Smallwood Primary School
and Language Unit

Special Educational Needs Policy
Objectives

- At Smallwood Primary we aim to be an inclusive school. Inclusion means promoting and meeting a child's individual needs alongside their peers.

- We aim to ensure that all pupils, including those with Special Educational Needs (SEN), should have full access to all school activities so far as this is reasonable, practicable and compatible with the pupil receiving special educational provision. We also aim to ensure that this is consistent with the efficient education of other children in the school and the effective use of resources.

- We aim to provide each pupil with special educational needs with education and intervention that enables them to develop strategies to overcome the effects of their learning need or disability.

- We recognise that we need to consider the individual needs of pupils when planning the curriculum and we strive to provide a curriculum, which is accessible to the individual needs of our pupils.

- We recognise the vital role of parents/carers in the identification, assessment and response to their child’s special educational needs. We aim to work in partnership with parents/carers, valuing their views and contributions and endeavour to keep them fully involved in their child’s education.

- We recognise the importance of early identification and assessment of pupils with special educational needs. We strive to develop practices and procedures that aim to ensure that all pupils’ special educational needs are identified and assessed as quickly as possible and the curriculum is planned to meet their needs.

- We acknowledge that some pupils will need additional support to ensure access to the full curriculum. We believe that the school must be flexible in creating a variety of arrangements to provide access. We try to ensure that the needs of pupils are identified and assessed and the appropriate support strategies are implemented. If additional specialist advice and support is necessary we contact the appropriate external agencies.

- We are committed to effective collaboration between all agencies working with a child and a multi disciplinary approach to meeting pupils’ special educational needs. We actively support the establishment and maintenance of close links with all agencies working with the child.

- We believe in the involvement of the child and the importance of taking their views into account. We make every effort to involve the child in decision-making about their education.
An Inclusive Approach at Smallwood Primary School

At Smallwood Primary School our aim is to provide a secure and caring environment to enable all children to discover and appreciate the value of learning. Pupils with Special Educational Needs (SEN) are regarded as full members of our school community and the provision for them is inclusive. All children attending either the mainstream or language base have full access to the environment, resources, staff and activities. The school carefully monitors all areas of school life to identify and address any barriers to inclusion for individuals or groups. We believe that our school is an inclusive school where children from our mainstream and language base classes actively participate together in a range of activities that will develop ‘Learners for Life’.

We aim to ensure that all our children are able to access the curriculum. We do this by carefully planning each subject area of the curriculum and differentiating tasks so that they are accessible and meet the range of individual needs of all pupils. The curriculum is further modified on a short term planning basis to meet specific individual’s special educational needs as they arise. The school provides extra support, when necessary, to ensure that children with Special Educational Needs are able to access the full curriculum. Moreover, teachers and support staff make a careful selection of resources to facilitate further access to the curriculum.

We follow the guidelines that are in line with the Wandsworth Local Offer which can be found by following this link:

http://wandsworth.childrensservicedirectory.org.uk/kb5/wandsworth/fsd/home.page

Co-ordination of Special Educational Needs

The Headteacher, Mrs Loudon, has overall responsibility for the management of all aspects of the school’s work including provision for children with Special Educational Needs. With the support of the Inclusion Manager and the Teachers in Charge of the Language Base, he keeps the Governing Body fully informed of any related issues. There is a school governor, Harry Cowd, with responsibility for SEN in the mainstream, who visits the school regularly to monitor SEN provision. The school governor responsible for the Language Unit is Hilary Rattue.

Mainstream

Nic Gibson is the Inclusion Manager and is responsible for co-ordinating the day-to-day provision for pupils with Special Educational Needs (SEN) and implementation of this policy. This involves liaising with school staff, parents of children with SEN and the external agencies which support them. She manages the Special Educational Needs team of Learning Support Assistants (LSA) and Teaching Assistants (TA) and organises their training. In conjunction with the Headteacher, she plans the timetabling of support for children with SEN.

The mainstream SEN team includes 4 Learning Support Assistants (LSA), a Learning Mentor, an Intervention Teacher (IT), a Senior Teaching Assistant for SEN who directly coordinates the interventions and the Teaching Assistants (TA) who deliver our interventions.

Pupil Progress Meetings are attended by the school’s Senior Leadership Team, Inclusion Manager (Mainstream meetings), Teacher in Charge of the Language Unit (Language Unit meetings), Classroom Teachers and Classroom Teaching Assistants. These meetings provide an opportunity to audit whether the previous term’s provision has met the identified needs of the pupils, evaluate the effectiveness of that provision and plan for future provision if necessary. The school aims to provide a range of flexible provisions to meet the individual needs of each pupil. It aims to provide for each pupil an individual and personalised plan of objectives with a range of planned provision
to enable them to meet the objectives. These individual needs are met through high quality, differentiated teaching on a daily basis. Where there are concerns that despite this differentiated teaching a child is not making expected progress, extra provision might include:

- one to one teaching in specialist rooms
- one to one teaching in mainstream classrooms
- small group work in mixed ability groups in specialist rooms
- small group work in mixed ability groups in mainstream classes
- small group work with other pupils with SEN

The school uses provision maps to assist the strategic management of SEN provision. These are updated on a termly basis (at the Pupil Progress Meetings) and enable the school to demonstrate what is available to provide additional support for pupils with SEN, in each year group.

