.

Definition of Special Educational Needs

A child has special educational needs 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 has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special education provision means:

- 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 of the same age by mainstream schools.

- For a child under two years of age, special education provision means educational provision of any kind.

A child under compulsory school age has SEND if they are likely to fall within the definition above when they reach compulsory school age 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 will be taught (English as an Additional Language – EAL).

Disabled children

Many children who need special education provision 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”.

The “long-term” is defined as “a year or more” and “substantial” is defined as “more than minor or trivial”.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term conditions as asthma, diabetes, epilepsy and cancer. Children with such conditions will not necessarily require special education provision, depending on the severity of their needs.

West Twyford Primary School

The school is committed to a child-centred approach to learning, with emphasis on first-hand experiences whenever possible. This is particularly important for children with additional needs. Whilst some children may always need to have special education provision, it is understood that many children may have additional needs at certain points during their education. West Twyford recognises that every teacher is a teacher of every child, including those with SEND. In the school, staff are encouraged to have flexibility in their practice, while ensuring the continuity of learning. The school is committed to meeting the special needs of the children through all possible means, as part of our commitment to giving each pupil an equal opportunity to realise their potential. The school is committed to the inclusion of children with additional needs but recognises that there are times when withdrawal from the classroom provides the most inclusive learning. The school encourages parents to be fully involved in the education of their children.

Aims

It is our aim to provide the highest possible education for the children in our school.

- To value each child as an individual regardless of social, cultural, gender or individual differences.
- To encourage every child to reach their full potential. It is the responsibility of all staff to be responsive to the different learning styles and facilitate effective learning of all children.
- To enable each child to become socially interactive in an acceptable manner.
- To provide all the children in our school with a broad and balanced curriculum.
- To encourage children to become independent learners.
- To enable children to appreciate their own strengths and to value themselves and others.
- To give all children an equal opportunity to realise their potential.
- To promote and maintain a happy and caring environment and foster independence, respect for others and the development of self-esteem.
- To manage the behaviours of children experiencing difficulties so that they and their peers can benefit fully from the opportunities offered.
- To provide care which is preventative and concerned with early detection of conditions that may affect a child's development.
- To encourage pupils to take responsibility for their own learning and parents/carers to support them with this.
- To liaise closely with parents, other agencies and support services. eg Educational Psychology, Clinical Psychology, Occupational Therapy, Speech Therapy, Child Development Team, Primary Behaviour Team, Child and Adult Mental Health Service to ensure that the views of parents and families are factored into action plan processes.

Objectives

- To identify and provide for pupils who have SEND and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a "whole pupil, whole school" approach to the management and provision of support for SEND.
- To provide a SENDCo who will work with the SEND policy.
- To provide support and advice for all staff working with pupils with SEND.

Identification

A child may give cause for concern for a variety of reasons:

- Difficulties in dealing with concepts and experiences appropriate for their age
- Difficulties in communicating in different forms (verbal, written, gesture and expression)
- Difficulties due to emotional, social or mental health problems
- Medical or health problems
- Disabilities such as a physical or mental impairment

In order to provide for an individual child's needs, the prerequisite is identification of those needs. This should not be a negative process. The school will acknowledge the child's strengths and attempt to build on those areas, to enable the child to work with confidence and understanding.

Aspects which may impact on progress and attainment but are not considered SEND are:

- Long term illness (though there may be some overlap with SEND)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman

Identification of a child with special educational needs can be made in a variety of ways.

1. Before they start school

As soon as we know that a child will be attending our school, we start to find out about them, so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons.

We do this by

- Meeting with the parents to register the child and to discuss their needs
- Meeting with the child
- Contacting previous education settings to discuss the child's needs
- Class visits when allowed
- Reports from other professionals, followed up with conversations

2. While they are at our school

By pupils telling us

- Talking to staff
- Circle time
- Feedback in books
- School counsellor drop-in sessions at some lunchtimes

By parents telling us

- Informally talking to staff
- Parents' evenings
- Formal meetings with staff

- Providing written reports and other information

By teachers' discussions and using their assessments

The progress and achievement of all pupils are assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil termly, in order to ensure that all pupils are making good progress and will achieve their targets.

The SENDCo will regularly discuss any children who are presenting as a concern with staff. Support staff who deliver specific intervention programmes and who work closely with the teacher will also be involved in discussion with both the class teacher and SENDCo.

