



SEND Policy

ALLEN EDWARDS PRIMARY SCHOOL



Contents

1. Introduction	2
2. Definition	2
SEND Code of Practice	2
3. Principles	3
4. Identification of Needs	4
5. Roles and Responsibilities	4
6. Parent Partnership	6
7. Support for Pupils with SEND	7
8. Outside Agencies	8
9. Complaints	9



SEND Policy

1. Introduction

1.1 All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

2. Definition

2.1. According to the Special Educational Needs and Disability (SEND) Code of Practice (January 2015), Special Educational Needs are defined as “a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

2.2. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

2.3. 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 are taught.

2.4. Special educational provision means that: “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 than special schools in the area.” SEND Code of Practice “Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people”.

SEND Code of Practice

2.5 Allen Edwards Primary School will meet the needs of children with the following SEND:

- Communication and interaction
- Cognition and learning



- Social, mental and emotional health
- Sensory /physical

3. Principles

3.1. The principles underpinning SEND provision at Allen Edwards Primary School are:

3.1.1. All pupils who attend Allen Edwards Primary School are valued equally.

3.1.2. All teachers at Allen Edwards Primary School are teachers of pupils with special educational needs and disabilities.

3.1.3. All students should have access to a broad, balanced and relevant curriculum.

3.1.4. Having regard to the child or young person's age and understanding, their views are sought and taken into account when planning the delivery of provision for students with SEND.

3.1.5. Partnership with parents plays a key role in promoting a culture of co-operation between parents, the school, Local Authorities and other relevant parties.

3.1.6. We ensure that our school has procedures in place which allow us to fulfil both our statutory duties and support the wider vision and ethos contained in the SEND Code of Practice (January 2015).

3.2. All schools will operate within the law including:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010

3.3. We will follow the statutory guidance in full:

- Special educational needs and disability code of practice: 0 to 25 years

3.4. Allen Edwards Primary School takes into consideration the following articles (from the United Nations Convention on the Rights of the Child) in respect of children's rights through our SEND approach:

- Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full
- Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers
- Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account



- Article 42 (Knowledge of rights): Governments should make the Convention known to adults and children

3.5. We aim to be accredited with the Inclusion Quality Mark

3.6 Equal opportunities and Inclusion: Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that Allen Edwards we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a society that values difference but also that focuses on what makes us the same. We offer innovative solutions to the needs of our children.

3.7 Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Come from families with different cultural, backgrounds, expectations and experiences
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates and in different ways.
- Need a range of different teaching approaches and experiences.
- May have differing emotional responses to school based on life, especially early life, experiences.

4. Identification of Needs

4.1. We will follow the Graduated Approach to SEND which is based on an Assess- Plan-Do-Review cycle. Identification may be based on observations, review of progress, assessments. The stages of the graduated approach will always involve target setting, adaptations/ intervention and review of progress. Parents and pupils will be informed and involved at all stages.

5. Roles and Responsibilities

5.1 Pupils with additional needs will be supported in a variety of ways by a variety of people dependent on their specific needs:

5.2 The Class teacher is responsible for:

- Making sure that all children have access to good/outstanding teaching (Quality First Teaching)
- Ensuring that all lessons are appropriately differentiated so that all children make progress.
- Checking on the progress of each child and identifying, planning and delivering any additional help each child may need and discussing amendments with the SENDCO as necessary.
- Contributing towards individual target setting and reviewing the progress towards these targets



- Making sure that all members of staff working with each child in school are aware of any individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Making sure that all staff working with each child, within the classroom and in small groups, are supported in delivering the planned work for each child, so they can achieve the best possible progress.
- Incorporating specialist advice and resources into the planning.
- Making sure that the school's SEND Policy is followed in their classroom and for all the children they teach with any SEND.

5.3 Class Teachers receive regular training and support through the SENDCo and outside professionals such as the Speech and Language Therapist or Educational Psychologist.

5.4 The class teacher can be contacted at the end of a school day, or by contacting the school office to arrange an appointment.

5.5 The SENDCo (Special Educational Needs and Disability Coordinator) is responsible for:

- Following the SEND Code of Practice
- Liaising regularly with pupils, parents and staff to ensure that children are given the most appropriate support
- Maintaining and updating the Provision Map for children on the SEND register
- Ensuring that any requests for information on individual children are passed onto the relevant agencies and that parents are kept fully informed of this
- Timetabling extra support and resources for pupils with SEN
- Meeting with parents of pupils with SEN to discuss progress
- Making referrals to and liaising with outside agencies
- Contributing to the in-service training of staff
- The day to day operation of the school's SEN Report Advising staff on strategies for meeting pupils' SEN through the consultation process
- Maintaining the SEN register
- Establishing and maintaining an individual SEN record for each child with special educational needs
- Tracking the progress of children with SEN; · Applying for an Educational Health Care Plan where required.

5.6 The SENDCo will hold or be working towards a qualification known as the NASENCO Award.

5.7 The SENDCO can be contacted through the school office.



5.8 The Headteacher is responsible for:

- The day-to-day management of all aspects of the school, which includes the support for children with SEND. The Headteacher delegates responsibility to the SENDCo and class teachers but is still responsible for ensuring that each child's needs are met and that they make the best possible progress.
- Making sure that the Governing Body is kept up to date about all issues in the school relating to SEND. The Headteacher can be contacted via the school Office.

5.9 The SEND Governor is responsible for:

- Making sure that the school has an up to date SEND Report
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the school's SEN funding is appropriately spent.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure each child achieves his/her potential in school.
- To quality assure the work of the SLT in regards to SEND decisions The SEND Governor can be contacted via the school office.