The class teacher maintains records in an Inclusion File for all children within their class including those with SEN. These are overseen by the Inclusion Manager and the SEN Administration Assistant. Class teachers are responsible and accountable for the progress of children in their class wherever or whoever they are being taught by, in accordance with the SEND Code of Practice (2014).

**The role of the Inclusion Manager (SENCo)**

- To raise progress and achievement of pupils with Special Educational Needs.
- To ensure interventions reflect the individual needs of the child.
- To raise the standard of interventions led by support staff.
- To impact measure all interventions led by support staff and specialist staff.
- To ensure Quality First Teaching (QFT) and that appropriate differentiation is taking place in all classroom lessons.
- To work with the class teacher/support staff to raise the progress and achievement of pupils with SEN and/or disabilities.
- To ensure that an Annual Review is completed for each child with a Statement of Special Educational Needs or an Education, Health and Care Plan (6 monthly for under 5s)
- The Inclusion Manager (SENCo) holds the post graduate ‘National Award in Special Educational Needs Coordination’ (NASENCo).

**Language Unit**

Smallwood is funded to provide for 40 pupils, with a Statement of Special Educational Needs or an Education, Health and Care Plan, in a resourced provision. The primary need for children in the Language Unit is one of language and social communication difficulties. Megan Downham and Victoria (Vicki) Annan are the Teachers in Charge of the Language Unit and are responsible for all of the children in the Language Unit. This involves liaising with Language Unit staff, parents and external agencies. They manage the 4 Language Unit teachers as well as the Teaching Assistants and Learning Support Assistants who work in the unit. Megan and Victoria oversee the Speech and Language Therapists and Occupational therapists who work in the Unit. They co-ordinate and run Annual Reviews for all children in the Language Unit.

The Language Unit team includes 4 specialist teachers, 8 Teaching Assistants (TAs), two Learning Support Assistants (LSA), three Speech and Language Therapists (SALT), an Occupational Therapist (OT) and an integration support TA.
The Language Unit is a Specialist Provision and therefore provides specialist teaching with Speech and Language Therapy integrated across all areas of the curriculum.

General Provision for all Language Unit children

- Specialist teaching
- Small class sizes (no more than 12)
- Makaton signing
- Weekly Speech and Language Therapy
- Gross and fine motor groups
- Weekly specialist dance lessons
- Weekly Social Skills session

Termly Pupil Progress Meetings provide an opportunity to discuss each Language Unit child individually and assess their progress in key areas of the curriculum. From these meetings we might provide additional intervention over and above our general provision. These may include;

- 1:1 reading with a Teaching Assistant
- Sensory Diet
- Individual fine motor activities
- 1:1 Speech Therapy
- 1:1 Occupational therapy
- Support from Greenmead Outreach Service
- Support from the Hearing Impaired Service
- Secondary transition sessions

After Pupil Progress meetings all Individual Provision Maps are updated and targets set for the next term. This will include a Speech and Language Target. Provision Maps and targets are shared with the children and parents.

Admissions Criteria for Language Unit

In order to gain a place at the Language Unit a child’s prime SEN need must relate to speech, language, communication and interaction difficulties.

As well as this, there should be a significant difference between the child’s language and communication skills and the child’s general learning skills and their other attainments.

In order to apply for a place from Reception to Year 6 a child must have a Statement of SEN, an Education Health and Care Plan (EHCP) or a proposed EHCP. The application is made through the child’s Case Manager at the Wandsworth Special Needs Assessment Service (SNAS).

In the case of Nursery age children, applications can be made by any professionals working with the child to the Wandsworth Early Years Panel which runs once per half term and is responsible for deciding specialist placements for Nursery age children in Wandsworth.

Admission Arrangements for Mainstream

The admission arrangements for pupils with Special Educational Needs are, in principle, the same as for all the other pupils but there is greater flexibility. The school welcomes parents and their children to visit to discuss specific SEN and we make every effort to meet the individual
requirements of a child with SEN. We are committed to ensuring a successful integration into the school for children with SEN.

The school believes that in order to benefit from mainstream education each pupil must be able to spend at least half of their time in a mainstream class being educated alongside their peers without SEN. When considering admission the school will use this as a criterion for selection.

Smallwood has ramps to enable access to the playground and use of the lift to enable access to the upper floors of the building.

The school has had the Soundfield System installed into the relevant classes to provide facilities for hearing impaired children throughout the school. This system is reviewed and new instalments made annually.

The toilet facilities within the school include a specialist bathroom on the ground floor which has a portable hoist, height adjustable changing table and height adjustable hand basin. In our Early Years building we have a fixed hoist and change table installed.

