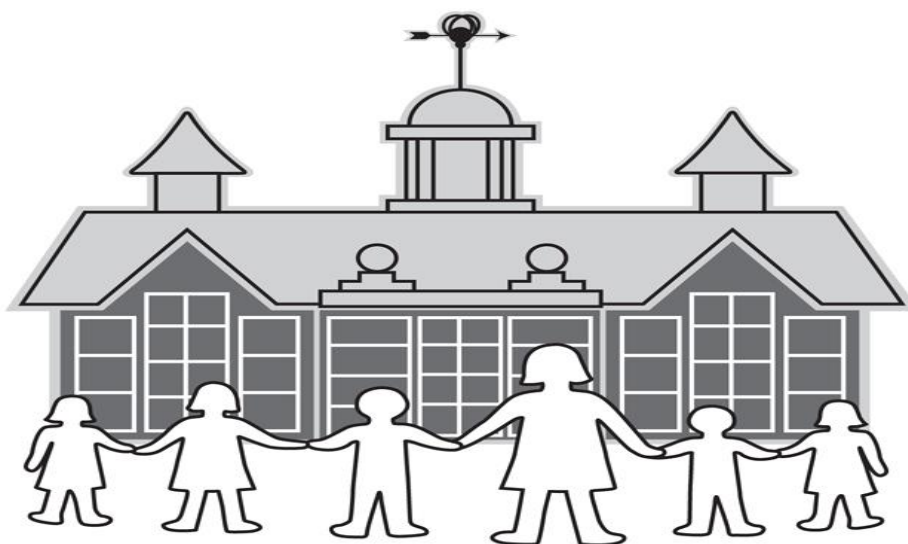


North Ealing Primary School



Special Educational Needs (SEN) Policy

Committee with Responsibility for this documents is Curriculum & Standards	
Document to be approved by the Full Governing Body	
Document last reviewed by the Curriculum & Standards Committee	
Document last reviewed by the Full Governing Body	
Document due for review	December 2017

North Ealing Primary School Mission Statement

North Ealing School works inclusively with our families to maximize the learning potential of all children in our community. Pupils with SEN are valued members of our school community and every effort is made to support their individual needs.

Statement of Intent

North Ealing Schools Special Educational Needs policy is part of the school's ongoing development plan and reflects its aims and objectives.

School policies apply to every child, regardless of pupils' learning difficulties.

The school operates a policy of inclusion for pupils with special educational needs and provides every pupil with opportunities for achievement and excellence. Every pupil is valued for the individual contribution they make to the school. The Inclusion Manager oversees and co-ordinates with the relevant departments.

All staff involved in teaching the National Curriculum or Early Years Foundation Stage Curriculum take into consideration the special educational needs of individual pupils. This school is committed to offering a broad, balanced and differentiated curriculum.

Drivers for change

- New Code of Practice – September 2014
- To date 2 million children are identified as having SEN
- Twice as likely to be on free school meals
- Achieve less well at school
- Pupils needs are often identified late
- More likely to be excluded
- Pupils with SEN are more than twice as likely not to be in employment or training after age 18.
- Young people with SEN are less likely to say they are happy
- Parents find the system bureaucratic and difficult to understand, they find the statementing process very stressful and feel they do not have enough of a say in decision making.

The New Code of Practice states that

- Parents know their child best
- There is an expectation that LA's and schools place parents and young people at the heart of all decision making about the child or young adult.
- A greater focus on Early Identification and quality of assessment of children so support can be given swiftly.
- Schools should focus on improving teaching and plan their staff training, development and support so that all teachers can provide good quality interventions and improves long term

outcomes for children.

- Before providing a child or young person with the Additional SEN Support, a rigorous assessment of SEN should be undertaken by the institution using all available evidence/data sources, such as attainment and historical data, the child or young person's development in comparison to their peers, information from parents and, if relevant, advice from external support services
- Local offer – Local Authorities and Schools must publish what they offer in terms of SEN within the school so that this information is accessible to parents.
- Schools should stop identifying pupils as having SEN when they simply need better teaching and pastoral support.
- Categories of SA and SAP replaced by a single identification category – SEN Support
- The aim is to significantly reduce the number of children identified with SEN.
- Outcomes to replace targets – Provision map.
- A new single assessment process and Education, Health and Care Plan which links all professional agencies.
- Statements to be replaced by Education, Health and Care Plans – EHCP. This provision goes from 0-25 providing further education or work experience for these vulnerable young people. All current statements will be transferred to EHCPs. Schools will have 3 years to make this transition and will be supported by the LEA EHCP now have short-term, medium and long term goals/outcomes. These outcomes are agreed in consultation with the parents, the child (where appropriate) and all professionals involved with the child.

