

SEND policy and information report

Hobbayne Primary School



Approved by:

Date:

Last reviewed on: 21/02/18

Next review due by: 21/02/19

1. Aims

Our SEND policy and information report aims to:

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and disability (SEND) Code of Practice: 0-25 years

- To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or special need.
- To provide equal access to the National Curriculum and cater for the individual needs of each child.
 - To ensure that there is commitment towards raising English and Maths skills within the school.
- To raise staff awareness of the need to differentiate effectively in order to cater for children with SEN&D and to provide staff training regularly, and where appropriate.
- To involve parents, carers and children at SEND support stage and Education, Health and Care Plan (EHC plan) stage.
- To monitor and review individual needs regularly and to maintain clear records of any actions taken.
- To assess, plan, provide support and review provision termly in order to involve Special Educational Needs and Disability Policy (Year 2017-18) for parents and carers and to inform budgeting and resourcing for SEND.
- To maintain close links with support services, other schools and agencies.
 - To meet with parents and children on the SEND register on a termly basis to review the support that has been provided during the previous term.

Objectives

- To identify as early as possible those children with SEN&D and the nature of their needs.
- To maintain regular contact with parents and carers at all stages of support
- For all parties involved to agree an appropriate response to enable children to access the National Curriculum.
- To determine any resource implications and establish whether they will be provided within the school, or through external means.
- To establish criteria and programmes for assessing, planning, carrying out the plan, monitoring, evaluating and reviewing the effectiveness of the provision.
 - To decide if formal steps need to be taken; e.g. recommendations for involving Local Authority specialists or formal assessments.
- To assist the governors in fulfilling their duties regarding the provision of pupils who have additional needs.
- To ensure that any withdrawal support is temporary, and determined by the class teacher, phase leader, Deputy Head, SENDCo and Headteacher for Personalised Learning and Inclusion, in accordance with the SEND Code of Practice: 0-25 years.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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 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.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Melanie Yudolph Contact details: Email : myudolph.307@lgfmail.org, Phone: 0208 5676271

They will:

- Work with the Deputy Head – Inclusion, Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the SLT and the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with SLT and the SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The Headteacher will:

- Work with the SENDCO, SLT and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Teachers assess your child's attainment and progress continuously. Each half term teachers review this alongside the Senior Leadership Team and discuss it at pupil progress meetings. If additional support is required, we put it in place at these meetings. Regular moderation meetings take place as a school and with other schools. In addition to this, our SENCO meets with other schools to ensure we are consistent in our approach to meeting the needs of pupils with SEND. If an intervention is put in place, we will review this half termly.

5.5 Supporting pupils moving between phases and settings.

If your child is joining the school, we ensure they have a tour of the school, are introduced to significant staff and are provided with a 'buddy' in class to support them in class and in the playground. When children transition from one class to the other, they have an opportunity to spend time with their new teacher and teaching assistant. Detailed information is passed on to the new teacher and they are given an opportunity to meet to discuss the needs of each child. (Learning Plans) One page profiles are also discussed and handed to the new teacher for specific pupils with SEND. For children with an EHCP, transition is discussed as part of the regular meetings with all professionals involved. In Year six we liaise closely with secondary schools and can build in additional transition support if necessary. If a child is leaving the school to attend another primary school, all records are passed on and the specific needs of the child are discussed in a pre-transfer meeting (conversation).

5.6 Our approach to teaching pupils with SEN

Hobbayne is an inclusive school that constantly strives to ensure that all pupils, regardless of their personal differences, are taught using a range of strategies and are able to access the curriculum and reach their full potential. Every class teacher is committed to providing quality first teaching. Pupils are supported through careful planning, differentiation and assessment. Staff adapt resources and approaches according to the needs of the pupils. Pupils who are not making expected progress will be supported through additional interventions. Pupils with an EHCP are supported through additional interventions and a learning support assistant. Staff have been trained to use a multisensory approach to ensure all pupils are able to fully access the curriculum. Where necessary, pupils are provided with a personalised curriculum and resources e.g. visual resources to enhance their learning.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have nursery nurses, teaching assistants and learning support assistants who are trained to deliver interventions such as

- * Talking Box
- * Social Skills groups
- * Gross and Fine Motor interventions
- * Zones of regulation
- * Reading with dogs
- * Baby watching
- * Catch up reading
- * Sensory Diet
- * Phonics Booster
- *Speech and Language

Teachers, nursery nurses, teaching assistants and learning support assistants will support pupils on a 1:1 basis when it is set out in EHC or learning plans, or deemed to be appropriate, either inside or outside the classroom as applicable.

Teachers, nursery nurses, teaching assistants and learning support assistants will support pupils in small groups when it is set out in EHC or learning plans, or deemed to be appropriate, either inside or outside the classroom as applicable.

5.9 Expertise and training of staff

Our SENCO has recently taken over the role and has worked as early years phase leader. She is currently completing the NASENCO accreditation.

They are allocated 5 days a week to manage SEND provision.

Both Deputies hold the NASENCO Accreditation and have significant experience supporting pupils with special needs.

We have a team of learning support assistants and teaching assistants, including a number of higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

This year some staff have attended training in ASD, Zones Of Regulation, Behaviour, QFT, Colourful Semantics. Training is ongoing through Ealing CPD.

We use specialist staff within our pupil premium service, working memory resource, therapy services, BRP.

5.10 Securing equipment and facilities

It is our aim to ensure that all resources and SEN&D provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. A wide range of materials is provided by the school in order to assist in drawing up a programme for a child with learning difficulties. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need. The school does this by:

- *Keeping all staff fully informed of the special educational needs and disabilities of any pupils in their charge including sharing learning plans, pupil passports, progress reports, medical reports and teacher feedback.
- *Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SD teaching.
- *School staff should be up to date with teaching methods, which will propel the progress of all pupils including those with SEN&D.
- *Making use of all class facilities and space to create an inclusive learning environment
- *Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.