Assessing Special Educational Needs
Smallwood Children’s Centre is an initial starting point for parents and carers to share information about a child’s development and to develop a relationship with a range of agencies. The centre and the school are often notified of a child’s Special Educational Needs on entry, by the parents or carer. In some circumstances an outside agency, for example the Speech and Language Therapy Service or Health Visitor, may notify the centre or school of any concerns.

The progress of children who access the centre is tracked carefully to ensure that early intervention is put in place if necessary. This is linked with the child’s 2 year check as part of the ongoing assessment process.

On entry to Nursery, the class teacher undertakes a detailed Initial Nursery Assessment (Baseline) for each pupil with a focus on children’s early skills based on the Early Years Foundation Stage Framework. The information is stored in children’s profiles. This ensures we establish a starting point for each child’s learning and allows the school to track progress over time. Information on the progress of children who have accessed the Children’s Centre will be passed on to ensure a smooth transition and the progression of targets.

As part of the transition process the Inclusion Manager will also attend the Team around the Child Meeting for all those children attending the Children’s Centre who have an Early Help Assessment in place.

On entry to Reception, phonics, reading and number assessments are undertaken and reviewed termly. Daily records, observations and samples of work are kept in pupils’ profiles which track progress throughout the Foundation Stage. These tracking systems ensure that progress is monitored and that the interventions are put in place, or referrals made. At the end of the Foundation Stage, the Deputy Head for Early Years analyses the Foundation Stage Profile results to identify children who are underachieving and this is discussed at the Pupil Progress Meetings at the end of the Summer Term. It is important to stress that children are only placed on the Special Educational Needs register in line with the SEN Code of Practice (2014).

In all year groups progress is carefully tracked. The class teacher assesses the needs of all pupils and identifies any additional support that might be needed. The class teacher must demonstrate what additional provision has been put in place before any additional intervention is considered. This may lead to the child being placed on a monitoring cycle or SEN Support category at the next Pupil Progress Meeting.

Pupils who are admitted to the school in other year groups are assessed on their individual needs using information gathered from parents, previous school reports and the class teacher working in
liaison with the Inclusion Manager. In some cases standardised assessments such as reading and spelling tests may be used to give a more definitive starting point. Pupils who are admitted to the school with records from their previous school showing they have Special Educational Needs will have their targets reviewed and a Provision Map put in place. The Inclusion Manager will liaise with the previous school if necessary. Pupils who are admitted to the school with a statement of Special Educational Needs or Education, Health and Care Plan, will have their provision and targets assessed and implemented. All statements of Special Educational Needs and Education, Health and Care Plans are reviewed annually in accordance with the Code of Practice (2014).

Assessment of children under 5
In line with the Code of Practice (2014), pupils identified as having Special Educational Needs in the Early Years stage will be placed on our monitoring cycle. The Children’s Centre Manager, Nursery or Reception teachers will work closely with the Inclusion Manager, parents and other agencies who may have been involved with the child to collect all available information in order that early identification, assessment and provision can be made. The aim in the Early Years is to enable all children with SEN to reach their full potential, to be included fully, to enjoy their entitlement to the Foundation Stage and to make a successful transition to Key Stage 1. The Code of Practice (2014) sets out a model of graduated action and intervention. The key to good identification in the Early Years is observation and purposeful record keeping, as they will form the basis of any decisions regarding SEN. Reviews will take place every six months for those children with Statements of Special Educational Needs or Education, Health and Care Plans. In line with Wandsworth Children and Young People’s partnership, the school will use ‘The Signs of Safety and Wellbeing’ tools which have been developed to support early identification of need. This offers a simple, family focused assessment of need with a plan of action and goals. Through the Team Around the Child (TAC) process, appropriate intervention will be put in place. The whole approach to assessment, evaluation and planning will be agreed through a participatory process by parents, children and all professionals.

Assessment in the Language Unit
As all the children in the Language Unit already have identified Special Educational Needs the assessment process is slightly different. Children are assessed using Target Tracker which is the same system as mainstream. This tracks their progress in steps and is reported to parents 3 times per year - in December, July and also whenever the child’s Annual Review takes place. Children in the Language Unit are all assessed formally at least once per year by the Speech and Language Therapist and the Occupational Therapist if appropriate. These reports are discussed at length in the child’s Annual Review meeting which is attended by all professionals involved with the child. If it is felt that a child may need an assessment for another type of SEN such as Autism or ADHD, we will refer to the appropriate agencies and facilitate this assessment process.

Children’s Centre
The Smallwood Children’s Centre follows this policy and also the Wandsworth Inclusion Policy. The Centre Manager will ensure that centre staff receive inclusion training and receive support to reflect on their practice, either through supervision, staff meetings or other means. The Centre will actively make links with outside agencies and organisations that will support it in providing equality of opportunity for all children and families.