6. Parent Partnership

6.1 Parents have a critical role and should be involved as much as is possible in their child's education. This was enshrined in the 2014 SEND Code of Practice which places the role of the parent and their views at the centre of all SEND processes in schools.

6.2 Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs are treated as partners and given support to play an active and valued role in their child's education.

6.3 At all stages of the special needs process, the school keeps parents fully informed and involved. We take, welcome, and work, with the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education have regular meetings to share the progress of children with special needs with their parents. We inform the parents of any outside intervention, and share the process of decision making by providing clear information relating to the education of their child.

6.4 The school will publish a link to the London Borough of Lambeth's SEND Local Offer, which details the range of services and support available to children and families.



7. Support for Pupils with SEND

7.1 Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Staff who work within the school such as Teaching Assistants or non-class based teachers.
- Staff who will visit the school from the Local Authority central services such as the Autism Advisory Team or Sensory Services (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Educational Psychologist (EP) or Speech and Language Therapy (SALT) Service.

7.2 Support in school will be provided in a variety of ways:

Class teacher input via good/outstanding classroom teaching. (Quality First Teaching)

- The teacher will have high expectations for all pupils in their class.
- All teaching is based upon building on what children already know, can do and can understand.
- Putting in place different ways of teaching so that each child is fully involved in learning in class. This may involve things like using more practical learning or providing additional resources adapted for individual children.
- Putting in place specific strategies and resources (which may be suggested by the SENDCo) to enable each child to access the learning task. This support may be delivered by a Teaching Assistant, however directed by the class teacher.
 - The voice of learners with SEND is captured in different ways in order for each child to express themselves and their views. This includes: use of visuals and choice boards by subject leaders to ensure children are able to share their views. Children being invited to their annual reviews and/or a familiar adult taking their views to contribute to these. Children with SEND are involved in student groups across the school (eco club, mental health ambassadors, steering group).

Support provided through an Education, Health and Care Plan (EHCP). An EHCP may be in place for a child who has been identified by the class teacher/SENDCo as needing a particularly higher level of individual and small group support which cannot be provided from the resources already delegated to the school. The support given to children with EHCPs will be written into the plan and will be reviewed annually by the school, parents and local authority. EHCPs can be requested by either the school or the parents if it is felt that despite the good and outstanding classroom teaching, the intervention groups and referrals to outside agencies to advise and support that the school has provided from its own resources, a child needs further or more specialist input. The request is submitted to the Local Authority who must consider and respond within a designated time frame. This is a legal process and more details can be found in the Local Authority based Local Offer.

7.3 Evaluating the effectiveness of support:

Teachers and the inclusion team evaluate plans for individual children termly.



In between these times the Inclusion Team meet with teachers to review practise in the classroom and implement strategies to support learning.

Where children are working with specialists such as SALT, EP, OT, Music Therapists etc they will produce termly reports for each child. These will then be discussed with and shared with staff, parents and children.

Parents are able to meet with staff to discuss their concerns and how we can support further.

8. Improving the Emotional and Social needs of children with SEND:

At Allen Edwards we take the following approaches to including all pupils, particularly those with SEND:

- recognising and respecting everyone's differences;
- recognising pupils' strengths and celebrating their achievements;
- raising expectations and enabling all pupils to have the highest possible achievement;
- identifying and assessing pupils' needs in a timely way;
- monitoring the progress of all pupils and adapting provision, support or intervention where necessary;
- supporting the development of appropriate teaching and learning skills within the mixed ability classroom;
- ensuring all pupils have access to the National Curriculum and to the school's wider curriculum;
- raising pupils' confidence and self-esteem;
- developing pupils' literacy, language, communication, numeracy and learning skills;
- preparing all pupils for the world of work and life after school;
- involving pupils, parents/carers and outside agencies where appropriate in planning and evaluating support.

9. Outside Agencies

There may be a number of outside agencies providing support to pupils in the school. Those directly funded by the school, such as Educational Psychology, those accessed through the local authority funded services, such as Hearing and Vision support, and those funded by the NHS such as the NHS School Nursing Service.

10. Expertise and Training

Throughout the school year staff receive training in many areas including:

1. TAs have 1:1 or group training from the speech and language therapist to ensure that they are trained to deliver interventions to meet the needs of pupils on the SEND register.



2. Early Years and Resource Base staff have been trained by our SALT in the effective use of communication boards.
3. Teaching staff across the school have been given an overview by our SALT of an array of SALT interventions that are offered across the school.
4. Individual staff working with children with a diagnosis of Dyslexia receive regular training in how to support children that they are working with. Staff across the school have received training from our Dyslexia teacher in Dyslexia friendly strategies and identification of need.
5. Staff within our Resource Base are trained in Team Teach.
6. Staff across the school are trained in RWI to ensure effective delivery of early reading strategies. This is through direct training with RWI consultants as well as briefings, team teaching and modelling.
7. Where applicable staff are trained to manage the needs of children with diabetes, haemophilia and epilepsy by our school Nurse and the Evelina Health Care Team.
8. Across the school staff are trained to manage the needs of children with Asthma and severe allergies requiring the use of auto-injectors.
9. Staff across the school work closely with Lambeth Autism Advisory Service (LAAS) to ensure an Autism friendly environment in their classrooms as well as the targeted support of individual children.
10. Whole staff oracy training to develop the use of language of all learners.
11. Working alongside the EP to discuss strategies and support for individual children.
12. As needed across the year staff will access specialist training to meet the needs of the children in their care.

11. Complaints

11.1 Our Complaints Policy and Procedure is published on our website and available on request from the school office

11.2 Should a parent or carer have a complaint about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following: · discuss the concern with the SENDCo at the school · discuss the concern with the Headteacher of the school · Should the complaint still not be resolved the matter may be raised with the Chair of Governors.