

The Blue School

(Church of England)

Established 1630



**Excellence for all,
Excellence by all
Through the guidance of
Jesus Christ
Our Living Lord**

Policy: SEND Policy

Co-ordinator: Elaine Lacey

Ratified: Spring 2016

Reviewed: Spring 2018

General Statement

The policy has been reviewed to incorporate the statutory legislation and guidance in the New SEND Code of Practice: 0 to 25 Years dated August 2014 and which came into effect on 1st September 2014. The policy was written by Alan Hazel, SENCO, in consultation with the SEN Governor and the whole school community. It should be read in conjunction with other policies including, the Equality Policy, the Accessibility Policy, the Inclusion Policy, Race Relations Policy and the Gifted and Talented Policy. We are a Christian community which believes it to be a fundamental right that all children, regardless of ability, gender, race and disability, should be given the opportunity to develop to their full potential. This belief is reflected in our Admissions Policy.

Our Values and Vision for SEND

We believe that all children:

- Should be valued equally
- Should develop a positive self-image
- Should become confident individuals living fulfilling lives
- Should achieve their best

We strive to obtain value for money by managing the SEND budget to achieve the best outcomes for SEND children. We use the budget to obtain the specialist services of advisory teachers in cognition and learning, in communication and interaction, in social, emotional and mental health difficulties and in sensory and physical needs.

We fully support the principles underpinning the New Code of Practice and we recognise the importance of:

- Having due regard to the views, wishes and feelings of the child, and the child's parents
- The child and the child's parents in participating as fully as possible in decisions, and being provided the information and support necessary to enable participation in those decisions
- The need to support the child, and the child's parents, in order that the child may obtain the best possible educational and other outcomes, preparing them effectively for adulthood

We fully support:

- The participation of children and their parents in decision making
- The early identification of children's needs and early intervention to support them
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children with SEND
- A focus on inclusive practice and removing barriers to learning
- Successful preparation for adulthood, including independent living and employment

What is SEND?

Class teachers, the SENCO, and the Leadership Team make regular half term assessments of the progress for all children. We identify those children who are making less than expected progress given their age and individual circumstance. This can be characterised by progress which:

- 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

Furthermore, a child has a learning difficulty or disability if he or she:

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

There are four broad areas of need:

Communication and interaction

Children with speech, language and communication needs (SCLN) have difficulty in communicating with others. This may be because 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 SCLN 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.

Children with ASD, including Asperger's Syndrome and Autism, 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. Our advisory teacher is Mrs Gill Pawson.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Our advisory teacher is Mrs Kay Gobby.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or 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 may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Our advisory teacher is Mrs Gill Pawson.

Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or re-habilitation support. Children with an MSI have a combination of vision and hearing difficulties.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Our advisory teacher is Mrs Jessica Falconer.

Our educational psychologist is Ms Bisi Showunmi who advises us on all the four areas of need when appropriate.

Check lists for most common SEND conditions

The following check lists may help teachers and parents to identify signs of dyslexia, dyscalculia, dyspraxia and autism. It is not intended to be exhaustive but to give teachers, in particular, some signs to look for prior to discussing a child with the SENCO.

Dyslexia

Dyslexia type conditions refer to children, otherwise intelligent, who have difficulty learning to read, spell and write.

Reading and Spelling

When a child reads and spells, does he frequently:

- Confuse letters that look similar: d – b; u – n; m – n?
- Confuse letters that sound the same: v; f; th?
- Reverse words: was – saw; now – won?
- Transpose words: left – felt
- Read a word correctly and then further down the page, read it wrong?
- Change words around: the cat sat on the mat (the mat sat on the cat)?
- Confuse small words: of, for, from?
- When reading has difficulty in keeping the correct place on a line and frequently loses his place?

- Read correctly but does not understand what he is reading?

Writing

Even after frequent instruction does he still:

- Not know whether to use his right or left hand?
- Leave out capital letters or use them in the wrong places?
- Forget to dot the "l"s, and cross "t"s?
- Form letters and numbers badly?
- Slope his writing, even when using margins and guide lines?
- Use punctuation and paragraphs in the wrong places, or not at all?

Other Indicators

- Is there a family history of dyslexia or similar difficulties?
- Was he a late developer?
- Is he easily distracted and has poor concentration?
- Does he get confused between: left/right; east/west; up/down; over/under?
- Does he hold a pencil/pen too lightly and awkwardly?
- Does he have problems telling the time?
- Does he have problems with shoelaces etc?
- Does he have short-term memory problems relating to printed words and instructions?
- Does he have particular difficulty copying from a blackboard?
- Does he have confusion with mathematical symbols (plus/minus etc)?
- Does he have a poor working memory related to printed words and instructions?
- Does he have an inability to follow more than one instruction at a time?
- Does he have sequencing difficulties: alphabet; nursery rhymes; months of the year; numbers in tables?