Assessment of children whose first language is not English (EAL)
The identification and assessment of the Special Educational Needs of Pupils from ethnic minority groups, including those pupils whose first language is not English (EAL) requires very careful
consideration. Lack of competence in English must NOT be equated with learning difficulties as understood in the Code of Practice (2014). At the same time, it should not be assumed that language status is the only reason for making slow progress. Learning difficulties could also be a factor. Children’s progress is carefully tracked in conjunction with the Inclusion Manager and the EMAG teacher. The process of the EAL Cycle is followed to ensure appropriate time frames and assessment procedures are followed.

Links with Agencies that support SEN provision.

The school seeks advice from a wide range of agencies so that it is more able to support its pupils with special educational needs on our Monitoring Cycle, at SEN Support or with a Statement of SEN or an EHCP. These include the Wandsworth Sensory Support Service (Hearing Impaired and Visual Impairment Services), Speech and Language Therapy and Occupational Therapy, Educational Psychologist and the Garratt Park Advisory Service for children with ASD. The school has adopted Wandsworth’s model of ‘Signs of Safety and Wellbeing’. Through regular Team Around the Child (TAC) or Team Around the Family (TAF) meetings held on the school site, involving school staff and key professionals from other services, including social workers, nurses and our educational psychologist, support for vulnerable individuals is planned and monitored. At Smallwood, children with SEN/D who are on the Child Protection Register are closely monitored by the Inclusion Manager, Head Teacher and Deputy Head Teacher who are the Designated Safeguarding Leads (See Safeguarding Policy). Regular meetings are held with social workers and health care professionals to ensure needs are being met. SEN children for whom attendance is an issue are involved with the Educational Welfare Officer (EWO) who liaises with school and families to improve attendance.

Appendix A lists external agencies that work in partnership with the school.

Implementing the Code of Practice

The school’s Governing Body has appointed a member of staff as the Special Educational Needs Coordinator (SENCo) as part of the Inclusion Manager role. The school’s Governing Body has appointed a Governor with responsibility for SEN. The school’s Senior Management Team, in consultation with the Inclusion Manager, the teaching staff and the school’s Governors, decide the most effective use of teaching support for pupils with Special Educational Needs. The teaching support for pupils with SEN will include support within the whole class setting and support in withdrawing groups of pupils, depending on the needs and benefits to the learning of those pupils. The following factors affect the level of support within each year group:

- The budget allocation
- Aims within the School Development Plan
- The number of children with Special Educational Needs
- Pupils with Statements or EHCPs.

Provision mapping is used alongside target setting to provide equity of support for all children who need it. Advice may be sought from the school’s Educational Psychologist, teachers from the Integrated Support Service and other support services such as Speech and Language Therapists and the Health Service.

Learning Support Assistants (LSA) are appointed by the Governing Body to support individual pupils who have a Statement of Special Educational Needs or an Education, Health and Care
Plan. Their main role is to facilitate the implementation of the pupil’s individual Provision Map targets.

Key Points of the Code of Practice
The statutory requirement is that every teacher should ‘have regard’ to the Code of Practice. The Code of Practice came into effect on 1 September 2014. It is a statutory requirement for all schools to have a written SEN Policy and Local Offer and Governors must publish information about it and report it.

The Fundamental Principles of the Code
- A child with Special Educational Need should have their needs met through high quality provision. There should be early identification of children and young people’s needs and early intervention to support them.
- There should be a focus on inclusive practice and removing barriers to learning.
- The views of the pupil should be sought and taken into account along with the views of the child’s parents. They should all be participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions.
- Parents have a vital role to play in supporting their child’s education and must be informed if their child is to receive Special Educational Needs provision.
- Pupils with Special Educational Needs should be offered access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum and further support into adulthood including independent living and employment.
- Local Authorities to provide services for parents offering advice and a means of resolving disputes.
- There will be collaboration between education, health and social care services to provide support to the child or young person.

Identification, Assessment and Provision

The school is often notified of a child’s Special Educational Needs on entry by the parents or carer. In some circumstances an outside agency for example the Speech and Language Service may notify the school of a child’s SEN.

In school all children are carefully monitored by their class teacher and progress regularly reviewed through professional discussions and termly Pupil Progress Meetings.

The 2014 Code of Practice for Special Educational Needs introduced new guidance to ensure a continuity of provision throughout a child’s school life and up until the age of 25.
There are four parts to the SEN Cycle:

Assess: In identifying a child as needing SEN support the class teacher, working with the Inclusion Manager, should carry out a clear analysis of the pupil’s needs. This should draw on the teacher’s assessment and experience of the pupil, their previous progress and attainment. It should also draw on the individual’s development in comparison to their peers and national data, the views and experience of parents, the pupil’s own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent.

Plan: Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in the assessment part of the process. The teacher and Inclusion Manager should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place.

Do: The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. The Inclusion Manager will support the class teacher in further assessments of the child’s particular strengths and weaknesses.

