

Special Educational Needs (SEND) Policy Whole School and EYFS

Introduction

At Parsons Green Prep our ethos is to respect and value each child as an individual, with their own unique needs, most children with Special Educational Needs or disabilities (SEND) should be able to reach their full potential in our school. We have staff experienced in identifying a range of barriers to learning and skilled in differentiating the curriculum and adapting teaching strategies to meet children's diverse needs and styles.

This Special Educational Needs (SEND) policy has regard to the Education Act 1996 Sec 312, Special Educational Needs and Disability Act 2001 (SENDA 2001) Special Educational Needs Code of Practice 2014, The Disability Discrimination Act 1996, The Equality Act 2010, The revised Early Years Foundation Stage September 2012 and The Children and Families Bill 2013. This policy should be read in conjunction with our Accessibility Plan and SEND code of practice September (0 – 25)2014.

Definition of Special Educational Needs

Special Educational Needs and Disabilities (SEND) is largely defined as those individuals having greater difficulties in learning than the majority of children of their age or having a disability which prevents or hinders them from making use of the educational facilities generally provided in the area. There are four areas of need as stated in the SEND Code of Practice, 2014. Whilst these four areas broadly identify the primary need of a child, we also consider the needs of the whole child, which may impact on his or her progress. The SEND Code of Practice set out four areas of SEN:

Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.

Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEND that covers more than one of these. The following needs/factors are NOT considered SEND, but may impact on progress and attainment

Disabilities (it is the duty of all schools to make "reasonable adjustments" to their setting to include children with disabilities as described in the Equality Act 2010 – this alone does not constitute SEND)



- Attendance and punctuality.
- Health and welfare.
- EAL (English as an Additional Language).
- Behaviour - no longer a way of describing SEND but a sign that a child has an unmet need.

Aims

- To provide a broad and balanced curriculum with access to all whilst acknowledging that some children may need help in progressing towards common goals will be different.
- To ensure early identification on SEND.
- To address needs that the school are able to support.
- To promote effective liaison with outside agencies.
- To work in partnership with parents and children when addressing and reviewing children's needs.
- To develop staff awareness of issues regarding SEND and the Code of Practice.
- To ensure regular liaison between staff to assist in addressing children's needs.
- To encourage children to reach their full potential and be involved in rewarding, motivating activities.
- To be aware that children need to experience success.
- To make reasonable adjustments to adapt provision to meet the needs of individuals.
- To encourage a positive self-image for all our children by recording strengths and successes.

Roles and responsibilities

In line with the Code of Practice 2014, responsibility and accountability for the progress of children on the SEND support register rests with the class teacher.

The responsibility of the management of the SEND policy falls to the Head Teacher and the Special Educational Needs Coordinator (SENDCO). Our SENDCO is **Mrs Bronwen Dace**.

The key areas of responsibility for the headteacher are to:

- Have a SEND Policy and Accessibility Plan in place at Parsons Green Prep.
- Ensure that our Policy takes into account National Legislation and current initiatives and strategies.
- Ensure that the SEND policy is followed by all teachers.
- Provide training for teachers in SEND awareness and provision.
- Provide training for the SENDCO to ensure that the School is informed about initiatives and best practice
- Review the SEND Policy and the Accessibility Plan.

The key areas of responsibility for the SENDCO are to:

- Oversee the day-to-day operation of the School's SEND policy.
- Draw up, update and distribute the School's SEND support register.
- Coordinate provision for children with special educational needs.
- Liaise with and advise fellow teachers regarding concerns and the content IEPs.
- Oversee the records of all children with special educational needs, including relevant IEPs.
- Review the progress of children for whom a concern has been raised or are on the SEND support register.



- Keep teachers up to date with SEND issues and resources.
- Liaise with parents of children with special educational needs.
- Contribute to in-service training of staff.
- Liaise with external agencies, including the Local Education Authority (LEA) support and educational psychology services, health and social services and voluntary bodies.
- Advise on the school's delegated budget to meet the needs of SEND pupils effectively.
- Develop a program of provision tailored to the child's needs where individual lessons are being given.
- Collaborate with relevant teachers in writing an IEP or similar record as part of the "assess, plan, do, review" process for each child.

EYFS responsibilities

In Reception the Class Teacher is the Key Person and is responsible for identifying the specific needs of a child and developing a program of provision tailored to the child's needs. The Head of EYFS will liaise with parents regarding referral to professional services, e.g. speech and language therapy, in the Fulham area.