Policy Objectives

- To identify and assess pupils who are not achieving as early as possible and offer early intervention.
- To provide targeted provision for pupils who are identified with SEN following assessment and monitor the impact of this provision regularly.
- To maintain regular contact with parents at all stages of support and work in partnership with them to meet the targets set for their child.
- To increase each pupil's social competence in interpersonal relationships.
- To decide if specialist advice is required from outside agencies and make appropriate referrals.
- To determine any resource implications and establish whether they will be provided within school or through external sources.
- To establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision in an effort to narrow the gap.
- To assist the governing body in fulfilling their duties regarding provision for pupils with SEN.
- To monitor and track pupil progress termly and ensure that all staff share responsibility for every child's provision.

- Provision for children with SEN Support is a matter for the school as a whole. In addition to the Governing Body, the Head Teacher and Inclusion manager, the SENCO and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with SEN. At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments in specific subjects fall significantly outside the expected range may have SEN. The school's assessment procedures (see Assessment Policy) provide information which is used to identify pupils with SEN.
- The identification and assessment of the SEN of children whose first language is not English requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEN.
- No child will be excluded from this school on the grounds of special educational needs in so far as the school can meet the needs of the child.
- No child will be removed from his/her year group unless recommended by the Local Authority Educational Psychologist.

Definition of Special Educational Needs

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- 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 LEA.
- A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught. Pupils fall into the category of having Special Educational Needs if they have significant and persistent difficulties despite appropriate learning opportunities being made available and if additional educational provision is being implemented to help them to access the curriculum through Quality First teaching and evidence based interventions

Categories of SEN

- Pupils with many different types of need are supported within North Ealing School. These needs fall within the categories of;
- Cognition and Learning,
- Communication and Interaction,
- Social, Emotional & Mental Health,
- Sensory and/or Physical.

Since the introduction of the new Code of Practice 2014, the category of behaviour has been removed as it is believed that behaviour is a direct consequence of one of the above areas of need.

Identification of Needs

The purpose of identifying of identification is to work out what action the school needs to take, not a fit a pupil into a category. At North Ealing Primary we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Home visits or interviews at other schools.
- Questionnaires to parents and children.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and /or skills.
- Whole school tracking of attainment outcomes indicates lack of expected level of progress; Pupil Progress Meetings
- Analysis of behaviour logs.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need.

Early Years Setting– EYFS

As soon as we know that a child will definitely be attending our early years setting, we endeavour to find out more about child so we can plan for their needs and ensure that they settle into our school happily and make good progress. We build a picture of the child through;

- Questionnaires to parents,
- Discussion with Parent,
- Information from previous Nursery or Playgroups,
- Outside agencies where appropriate e.g L.A, Health Visitors, Early Years Special Needs Coordinators, Speech and Language services and Educational psychologists.
- Parent information meetings.
- Taster days/Class Visits
- Home visits

In some cases, outside professionals from health or social services may already be involved with the child. Where necessary, the SENCO will support further assessment of the child if required, assisting in planning future support for them through discussion with colleagues and in evaluating the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Pupils joining our school at a different time

Every child is assessed on entry to our school. There is a two week period of induction where information is gained from the parents and the pupil is assessed to establish a base line level of attainment. We always liaise with previous settings and with outside agencies if required.

Identification of Need within our School

All staff work hard to build a trusting relationship with the children in their care. They encourage children to be confident in expressing their needs or concerns they might have.

Parents are also encouraged to discuss concerns they have about their child with the class teacher. This can be done informally or at parent consultation meetings.

Once a concern has been shared with parents, teachers will in the first instance, make adjustments to their planning and teaching methods to support the child with their need, this is usually done in consultation with the SENCo, Ms Nandra, when an initial concern of SEN is raised. An Initial concern form of SEN is filled in by teachers; outlining the concerns and strategies and intervention already employed (See Appendix A).

Teachers are responsible and accountable for the progress and development for the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching.

Our aim is to provide the appropriate support and accelerate learning so that the child is removed from the SEN register as soon as possible.

Teachers are responsible and accountable for the progress and development for the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching.

Parents will be fully consulted at each stage. The school also recognises that parents have a right to request an Education Health and Care Plan.

We use a graduated approach when identifying children who have or may have special educational needs. This is whereby earlier decision and actions are revisited, refined and revised; leading to a growing understanding of the pupil's needs. This understanding then informs the support that is given to the child; in order to make good progress and secure good outcomes. The graduated approach starts at a whole school level; teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised; the following table outlines the 'Assess, Plan Do, Review' cycle.