Review: The effectiveness of the support and interventions and their impact on the pupil’s progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should also be evaluated, along with the views of the pupil and their parents. The Inclusion Manager and class teacher will then revise the support in light of this information.

SEN Code of Practice 2014

Stages of SEN:
At Smallwood we use the following stages to implement the Assess→Plan→Do→Review Cycle

SEN Monitoring:
This is characterised by the gathering of information about the child and further increased differentiation within the child’s normal classroom work. The class teacher, with the Inclusion Manager, discusses the child’s individual needs. Specific targets are set for the following term. These are shared by all working with, and including, the child. Progress is regularly monitored and reviewed. If the child has made good progress and is able to work within the normally differentiated framework of the classroom these extra individual targets may no longer be necessary and the child will no longer be monitored for SEN.

SEN Support Register:
Children are moved onto the SEN Support register if the school, in conjunction with the parents, feel that further advice and support from an outside agency would be beneficial for the progress of
the child. In addition to specialist support the child continues to receive extra support in school, from the class teacher and other support staff. The child will have a Provision Map created to monitor input from interventions in school and contributions from specialist agencies. Progress continues to be regularly reviewed and should targets have been fully met the outside agency may no longer need to be involved and the child will be discharged from that service. However, in a very small number of cases where the child continues to make little progress or where the needs are complex and severe it may be necessary to refer the child on to the Special Needs Assessment Section (SNAS) of the council to request that an assessment for an Education, Health and Care Plan (EHCP) takes place. This process involves the Inclusion Manager, class teacher, parents/carers and any other necessary professionals (eg Speech and Language Therapist, Educational Psychologist) having a Team Around the Child (TAC) meeting to discuss whether everyone thinks that an application for an EHCP assessment is required. If the decision is yes, then the TAC will meet again to complete the required application form, stating their concerns and submit this to Wandsworth Council Special Needs Section (SNAS).

**Applying for an Education, Health and Care Plan**

Once the TAC has requested an assessment for an EHCP be carried out and this request has been accepted, SNAS will send a letter to parents confirming that they have received the request, identifying who the child’s Case Manager will be and their contact details. SNAS have 6 weeks from receiving the request to decide if they feel an assessment for an EHCP is needed. Once the decision is made to go ahead with the assessment, further TAC meetings will be arranged which will be attended by all the people from the first TAC and also the Case Manager from SNAS. During these meetings, all members of the TAC (including parents/carers) will discuss what they think needs to be put in place to achieve the desired outcomes for the child. If these outcomes and provisions are agreed by the Education Health and Care Plan Complex Needs Panel then the EHCP will be finalised and put in place.

**Statemented/Education Health and Care Plan**

In September 2014 the new SEN Code of Practice replaced the Statement of Special Educational Needs with the Education, Health and Care Plan to help meet the individual needs of a child with SEND. Some children still have a Statement of Special Educational Needs that was issued before this date. These Statements will be transferred to an Education, Health and Care Plan by July 2018. Part of the EHCP is a banding level according to need and this equates to an amount of money the school is given by the LEA to support the child. This funding may be used to fund additional 1:1 support but can also be used to purchase specialist equipment and resources or specialist advice, depending on what was identified in the EHCP at the TAC meetings. Children with EHCPs continue to have detailed Provision Maps which are regularly reviewed by all involved with the child. Class Teachers and Learning Support Assistants (LSAs) have clear guidance as to the child’s individual targets for each curriculum area and review progress daily. Once a year there is an Annual Review where all involved meet to discuss the child’s progress towards meeting the objectives in the EHCP, the level of provision needed and to set outcomes for the child to achieve over the next year.
Deployment of Resources

At Smallwood the children’s various needs are assessed on a regular basis and staff are deployed to meet the children’s Special Educational Needs. We look carefully at their differing needs: communication: learning: behaviour: physical, and aim to ensure that allocation of resources is as effective as possible. We are careful to ensure that we maximise the support available for all SEN children and carefully manage the SEN budget to ensure this.

Special Educational Needs In Service Training

The school provides INSET, which is relevant to all teachers on a wide variety of curriculum and behaviour issues, which support effective teaching and management of pupils with Special Educational Needs.

The school is committed to providing and facilitating attendance at in-service training in the area of SEN. SEN staff regularly attend courses at the Professional Centre to enable them to provide more effective management and support for pupils with SEN. Training is also provided for staff by specialists from outside agencies eg Speech and Language Therapy Service, Garratt Park Advisory Service and School Nurse etc.

There is an induction programme for new members of staff, which includes meeting with the Inclusion Manager to gain insight into school policy and procedures for children with SEN.

Identifying the More Able pupils

A More Able pupil is identified through teacher assessment and judgement and discussion at Pupil Progress Meetings. This professional assessment is carried out through:

- Analysis of information for the pupil
- Discussion of the pupil with colleagues
- Consultation with parents
- Discussion with the pupil
- Ongoing assessment
- Collation of evidence

We aim to extend and enrich the More Able pupils by planning for and teaching high quality, differentiated activities across the curriculum and by working with parents to encourage independent learning. In order to ensure that the learning of all pupils is given equal priority, class teachers need to differentiate all lessons to a high standard.