Other information

We might also use other sources of information, such as analysis of behaviour logs, to ensure that pupils are engaged in learning, making good progress and do not need any other support.

A Graduated Approach to SEN Support

Initial concerns

When a concern has been raised about the development of a pupil:

- The class teacher will discuss this with the SENDCo
- The class teacher and SENDCo will then meet with the child's parents, where possible, to discuss their concerns to develop an understanding of the pupil's strengths and difficulties
- Agreed next steps and outcomes should be sought
- Information for ISAID (parent partnership) and Ealing Schools' Counselling Project (SPACE) should be made available at this initial meeting
- The SENDCo will keep a record of this meeting

Prior to placing a child on the SEND register, a number of factors will be considered:

- Quality first teaching – the role of the class teacher, planning and differentiation to support children
- Provision and impact of interventions such as social skills, language support as recommended by buy-in SALT, targeted groups
- Engagement of early years and outside services if necessary
- Other factors which may affect children's progress

Categories of SEND

West Twyford Primary School caters for a wide range of special educational needs including cognition and learning needs, social, emotional and mental health difficulties, communication and interaction needs and sensory/physical needs.

Communication and Interaction (C and I)

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Autistic children are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning (C and L)

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties (MLD)
- Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health Difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing 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 hyperactive disorder (ADHD) or attachment disorder (AD).

Sensory and/or Physical Needs (PD)

Some children and young people require special educational provision because they have a disability which prevents them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their

learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Managing the Needs of Pupils on the SEND register

SEND support

The concerns will be recorded, and the child placed on the SEND register. Extra provision may be given through small group teaching or the provision of resources.

An Individual Education Plan (IEP) will be drawn up by the class teacher in consultation with the SENDCo and parents. This will be implemented and reviewed on a termly basis.

We will make reasonable adjustments to support children on the SEND register, including expectations of behaviour. We understand that children with SEND may need a differentiated approach to behaviour management and education professionals need to be aware of this in managing classroom behaviour. Developing good behaviour for learning is key for all children and it is important that children have appropriate expectation for behaviour in school with appropriate rewards and consequences.

West Twyford must also ensure the health and safety of all pupils and staff, and, in the event of serious breaches of the behaviour policy such as dangerous or violent behaviour, this will be dealt with in line with the behaviour policy.

Individual Education Plans

IEPS show all the targeted groups, supported sessions, resources, training and preparation implemented for the child, as well as targets to be built on by the class teacher. They are often based around advice given by external professionals as well as goals developed through discussion with staff, parents/carers and pupils. The provision is reviewed termly, and outcomes recorded; provision can then be amended or changed depending on the needs of the child. A provision map records the extra provision that is additional to and different from quality first teaching and differentiated curriculum planning.

Depending on the needs of the child, an IEP may include:

- Small group work supported by a TA
- 1:1 intervention such as Colourful Semantics or Box Clever
- Extra phonics
- Access to a quiet, low sensory arousal space away from other pupils
- Supported play and lunchtimes
- Handwriting support
- Friendship groups to promote positive relationships

Referral to outside agencies

If a pupil needs more specific provision, the SENDCo will refer to the appropriate outside agency, in consultation with the parents and class teacher. Referrals will be made directly to the appropriate service. Extra provision may be given through group programmes and the provision of resources. Advice and objectives from external professionals will be included in the child's IEP, which will be reviewed by the SENDCo, class teacher and parents on a termly basis. Where external therapists have given advice, they will review the outcomes at least annually and will report the reviews back to parents/carers and the school.

Education, Health and Care Plans

If the school and parents/carers, in consultation with external agencies, feel a pupil needs further provision, a request can be made to the appropriate local authority (LA) to consider providing an Education, Health and Care plan (EHCP). Children remain at SEND support pending the outcome of the consultation. The request is generally made by the school, but parents/carers are able to make a request as well. Information is gathered by the SENDCo from parents/carers, teachers and from the child and the request is submitted to the LA that the family live in. The information is considered by a SEND panel. If the LA agrees to the request, further information is sought from the pupil, parents, school and other professionals who may know the child, such as medical teams and social care.

Following this, an EHCP is developed by the SEND officer in the LA, and this is presented in draft form to the family and school. At this point, the school and the family can discuss the suitability of the offer and the details of the plan together and with the SEND officer in the LA.