Needs met by differentiation	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. If a child is below age related expectations at half term then they will be given a specific intervention that will be reviewed during the next pupil progress meeting
Pupil Progress Meetings	Tracking non SEN children who are underachieving. They are entered on to the Class Intervention Provision Map by SENCO. If the child still makes no progress then the child becomes 'SEN Support' and is added to the SEND list. Where teachers decide that a pupil's learning is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher will review the approaches adopted.
SEN Support	Where support additional to that of normal class provision is required, it will be provided through SEN Support. An outside agency might also be consulted and will support the school in allocating resources. Where concerns remain despite sustained intervention, the school, in consultation will consider requesting an Education Health and Care Plan.
Education Health and Care Plan (EHCP)	For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an EHC plan being provided.

Curriculum Differentiation

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

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage and own their behaviour and to take part in learning effectively and safely.

- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

SEN Support

The triggers for intervention through SEN Support could be the teacher's or others' concerns, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- Has emotional/behavioural problems that often substantially impede own learning or that of the group which are not alleviated by the behaviour management techniques usually employed in the school;
- Have sensory or physical needs, in some cases requiring additional specialist equipment or visits/advice from specialists.
- Has communication and/or interaction difficulties that impedes the development of social relationships and cause substantial barriers to learning.
- Sometimes the Educational Psychologist and any other assessing professionals should be involved in considering. They should be provided with up to date information about the pupil, including all previous interventions this must be provided in the form of IEPs/Provision Map.
- Other external support services, both those provided by the LEA and by outside agencies will usually see the child in school if that is appropriate and practicable, so that they can advise teachers on Provision Map/ IEP targets and accompanying strategies.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.

Progress to Statutory Assessment

If after advice from the EP or other professionals, the school and Parents consider that help is needed from outside the school's resources the SENCO completes the form requesting an Education Health and Care Plan by the Authority.

Papers are forwarded to the Case Officer for the school, who with the Panel will decide whether to proceed with the Education Health and Care Plan. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
 - Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.

Supporting Pupils with an EHC plan or statement of SEN

Where a pupil's needs are complex and long term, the school may require additional support over and above what is provided by our SEN budget. Working with our school EP and parent, it may be decided to request a statutory assessment for this child. An ERSA document is presented to panel requesting a statutory assessment. This document outlines the child's specific needs and the steps the school has already taken to meet these needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's SEN is such as to require the LA to determine the child's SEN provision through a Statement or Education Health and Care Plan (EHCP). A Statement of Special Education Needs or an Education Health and Care Plan (EHCP) will include details of the pupil's special needs (including medical) and will identify the special provision necessary to meet the pupil's education and health needs.

Pupils with statements or EHCP have their outcomes reviewed termly with the parents and all professionals who work with the child. In addition to this an Annual Review is held where LA, parents, school staff and outside professionals are invited to attend. Pupil's views are reflected at this meeting by presenting a profile of the child's views and wishes. The pupil can also attend this meeting where appropriate. Progress is evaluated and new outcomes are set and costed. This information is presented to an SEN panel at the LEA to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement or EHCP. Provision and funding is agreed for the coming year. At the Y5 Annual review, consideration will be given to the type of provision the pupil will require in High school. In Y6, the SENCO will invite a representative from the pupils High School to attend the Annual Review. All files are handed over to the High School at the end of year 6. Occasionally pupils have a Statement or EHCP before starting at our school.

Working in partnership with parents of children with SEN

Every effort is made to work closely with our parents ensuring that all pupils are happy and make progress. We;

- Communicate regularly and informally through home school books, phone calls, letters and quick informal chats at the end of the school days.
- Have an open door policy so that parents can make appointments to see the class teachers and SENCO when they are concerned and would like a longer discussion.
- Hold termly review meetings for pupils who are on our SEN register
- Include the progress a child with SEN has made towards their desired outcomes in their annual end of year report.
- For any child with an EHCP or statement and for some children with more complex SEN, the school will work with parents and children to draw up a "one page profile" that describes a child's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.
- Provide parents with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve them.

- Hold an Annual Review for any child with an EHC plan where parent, child (if appropriate) attend with all professionals working with the child.

We encourage all children, including those with SEN, to make decisions about their education. All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through;

- Asking questions in lessons
- Asking questions in books
- Direct discussion with teachers and support staff
- Feedback from the child
- Pupil Voice
- Peer monitoring
- Circle time

Supporting children when they move to another school

Whenever any child moves to another school we always pass on school records to the new school.