The More Able leader (Inclusion Manager) collates this information and uses this data to allocate resources.

The role played by the parents of pupils with SEN

The school is committed to working in partnership with parents because we acknowledge that they know their child best. The Inclusion Manager and Learning Mentor are on hand during all Parent Consultation Meetings and are available in the playground before and after school each day. There is an ‘open door’ policy which means that parents can approach the school whenever they have a concern and time will be made for them to discuss any issues. Parents/carers views and contributions are valued and they are listened to and future strategies fully discussed. There are scheduled meetings for parents/carers to meet and discuss their child’s progress. There are also social opportunities where parents/carers can meet together, such as SEN coffee mornings, which include parents from the mainstream and the Language Unit.
Parents are kept informed about progress being made, specific targets and interventions in place through discussion of the Provision Maps at Parent Consultation Meetings, letters home and informal meetings. Parental consent is always sought before any external referrals are made.

The role of the class teacher

- To be familiar with the School’s SEN Policy and approaches to meeting the needs of pupils with SEN.
- To identify pupils who may require special provision, and gather relevant assessment information.
- To recognise that teachers are responsible and accountable for the progress of children in their class wherever or whoever they are being taught by, but have the full support of the Inclusion Manager and Senior Management Team to enable the best progress to be made.
- To help prepare Provision Maps, set targets as appropriate and update pupil records.
- To work with the Inclusion Manager in planning, teaching, assessing and reviewing pupils with SEN.
- To work with the Inclusion Manager to complete referral information for external agencies where necessary.
- To work closely with parents of pupils with SEN through regular meetings.
- To use Provision Maps and targets to inform planning so targets are being met within the classroom.
- To include clear instruction for Support Staff in all planning.
- Assign duties and tasks to the Support Staff in consultation with the Inclusion Manager.
- Oversee Support Staff record keeping (including entries in the Daily Records Book for children with a Statement/EHCP or otherwise identified as requiring Daily Records).
- Arrange regular discussion time with the Support Staff
- Ensure that the targets set for pupils are attainable and measureable.

The role of the Learning Mentor:

The Learning Mentor aims to:
- Prevent barriers to learning
- Raise attainment and achievement
- Lower the number of exclusions and maintain this through successful interventions
- Ensure a smooth transition from the primary to the secondary phase

This is to be achieved through:
- Setting individual behaviour targets to be addressed in the classroom
- Social skills groups
- Nurture groups
- Addressing self-esteem issues
- Peer/friendship group issues
- Small group and one to one work
- Therapeutic Play
- Support in the playground at lunchtimes where needed

The role of the Learning Support Assistants (LSA)

- To assist and support the integration of pupils with Statements of Special Educational Needs or an Education, Health and Care Plan.
- To follow a timetable negotiated with the Inclusion Manager and Class Teacher
- To work with the Class Teacher in planning the pupil’s programmes of learning and facilitate the implementation of the programme.
To attend the Annual Reviews for pupils they have worked with, and to contribute to target setting for individual provision maps.

To work with the pupil individually, in a whole class setting or in a small group, as determined by the programme of learning.

To keep records of observations and work undertaken with pupils. These are to be recorded in the child’s Daily Records diary.

The role of Teaching Assistants when working with children with SEN

- To work with groups of pupils on specific tasks under the direction of the Class Teacher.
- To discuss with the Class Teacher any concerns they have regarding pupils within the class.
- To record activities with pupils with SEN including any observations they make.
- To discuss the progress of the pupils they are working with, with the Class Teacher.
- To run SEN or intervention groups, with support from the Intervention Teacher and the Inclusion Manager.

Evaluation of the success of the Special Educational Needs Provision

The school ensures that the Special Educational Needs policy and practice are part of the school’s ongoing self review process.

The school continually sets targets to ensure the progress of all children. The criteria for monitoring children with SEN is part of the overall school policy on performance monitoring. These include:

- successfully meeting targets on individual Provision Maps
- an improvement in performance on screening assessments and diagnostic tests
- feedback from parent and child interviews and surveys
- tracking the progress from entry into the school in all core subjects
- the number of children who after intervention may no longer require support.

The school recognises the challenges associated in using reliable benchmark information to monitor and evaluate the outcomes for pupils with SEN. It works with the Local Authority (LA) as part of the latter’s policy and practice to support evolution of SEN provision. Each year the LA provides the school with a range of data in a pre-populated template to assist its self-evaluation of SEN provision. This includes:

- Breakdown of the school’s SEN profile by the two stages of the Code of Practice 2014
- Breakdown of the school’s SEN profile by the four categories of need and comparison to LA averages
- Proportion of pupils attaining below Level 3 at the end of Key Stage 2 in English and mathematics
- Proportion of pupils at each stage of the Code of Practice 2014 making different levels gains in Key Stage 2 in English and mathematics and comparison to LA averages.
- Contextual reports describing attainment In Foundation Stage Profile, Key Stage 1 and Key Stage 2 of pupils with SEN broken down by stage of the Code of Practice and category of need.
- Contextual Valued Added scores for pupils at different stages of the Code of Practice drawn from RAISEonline.
The school believes that progress for pupils with Special Educational Needs should be measured holistically. Academic measures of progress must be supplemented by consideration of how far the pupils are making progress in addressing their specific SEN. The school seeks to develop measures of progress in respect of pupils’ diagnosed SEN in order to assist this aspect of self-evaluation.