Dyscalculia

Dyscalculia is a term which refers to an otherwise intelligent child who has severe mathematical problems.

Signs of dyscalculia include:

- Poor understanding of the signs +, -, x, or may confuse these mathematical symbols
- Difficulty with addition, subtraction, multiplication and division or may find it difficult to understand the words, "plus", "add", "add-together"
- Difficulty with times tables
- Poor mental arithmetic skills
- May have trouble even with a calculator due to difficulties in the process of feeding in variables
- May reverse or transpose numbers, e.g. 63 for 36, or 785 for 875
- Difficulty with conceptualizing time and judging the passing of time
- Difficulty with everyday tasks like checking change
- Difficulty keeping score during games
- Inability to grasp and remember mathematical concepts, rules, formulae and sequences

- May have a poor sense of direction (north, south, east and west)

Dyspraxia

A child with dyspraxia:

- Fidgets constantly
- Never sits still
- When sitting, swings his legs and fiddles with his hands and anything else around him
- Knocks things over
- Spills everything
- Problems using knives and forks
- Bumps into everything all the time
- Stumbles into doors
- Falls over for no apparent reason
- Has problems using stairs and steps
- Difficulties standing on tiptoe or one leg
- Has problems doing shoelaces up
- Has problems telling the time

When playing, the child has problems with:

- Fine motor skills
- Puzzles, construction games, Lego etc
- Using scissors and craft tools
- Painting and colouring small areas
- Threading a needle
- Catching and kicking a ball
- Hitting a moving ball, e.g. tennis
- Riding a bike
- Difficulties in co-ordination for swimming
- Has difficulty, when reading, in keeping the correct place on a line and frequently loses his place
- When writing grips the pencil very tightly and awkwardly
- Doesn't know whether to use left or right hand when writing
- Does not use margins
- Writing slopes on the page
- Copying symbols like circles, squares and triangles
- Copying work from whiteboard etc
- Following instructions
- Reading maps

Autistic Spectrum Disorder (ASD)

- Don't understand or pick up on social cues as efficiently or quickly as other children
- Lack of empathy with other people
- Happy to play on their own

- May have temper tantrums and maybe physically aggressive with other children
- May have delayed language development and, in severe cases, may not be able to speak at all
- Prone to non-verbal communication
- Don't understand figurative expressions, so don't say, "it's raining cats and dogs"
- Repetitive behaviour like rocking backwards and forwards
- Tendency to try to eat objects that aren't food like dirt, clay, paste
- A heightened sensitivity to stimuli like specific noises, bright lights, smells, tastes, textures

What other Factors may affect a child's progress and attainment?

It does not follow that if a child is achieving below national expectations that a he or she has a special need. There are other factors which may be inhibiting their progress: it may be that it is developmental and the child needs more time and will eventually catch up; the child may have been absent for a crucial time and needs extra support to catch up; the child may be a late developer and again will eventually close the gap on their peers. The class teacher will track the child's progress and discuss it with the parents at Parent Evenings and informally as needed. The teacher will also talk to the SENCO; if both agree, they will suggest to the parents that one of our SEND advisors carry out a formal assessment; this will only be done after discussion with the parents, and their consent is obtained.

What SEND Support is provided by the school?

As whole school approach, we use the waves of intervention model to ensure high quality teaching and additional interventions defined through our discussions at the half-term Provision Map meetings. The Provision Map documents help us to regularly review and record what we offer every child in our care and what we offer additionally. The three waves of intervention are:

Wave 1 – inclusive quality first teaching for all

Wave 2 - additional small group interventions for children who can be expected to catch up with their peers and work at age related expectations or above

Wave 3 – additional highly personalised interventions which involve individual and specialist support

Our Objectives

1. To ensure that the Equality, Accessibility and Inclusion Policies are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to intervene and provide support as early as possible.
4. To use differentiated planning and classroom provision so that all SEND pupils have full access to the curriculum.

5. To provide Individual Provision Maps, detailing specific interventions, for SEND children who require additional support or who have an Education, Health, Care Plan (EHCP).
6. To ensure that children with SEND are perceived positively by all members of the school community, and that SEN and inclusive provision are positively valued and accessed by staff and parents/carers.
7. To prepare children to make a successful transition to secondary school.
8. To fully involve parents/carers in the planning and discussion of interventions to meet their children's needs.
9. To involve the children in the planning and monitoring of their progress.
10. To achieve the best possible educational and other outcomes for SEND children.