If the EHCP is agreed by the school, family and LA, the LA will give the child a level of need. The school will then fund the first portion of their support, with the LA topping up the funding as agreed during the development of the plan. The pupil will continue to have an IEP identifying what is additional to and different from the curriculum.

Review meetings

An EHCP is reviewed annually and measures the effectiveness of the provision. All involved adults, including parents, health professionals, outside agencies and school staff, and the pupil discuss the termly and year's progress, amending the EHCP as necessary. The pupil will work with a familiar adult to produce a document showing their views of the year; this may be presented by them at the meeting, depending on their age and their needs.

The pupil's general progress is reviewed as part of the pupil progress meetings held termly; the EHCP is reviewed on an annual basis.

IEP reviews for pupils at SEND support will be held as part of parents' evening with the class teacher, parent and pupil. The SENDCo will be available to attend any meetings.

Sometimes the reviews may not coincide with target reviews made by outside professionals; in these cases, amendments may need to be made in the interim. Goals may be amended, if it is clear that they are inappropriate.

Criteria for Exiting the SEND register

- For pupils with MLD or SpLD: During the year, some pupils will make enough progress in reading, writing or maths to close the gap with expected attainment levels for their age. This means that they can now be supported via quality first teaching without needing interventions to reach the national expected standard for their age. For example, if a pupil in Year 4 who was initially assessed as working at a Year 2 level made progress such that they would be assessed as working within the Year 4 age band would no longer require special educational provision made for them and would be removed from the SEND register.
- For pupils with SLCN: Some pupils will make sufficient progress with their Speech and Language Therapy (SALT) targets that they no longer require specialist therapy and would be removed from the SALT caseload. Sometimes children may still participate in SALT groups within the school in order to sustain their progress.
- For pupils with SEMH: Where pupils have made progress by recognising and managing their own needs and no longer need support to self-regulate, they may be discharged from services such as SPACE counselling and the Ealing Primary Centre. Sometimes children may need some support from groups around emotional awareness to sustain their progress.

Supporting Pupils and Families

- The school provides an annual report to parents on all pupils' progress. This includes pupils with SEND.
- At termly parents' evenings, pupils at SEND support meet with the class teachers to discuss their IEPs and to review their progress. This is also the case for pupils with an EHCP.
- Children with EHCPs will have their progress against the EHCP targets reviewed annually.
- The school counselling service provides a "SPACE" for pupils to discuss issues or worries they have; there are also targeted art therapy sessions to support vulnerable pupils. The school counsellor is also available to meet with parents confidentially.
- School staff, including the SENDCo, are available to meet parents after school for a brief update or at other times by appointment if a longer meeting is needed.
- External professionals working within the school as speech therapists, occupational therapists and educational psychologists will also make appointments to meet the parents of the children they work with.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some pupils with medical

conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Some pupils may also have SEND and an EHCP which draws together a pupil's educational, health and social care needs; the SEND Code of Practice 2014 is followed.

The school will only administer medication where a Request to Administer Medication form has been completed by the parent or carer of the pupil. The form is to be completed prior to the pupil starting school or, if already in attendance, as soon as the condition is identified.

Following a receipt of a Request to Administer Medication form, the Headteacher or other designated person will discuss with staff the nature of the request and whether or not they are willing to administer the medication they will also identify whether staff are competent to administer the required medication. Staff are deemed competent to administer medication in tablet or liquid form but must have received specialist training in any medical techniques required eg use of EPI-PEN for anaphylaxis, use of a blood tester or insulin pen for diabetes.

A Health Care Plan for the pupil will be prepared. This will indicate the date of request for administration and approval and will provide as much information on the medical condition as is available. The health plan follows a standard format but will vary depending on the medical needs, eg a short term or specific condition. Sometimes the Health Care Plan will be drawn up with a specialist nurse, who will reviews this. Health Care Plans will need regularly updating to ensure information is current.. For pupils with asthma, information is recorded on a form and cared produced by Asthma UK.

For further information, see the Managing Pupils with Medical Needs policy.

Monitoring and Evaluating SEND

The SENDCo works closely with the leadership team who monitor and evaluate the practices of teachers and provision for pupils with SEND. Monitoring occurs in a number of ways: book scrutiny, learning walk and pupil interviews, as well as through observations. The SENDCo is part of the termly pupil progress meetings, which feeds into whole school monitoring. Each child on the SEND register has an IEP which is reviewed termly using information from therapists and other outside professionals, as well as Annual Review meetings. Interventions are evaluated and changed as necessary.