**Evaluation of success by the Governing Body**

To evaluate the success of the education which is provided at the school to pupils with SEN, the Governing Body monitors the School Development Plan. The SEN Governors, Inclusion Manager and Teachers in Charge of the Language Unit meet to discuss the provision in the school and update the SEN policy to ensure it is a working document and reflects the provision in the whole school.

**Arrangements for ensuring a successful transition.**

In Year 6 the Headteacher, Inclusion Manager and Teachers in Charge of the Language Unit are available to discuss secondary transfer with parents of all children including those with SEN. The Inclusion Manager and Year 6 Class Teachers attend a summer transition day at the Professional Centre where they meet the SENCOs of all Wandsworth secondary schools to provide information on pupils with SEN. The school completes a transition profile for each pupil and send this to the receiving secondary school.

For children with a diagnosis of ASD in the mainstream, a transition programme is provided by Garratt Park Advisory Service which involves a specialist member of staff working with the child at Smallwood throughout Year 6 and at their new secondary school until this support is no longer necessary.

When a child with Special Educational Needs leaves the school to move to secondary school we aim to ensure that the new school has a full picture of their needs and requirements and we forward to them all relevant information and, where possible, invite the Year 7 co-ordinator into Smallwood to meet the child and to discuss needs.

In the case of children with an Education, Health and Care Plan, secondary schools are invited to send a representative to attend the Year 6 Annual Review so that transition arrangements can be shared between all concerned including the child and the parents or carers.

When an application for a place at Smallwood is made, parents and carers are asked if their child has any SEN so that the school can ensure that systems are in place to ensure successful integration. The school welcomes the sharing of information sent from nurseries and other schools and acts upon it as a matter of urgency.

**Arrangements relating to issues raised by parents**

The school aims to ensure that parents feel welcome to discuss issues relating to their child’s education with the class teacher in the first instance. Concerns about Special Educational Needs provision should be addressed to the Inclusion Manager or the SEN Governor who will respond by meeting with the parents/carers to discuss and hopefully resolve the situation. Parents are welcome to speak to Positive Parent Action if they feel they need further support and impartial advice.

[http://positiveparentaction.org.uk/](http://positiveparentaction.org.uk/)
If this does not resolve the situation then the complaint should pass to the first level of the general complaints procedure and the Resolving Disagreements information outlined in Section 11 of the SEND Code of Practice (2014).

**Reviewing the policy for SEN**

This policy will be reviewed every two years, in conjunction with the School Development Plan. The policy will be updated in line with new government legislation following

- The Children and Families Act 2014
- The SEND Code of Practice 2014
- The Wandsworth Local Offer.

February 2017
Review Date: February 2019
Appendix A

Definition of Special Education Needs.

In September 2014 a new Code of Practice for Special Educational Needs was published. This document in paragraph 1:3 defines Special Educational Needs:

<table>
<thead>
<tr>
<th>Definition of Special Education Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children have special educational needs if they have a <em>learning difficulty</em> which calls for <em>special educational provision</em> to be made for them.</td>
</tr>
</tbody>
</table>

Children have a *learning difficulty* if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age;  
   or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

   c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do 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.

*Special education provision* means:

a) for children of two or 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 that special schools, in the area

b) for children under two, educational provision of any kind.

See Section 312, Education Act 1996
Appendix B

**School SEN Staff**

**Inclusion Manager:** Miss Nic Gibson

**Teacher in Charge of the Language Unit:** Mrs Anita Janjua *(covering Mrs Megan Downham whilst on Maternity Leave)*

**SEN Governors:**
- **Mainstream**
  - Mr Harry Cowd
- **Language Unit**
  - Ms Hilary Rattue

**Support Staff:**
- **Intervention Teachers**
  - Ms Farah Kassam
  - Miss Jacqueline Vawdrey

**Learning Mentor**
- Ms Allyson Palmer

**Learning Support Assistants**
- Ms Jackie Corrie
- Mrs Lillian Moore
- Miss Hannah Joseph
- Ms Erica Watts

**Specialist Staff (Mainstream):**
- **Speech and Language Therapist**
  - Miss Pippa Dunn

**Educational Psychologist**
- Mrs Karen Schumacher

**Literacy Support Teacher**
- Mrs Anita Janjua

**Specialist Staff (Language Unit):**
- **Speech and Language Therapists**
  - Miss Aileen O’Hagan
  - Miss Sarah Cook
  - Miss Sarah Brown