Our Approach to Identification

The New Code of Practice specifies a graduated approach to defining a child's needs (see Code of Practice pages 100 to 102) which we follow:

Assess	Plan
Review	Do

Assess: when the class teacher has concerns about a child's progress she will discuss these concerns with the SENCO. They will carry out a clear analysis of the child's needs, drawing on assessment and experience of the child, their progress, attainment, national data and, where appropriate, their behaviour in comparison to their peers. At all times, the views of the parents and, where appropriate, the child are part of the analysis. As well as continual assessment, there are formal meetings each half-term with the class teacher, the assessment co-ordinator and the SENCO to track the child's progress. Termly Cause for Concern sheets are drawn up by class teachers identifying those child not making appropriate progress. One of our Special Needs Advisory Teachers will also be asked to carry out an assessment to identify the particular special need.

Plan: a meeting is held with the parents, class teacher, teaching assistant, advisory teacher and the SENCO to agree a plan of action. An Individual Provision Map is drawn up with interventions in place, the extra support provided and the person who will work with the child.

Do: the class teacher is responsible for the child's progress and works closely with other staff, principally the TA, to ensure that the extra support is carried out effectively.

Assess: a formal review meeting is held within three months with the parents, the class teacher, the advisory teacher and the SENCO to assess the success or otherwise of the intervention, and to plan further action if necessary.

Involvement of Parents/Carers

There is open and regular dialogue from the beginning inviting their views, feedback and suggestions. A formal review meeting is held every three months to evaluate the Individual

Provision Map; parent's views are listened to and recorded. A copy of the two review sheets is sent to parents as well as a copy of the new Individual Provision Map.

Record Keeping, Monitoring and Data Management

See Assessment and Record Keeping Policy for overall description of our system.

The SEND children's progress is tracked using:

- Target Tracker which records progress and National Curriculum Levels
- The Foundation Stage Profile
- The Target Tracker system provides each child with a starting point in YR
- Class teachers track National Curriculum Levels in Reading, Writing and Maths for SEND children at the end of each term and record the results in Target Tracker
- At the end of each term, the Assessment Co-ordinator and the SENCO meet with class teachers to track the progress of all children, including SEND pupils
- The SENCO keeps the SEN register using SIMS
- Individual Provision Maps are drawn up and formally reviewed every two or three months
- The SENCO meets termly with the SEND Governor to track progress and discuss general issues

Working with External Partners

Hounslow Local Offer

We use the Hounslow Local Offer which directs schools and parents to all SEND local services

We work closely with the **Early Help Hounslow** team:

Learning Advisory Teacher – she assesses children who may have dyslexia/dyscalculia type difficulties and provides 1:1 support for literacy and maths for some children

Behaviour Advisory Teacher – she is concerned in general with children's mental health, as well as providing specific advice and support for children who may be on the autistic spectrum or exhibit challenging behaviour in school or at home

Sensory/Physical Needs Advisory Teacher – she monitors the progress of children with sensory and physical needs, including visual impairment which involves regular visits to the school. She also advises us on children who have handwriting difficulties

Educational Psychologist – she deals with children who have more complex needs and is involved in an application for an Education, Health, Care Plan (which has replaced the Statement of Special Educational Needs)

We also work closely with the following **agencies**:

Child and Adolescent Mental Health Service (CAMHS)

Speech and Language Therapy Service

Paediatric Occupational Therapy Service
Social Care
Education Welfare Officer
School Nurse

Pupils with Medical Conditions

We support children with medical conditions and Individual Healthcare Plans specify the type and level of support required to meet the needs of such children.

Safeguarding Children

See Child Protection Policy 2014

Staff Training

Teachers have regular training on SEND children including detailed input on the four principal areas of need. Some teachers are receiving specific training in autism and children's mental well-being. Teaching Assistants receive a morning's training each term.

Requesting an Education, Health, Care Plan Assessment

We work closely with our Educational Psychologist and the parent so that we can assess a child's needs accurately and make a convincing case for a Plan.

The Key Responsibilities of the SENCO include:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- ensuring that all SEND interventions achieve value for money
- liaising with parents of children with SEND
- being a key point of contact with external agencies, especially the local authority and its support services
- working with the head teacher 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 a school keeps the records of all pupils with SEND up to date

Evaluating the Success of the School's SEND Policy

- The SENCO includes details of the working of the policy in the annual Report to Governors.

- Regular meetings between the SENCO and the SEND governor.
- Tracking the progress of SEND children.
- Feedback from parents at Provision Map review meetings.
- Discussions at Leadership and Staff meetings

Complaints Process

If a parent wishes to complain about the SEND provision or the policy, they should, in the first instance, talk to the SENCO, who will try to resolve the issue. If the issue cannot be resolved it will then be managed according to the Parental Complaints Procedure 2014.

SEND Governor

Elaine Lacey
SENCO