*Making sure that individual or group learning is available where it is felt that pupils would benefit from this provision.

*Any decision to provide group teaching outside the classroom will involve the SENDCo in providing a rationale and focus on flexible teaching.

*Parents and carers will be made aware of any circumstances in which changes have been made.

&Setting aspirational individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after half or whole terms.
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using learning plans to monitor and review targets.
- Holding annual reviews for pupils with EHC plans.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Hobayne's PE lessons are differentiated to ensure all children are fully included and additional support is provided where appropriate.

Every pupil can access the full range of after school clubs and educational visits that are available.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Sayers Croft and PGL.

All pupils are encouraged to take part in sports day/school plays/special workshops, community events.

No pupil is ever excluded from taking part in these activities because of their SEND

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

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Personal, social, health and citizenship education (PSHE) is taught in class and assemblies. We are part of the Ealing Schools Counselling Partnership which offers regular and drop in therapy for children, parents and staff, alongside bespoke parent workshops focusing on particular parenting issues.

Mindfulness is professionally taught to Years 4,5 and 6 across the school year. Positive behaviour is promoted through assemblies, our policy and communications with our parent community. Our six values, resilience, responsibility, trust, readiness, responsibility, reflectiveness, resourcefulness are well embedded into all aspects of school life. Good behaviour is applauded through certificates, stickers, the weekly newsletter and in assemblies, both for individuals, groups and classes.

Children take on more school community responsibility as they grow up through the school: 'Playground Friends' Leaders are trained in Year 5, Year 5 and 6 children run the times tables challenge for younger pupils and help with the smooth running of lunchtime in the hall on a rota basis. Our annual Caring and Sharing Week supports older pupils to befriend and mentor younger children. Children are encouraged to have a voice through School Council, Class Council, annual surveys and the bi-annual Health Related Behaviour Survey. All cultures and faiths are celebrated through assemblies, concerts and our much loved annual International Evening.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work with the following agencies to provide support for pupils with SEND:

- *Educational Psychologist
- *Speech and Language Therapists
- *Occupational Therapists
- *Visual Impairment Services
- *Hearing Impairment Services
- *Child and Adolescent Mental Health Services
- *Outreach services within specialist Schools
- *Moderate Learning Difficulty Service
- *Primary Behaviour Service
- *Counselling Services
- *SAFE
- *Social Services

Support varies according to the needs of the child, specialist services may come in to support the child in class or support with staff with training. They may also support children during 'team around the child' meetings.

5.15 Complaints about SEND provision

If you are unhappy with the support your child is receiving please talk to the class teacher or phase leader in the first instance. If you have further concerns, contact Melanie Yudolph (SENDCO). For additional support, contact Maria Barnes or Isabelle Tolan (Deputy Heads). If you would like to discuss the matter with the Head Teacher, Sharmaine Yoosuf, please make an appointment with the school office. If you would like to contact the Governors, please do so in writing. Complaints to the local authority can be made via this website: https://www.ealing.gov.uk/info/201123/your_child_at_school/699/complaints_about_schools

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

If you are worried about a child's development or wellbeing there are a number of qualified professionals who can help you access assistance across the London borough of Ealing.

Ealing Service for Children with Additional Needs (ESCAN) provide an impartial, free and confidential service to all parents of children with SEND and young people with SEND. Visit their website at www.ealinghelp.org.uk or call them on 020 8825 8700.

If you are an Ealing family who are going through the process of getting an Education, Health and Care Needs Assessment the website below will give you contact details for more information: <https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/site.page?id=ptYI8Hje4s0&localofferchannel=0>

If you are looking for information and support with childcare, short breaks and respite, family support services, family issues, or require specialist services for children with additional needs please contact Family Information Service (FIS), who are open Mon-Fri, 9am to 5pm. FIS offer information, advice and guidance on a wide range of services. Telephone number 020 8825 5588.

Ealing Parent Carer's Forum provides free information for parents and carers of children/ young people with additional needs or disabilities. Please contact them on email at info@epcf.org.uk or on their website epcf.org.uk/

More information about Ealing's local offer of services and support for children and young people with special needs and disabilities in Ealing can be found on the Local Offer website at

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/site.page?id=ZtsangpJqvQ&localofferchannel=0>

5.17 Contact details for raising concerns:

School Office: admin@hobbayne.ealing.sch.uk

SENDCo: myudolph.307@lgflmail.org

Deputy Head/I: mbarnes7.307@lgflmail.org

Deputy Head: itolan@hobbayne.ealing.sch.uk

Headteacher : syoosuf@hobbayne.ealing.sch.uk

5.18 The local authority local offer

Our contribution to the local offer is:

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/results.page?localofferchannel=0&qt=hobbayne&term=w7+1ha&sorttype=distance>

For further advice and support please use the link below to see the Ealing Local Offer which lists all the support groups and contacts in our borough.

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/site.page?id=ZtsangpJqvQ&localofferchannel=0>

6. Monitoring arrangements

This policy and information report will be reviewed by Melanie Yudolph (SENDCo) annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

The following documents/policies support this policy:

- School Development Plan
- Assessment Policy
- Gifted and Talented Policy
- Accessibility Plan
- Medical Capability Procedure
- Equality Information and Objectives
- Behaviour Policy
- Child Protection Policy
- Safeguarding Policy
- EYFS Safeguarding Policy
- Toileting Policy
- Health and Safety Policy
- Toileting Policy