Training and Resources

All teaching staff have basic training in SEND as part of their teacher training. Early Career Teachers also attend extra training through the LA in their first two years.

The school has a number of highly skilled teaching assistants. Staff have been trained in different areas such Neurodiversity and Colourful Semantics. TAs are also trained to deliver

specific intervention programmes such as Box Clever, Lego Therapy, Friendship Groups, Intensive Interactions and Phonological Awareness.

Outside professionals visit the school regularly and offer training to staff. Staff are also able to attend courses offered by the LA to support and develop their knowledge and understanding of SEND.

Formal and informal training and advice sessions are held within the school through regular meetings between SENDCo and staff. There are a variety of resources supporting the interventions provided by the school, including a range of reading books, OT activities, SLT resources and sensory regulating resources.

Roles and Responsibilities

SENDCo – Mrs Julia Croyden

NASENCo accreditation

Contact via the school office

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant designated teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Liaising on the deployment of the school's SEN and notional budget and other resources to meet pupils' needs effectively
- Managing and supporting 1:1 LSAs
- Liaising with parents of children with SEND
- Liaising with early years' providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- A key point of contact with external agencies, especially the local authority and its support services
- Liaising with secondary schools and other potential education providers to ensure that pupils and parents are informed about options and a smooth transition is planned
- Working with the Head and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps updated records of all pupils with SEND
- Working closely with buy-in, core and EHCP Speech and Language Therapists from both Ealing and Brent
- Working closely with the OT service from both Ealing and Brent

SEN Governor – contact via the office

Contact via the school office

- Ensuring that necessary provision is made for pupils with SEND and that their needs are known to those who teach them

- Ensuring that teachers are aware of the importance of identifying and providing for those pupils who have SEND
- Ensuring that pupils with SEND join in the activities of the school with pupils without SEND
- Reporting to the Governors on the implementation of the school's policy for pupils with SEND
- Having regard to the SEND Code of Practice 2014 when carrying out its duties toward all pupils with SEND
- Ensuring that SEND policies are followed correctly

Teachers

Class teachers and subject teachers are responsible for children with special educational needs/disabilities, as stated in the 0-25 SEND Code of Practice (2015).

- Responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.
- Responsible for working with the child on a daily basis, even when interventions involve group or one-to-one teaching away from the main class.
- Working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO, revising the support in light of the children progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and child.

Teaching Assistants

All TAs have some responsibility for the provision of support with pupils with SEND. Such as delivering programmes and supporting within the classroom.

The TAs who exclusively support pupils with SEND have a range of qualifications, including NVQ 2 and 3 and NNEB. They have also received training and input from Speech and Language Therapy services, Occupational Therapy services and other professionals

Designated Safeguarding Lead – Deputy Headteacher (HT and AHT are also safeguarding trained)

Staff member responsible for PPG/LAC funding – Headteacher

Staff members responsible for Pupils with Medical Needs – School Business Manager
Admin/Welfare Assistant

Storing and Managing Information

Individual pupil files are kept on all children at SEND support or with EHC plans. IEPs with reviewed outcomes are filed with any outside agency reports or interventions such as information from EPs, SENSS, SALT, OT and other professionals. All class teachers have up to date records about the children with additional needs in their class, including an IEP and copies of professionals' reports.

KS1 and KS2 pupils' reading, writing and maths assessment levels are recorded and tracked termly through Benchmarking and NFER Assessment. The SENDCo keeps a record of children with SEND's attainment. Progress in the EYFS is recorded in the pupil's Foundation Stage Profiles and attainment is recorded on Target Tracker.

Reviewing the Policy

This policy is reviewed by the SENDCo and Governors on an annual basis.

Accessibility

The school endeavours to provide facilities to enable access for pupils with SEND. This includes physical access, accessibility of written materials, as well as lesson content. The school has an accessibility plan which sets out how we plan to increase access for all pupils.

Admission arrangements

The school strictly adheres to the LA guidelines for admission of pupils, including those with SEND.

Dealing with complaints

If a parent has any concerns about SEND provision made for their child, they should, in the first instance, contact the class teacher.

If further support is needed, the school can be contacted in the following order:

- Phase leader
- SENDCo
- Head
- Chair of Governors

The school complaints procedure can be requested from the office or downloaded from the school website.

Finally, concerns can be raised with the LA.