Additional Support for Children with Special Education Needs

If a pupil remains a significant cause for concern despite an individualised programme of sustained intervention within SEND Support, we will suggest that the parents apply for a Statutory Assessment from the Local Authority.

We will have the following information ready:

- Records from past interventions
- Current and past Action Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

The support that we offer can be divided into 4 stages:

1. Once it has come to light that a child is performing below the teachers' expectations, he/she will be put on the Concern register and his/ her progress closely monitored. The child will receive differentiated work and additional support in class. The child's progress will be discussed with the parents.

2. The second stage of support will be to include the child in a booster groups. These are small groups taken out of lessons for a series of 5 or 6 weekly sessions to focus on a particular area of the core subjects. The parents will be notified and asked to give their permission.



3. If further support is needed, the parents will be invited to discuss the opportunity for the child to have 1:1 sessions with the SENDCO at an additional cost. They might also be advised to arrange an EP assessment if there are signs of a specific learning difficulty. The SENDCO and class teacher will complete a questionnaire in advance of the EP appointment. The child will be included in the SEND Register and an IEP (Learning Plan) will be written, which is reviewed every term. The class teacher will also be given a tracking sheet so that he/she and/or the TA can review the child's progress at regular intervals and the SENDCO will monitor this every few weeks.

4. If a child remains a significant cause for concern despite an individualised programme of sustained intervention within SEND Support, we will suggest that the parents apply for a Statutory Assessment from the Local Authority.

Education, Care and Health Plans

From 1 September 2014, there will be no new statements of SEND (except for those already in the pipeline at that time) and Education, Health and Care Plans (EHC plans) are being rolled out instead. A transition period of three and a half years has been made for local authorities (LAs) to move existing statements of SEND to EHC plans. The two systems will therefore be running side-by-side for several years. For independent schools much remains as before. The definition of SEND remains the same and schools can still request statutory assessment from LAs when this appears necessary.

An Education, Health and Care Plan (EHC Plan formerly called a Statement of Special Educational Needs), will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. In these cases, the LEA will 'name' the School as an appropriate placement in the plan and the School will receive funding from the LEA to employ additional support for the child. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Where children are due to be admitted to the school who are already the subject of a Health and Care Plan the LEA will need to satisfy itself that the school is suitable to meet that child's special educational needs.

Where the School is aware of an existing condition, impairment or disability that is likely to require additional support, but where the child is not the subject of a Care and Health Plan the school may:

- Contact the LEA to request 'interim' support, whilst further information is sought from the family and any professionals involved.
- In some cases, the School may ask the family to fund additional support, whilst additional information is sought.



How children with SEND are included in the school as a whole

We seek to be an inclusive school by:

- Using SEND review procedures to identify any barriers in the way of the child and plan appropriate and reasonable action.
- Ensuring that all children have appropriate and challenging learning targets.
- Valuing the diversity of our children of which SEND are a natural part.
- Ensuring that our reading stock includes stories with positive images of children with SEND.
- Looking for opportunities within the curriculum to raise SEND issues.
- Seeking to make provision for SEND within routine class arrangements wherever possible.
- Seeking opportunities for children with SEND to work with other children.
- Encouraging children with SEND to play / socialise with other children.
- Developing links with special schools to extend all children' experience of diversity.

Management of SEND

According to the Code of Practice 2014, School Action Plus and School Action have now been replaced by the SEND support register, a graduated approach to supporting children with SEN or disabilities. This change will be reflected in the School Census.

This Graduated Approach to SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This can be summarised as ASSESS- PLAN – DO – REVIEW

ASSESS

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all children. These seek to identify pupils making less than expected progress given their age and individual circumstances. 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 and their peers
- widens the attainment gap It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life

We assess by:

- Class teacher's assessment and observation of the pupil.
- Half- termly assessments in Maths, Literacy and Science.
- SENDCO observation analysis of the child's work.
- Tracking the children's development in comparison to their peers and national data.
- The views and experience of parents are taken into account.
- In some cases, outside professionals from health or social services may already be involved with the child and these professionals liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO will contact them if the parents agree.

PLAN

Where it is decided that a child does have SEND, the decision is recorded in the school records and the pupil's parents are informed that special educational provision is being made, although



parents will have already been involved in forming the assessment. The class teacher and the SENDCO will agree in consultation with the parent and the child the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the school's information system which all staff can access and a printed copy of the Individual Education Plan will be created for the parent, class teacher and other relevant staff.