**Occupational Therapist**
- Mrs Linda Shaw
Appendix C

Agencies which support SEN provision

Special Needs Section
The Professional Centre
Franciscan Road
SW17 8HE
020 8871 8063

Educational Psychology Service
The Professional Centre
Franciscan Road
SW17 8HE
020 8872 8744

Behaviour & Learning Service
Primary Support Centre
Ronald Ross School
Castlecombe Drive
SW19 6RW
020 8780 2360

Support Service for Pupils with Statements
Education Dept.
The Town Hall,
SW18
020 8872 8737

Hearing Impaired Service
Oak Lodge School
61 Princes Way
SW19 6JB
020 8673 7564

Visual Impairment Service
Linden Lodge School
61 Princes Way
SW19 6JB
020 8780 1801

Literacy Support Service
The Professional Centre
Franciscan Road
SW17 8HE
020 8871 8740

Mainstream Speech & Language Service
St.John’s Therapy Centre
St. John’s Hill
SW11 1SP
020 8700 0204

Speech & Language Therapy Service
Brocklebank Health Centre
Garratt lane
SW18
020 8700 0124

Child & Adolescent Mental Health Services
Lanesborough Wing
St. Georges Hospital
SW17 0QT
020 8725 2702

Paediatric Occupational Therapy
St. Georges Hospital
SW17 0QT
020 8725

Volunteer Reading Help
Ebury Bridge Centre
Sutherland Street
SW1 4LH
020 7834 6918

Downs Syndrome Specialist Advice
Heather Roberts
6 Melrose Road
SW19 3HP

The Parent Partnership
The Professional Centre
Franciscan Road
SW17 8HE
020 8871 8065

School Nurses
Tooting Health Clinic
63 Bevill Allen Close
Amen Corner
SW17 8PX
020 8700 0433

Early Years Centre
1 Siward Street
SW17 0LA
020 8946 0900
Useful National Contacts

ACE (Advisory Centre for Education)
1b Aberdeen Studios
22 High bury Grove
N5 2DQ
01271 3548318
Guidance on all aspects of education. Publications list on request.

AFASIC (Association for all Speech Impaired Children)
347 Central Spitalfields Market
EC1A 9NH
020 7236 3632/6487

ASBAH (Association for Spina Bifida & Hydrocephalus)
42 Park Road
Peterborough
PE1 2UQ
01733 555988

British Ass. of Early Childhood Education
111 City View House
463 Bethnal Green Road
E2 9QY
020 7739 7594

CLAPA (Cleft Lip & Palate Association)
134 Buckingham Palace Road
London
SW1W 9SA
020 7824 8110

Contact a Family
2 Siward Street
SW17 0IA

Social Services
Welbeck House
Wandsworth High Street
SW18 2PU
020 8871 6330

Contact a Family
170 Tottenham Court Road
London Borough of Wandsworth W1P 0HA
020 7383 3555
General support for families who care for children with SEN including contact with other families, factsheets and newsletters.

Council for Disabled Children
National Children's Bureau
8 Wakely Street
London
EC1V 7QE
020 7843 6061
Information, training & publications inc. factsheets on services and facilities for disabled children.

Downs Syndrome Association
155 Mitcham Road
SW17 9PG
020 8682 4001

HAPA
Pryor’s Bank
Bishops Park
SW6 3la
020 7736 4443
Advice on play for disabled children, magazine & publications.

IPSEA (Independent Panel for Special Educational Advice)
22 Warren Hill Road
Woodbridge
Suffolk
IP12 4DU
01394 382814 (parents advice line)
Independent experts who give advice to parents who are uncertain about or disagree with the LEA’s interpretation of their child’s S.E.N.
Mencap Early Years Project
London Division
115 Golden Lane
EC1Y 0TJ
020 7696 5581
Information, raining & support for families with young disabled children and associated professionals.

National Autistic Society
393 City Road
EC1V 1NE
020 7833 1114

National Deaf Children’s Society
15 Dufferin Street
EC1Y 8PD
020 7250 0123

National Portage Association
127 Monks Dale
Yeovil
BA21 3JE
01935 471641

British Dyslexia Association
98 London Road
Reading
RG1 5AU
01734 668271

National Society for Epilepsy
Chalfont Centre
Chalfont St Peter
Gerrards Cross
Bucks
SL9 0RJ
01494 601300

Pre-School Learning Alliance
69 Kings Cross Road
WC1X 9LL
020 7822 0991

Royal National Institute for the Blind
224 Great Portland Street
W1N 6AA
020 7388 1266

Royal National Institute for Deaf People
19-23 Featherstone Street,
EC1Y 8SL
020 7296 8000

SCOPE
6 Market Road
N7 9PW
020 7636 5020
Society for children with cerebral palsy

SENSE
National Deaf/Blind & Rubella Ass.
11-13 Clifton Terrace
N4 3SR
020 7272 7774