The class teacher will also be given a tracking sheet so that he/she and/or the TA can review the child's progress at regular intervals and the SENDCO will monitor this every few weeks.

The support and intervention provided will be selected to meet the outcomes identified for the child.

Where appropriate, parents will be made aware of their involvement to reinforce or contribute to progress at home.

DO

The class teacher and teaching assistants will carry out teaching strategies recommended by the SENDCO. However support is provided, a clear date for reviewing progress will be agreed and the parent, child and teaching staff should each be clear about how they will help the child reach the expected outcomes. The overriding purpose of this early action is to help the child achieve the identified outcomes and remove any barriers to learning.

The class teacher will differentiate work and supply additional work and/or resources where appropriate.

The SENDCO will teach children individually, at an additional cost to the parents.

The SENDCO will teach small groups of children for specific periods of time covering specific areas of Maths and Literacy, after liaising with the class teachers.

The SENDCO will teach pupils learning strategies and show them how to use certain learning resources e.g. coloured overlays, ACE dictionary

REVIEW

The children's progress will be monitored in a number of ways:

- Review of IEP.
- Regular checking on the child's tracking sheet.
- School assessments and Target Tracker.
- Regular contact between SENDCO and class teachers.
- Annual PIPS results.

These reviews will inform the SENDCO and other relevant adults how to plan the next intervention. Parents will be kept informed of the progress by e-mail and speaking face to face.

Resources for SEND children

We have a dedicated SEND teaching room at Parsons Green Prep. The SEND room has a range of specialist equipment to help children with learning difficulties. Examples of these



include coloured overlays, printed alphabet arcs and Trugs reading games. In addition, ACE dictionaries are distributed in the classrooms for KS 2 children to use. The Library is also used as our 'cool down area' for children with emotional difficulties. It has a soft area with a rug and floor cushions for this purpose.

INSET

The school recognises the needs for staff INSET on issues of SEND provision and incorporates this within the plans for full staff INSET. In addition, an awareness of SEND issues is part of all new staff induction and addressed appropriately at regular staff and child assessment meetings.

Partnership with Parents

At all stages of the Special Educational Needs and Disabilities process, the school will keep parents fully informed and involved with the progress of their daughter or son. We will communicate with parents about test results, additional assessments and outside intervention and provide clear information relating to the child and their particular learning requirements. We take into account the wishes, feelings and knowledge of the parents at all times and aim to share the process of decision making. Regular meetings, to review progress, will take place with parents, class teachers and children. Parents are welcome to contact our SENDCO.

Complaints about SEND Provision

Any complaints about our SEND provision at Parsons Green Prep will be taken seriously. In the first instance parents are asked to approach the SENDCO, after which our usual complaints procedures apply.

Useful Links

Top Tutors - telephone: 020 8349 2148 or email top.tutors@btconnect.com.

Enjoy Education - telephone: 020 7352 8800 or email enquiries@enjoyeducation.co.uk

Dyslexia Action (a national charity that caters for people with dyslexia and literacy difficulties) - Park House, Wick Road, Egham, Surrey, TW20 OHH.
<http://www.dyslexiaaction.org.uk/>. Telephone 01784 222 300.

This policy will be reviewed annually		
Reviewed: September 2010	By: Mrs Janie Richards	Changes No
Reviewed: September 2011	By: Janie Richardson	None
Reviewed: September 2012	By: Janie Richardson	None
Reviewed: 15 September 2013	By: P. Hogg-Andrews	Addition of paragraphs regarding aims, useful links,
Reviewed 10 September 2014	By Bronwen Dace, Lucinda Waring, Helen Stavert	New IEP template and wording from new code of



Reviewed: 1 August 2015	By Bronwen Dace	New progress chart for children to monitor their targets Additional paragraphs
Reviewed: July 2016	By Bronwen Dace	Spacing and punctuation
Reviewed: May 2017	By Bronwen Dace	Rewording of tracking sheet to put responsibility onto class teacher, TA and SENDCO rather than child. Spacing. Inclusion of contact details of Enioy Education
Next review: August 2018		



PGP Record of Concern	
Child's Name:	D.O.B:
Class:	
Staff Involved:	
Strengths and Interests:	
Reason for Concern:	
Evidence:	
Long Term Goals:	
Support Planned:	
Other Agencies Involved:	
Support from Parents:	
SENDCO signature and date	Teacher signature and date