If a child has SEN we also:

- Pass on SEN records to the new school including SEN support plans, or EHC plans and “one page profiles” drawn up.
- Liaise with the SENCO/ year group leader of the new school to clarify any information necessary.
- Organise extra visits to the school if required.
- Transition book with photographs of new setting.
- We invite the new school to the last annual review of a child with an EHC plan and a transition plan can be set up as part of this meeting.

Supporting children when they move between classes and /or phases of education within our school

When moving classes in school:

- All pupils meet their new class teacher in their new classrooms during the last week of summer term. Some of our more vulnerable pupils find transition difficult and extra arrangements are put in place for these pupils;
- Transition Meeting are held IN ADVANCE where all information, plans and outcomes are shared with the new teacher,
- Pupils have extra visits to their new class and playground setting and additional meetings with the class teacher,
- Transition Passport, with photographs of new staff and environment, is prepared for the child in July and given to the parent to discuss with their child over the holiday period,

For pupils with physical disabilities

Most of our classrooms are situated on the ground floor. There are ramps installed to allow wheelchair access. There are 2 year groups in the first floor and these classrooms can be reached using a lift.

Medical support and Intimate care contact

The needs of some of our pupils necessitate intimate physical contact on a regular basis such as assisted toileting or the provision of medical care. The nature, circumstances and context of such contact complies with our professional codes of practice and are part of the formally agreed Health Care Plan which is regularly reviewed. The emotional responses of any child to intimate care is carefully and sensitively observed and any concerns are passed to the Senco and Head Teacher. Young people are entitled to respect and privacy at all times. The health and safety and safeguarding of our pupils is taken seriously at all times. Every effort is made that supervision is appropriate to the needs and age of the child. This is part of their Health Care plan which is agreed with parents and other professionals.

Physical Contact and restraint

Adults only touch children in ways that are appropriate to their professional or agreed role and responsibility. Physical contact that is applied regularly is part of an explicit agreement of need from professionals e.g. Occupational therapy and Physiotherapy programs. The Senco and two members of the inclusion team are trained in Team Teach. This is a 'positive handling' approach to dealing with threatening or physical incidents. In this approach a full range of strategies are used to de-escalate, defuse and divert in order to prevent incidents of force. The positive application of force must be only ever used as a last resort and is reasonable, proportionate and necessary. This approach must be agreed by parents and outside professionals. All instances of restraint are supervised by another adult and recorded.

Intervention

The following interventions are used in the school to close the gap in learning for the children who need it. This is in addition to the quality first teaching provided by the class teacher.

- Box Clever
- Read Write Inc Phonics
- 5 minute box
- 1stClass@number
- 1st Class Writer
- Occupational Therapy.
- Social Skills
- Speech and Language

- Narrative groups.
- Numicon
- Writing Boosters
- 1:1 reading
- Reading for Meaning groups
- Pre –teaching
- All classrooms are equipped with a sound field system which is particularly supportive to pupils with hearing difficulties.

Staff, Resources and Facilities

North Ealing School employs 1 full time SENCO- Ms Nandra

Each child with a statement of special needs has a designated LSA working with them. The local authority special educational needs assessment service, SENSS decide the amount of hours each child receives through their statement and annual reviews.

An Admin assistant is employed for 10 hrs weekly to support the Senco in their duties.

The Headteacher, Inclusion Manager and the SENCO are responsible for formal assessment procedures.

Staff will be kept informed of issues and information relating to pupils with special educational needs.

All staff will use the LA procedures for the identification, assessment and response to children with special educational needs.

Information regarding pupils with special educational needs is electronically stored in a shared location so that all staff have access to this information at all times.

The Role of the SENCo

The special needs co-ordinator is responsible for:

- The day to day running of the SEN policy, in conjunction with the Headteacher;
- Liaison with and advising all staff members, teaching and non teaching;
- Maintaining the Special Needs Register and Central Provision Map;
- Co-ordinating the provision for children with Special Needs;
- Co-ordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with Special Needs;
- Organising and contributing to in-service training for staff;
- Liaising with outside support services and voluntary bodies, including the School Medical Service, the Educational Psychology Service, Primary and Specialist, Speech and Language Support Team, the Educational Welfare Service, Social Services, Child and Family Consultation

Service, Occupational Therapy, SENSS, Social Community Services etc;

- Assisting class teachers in drawing up Individual Education Plans (IEPs) in consultation with other staff members (e.g. EAL teachers, LSA) and parents, where appropriate;
- Maintaining close links with all parents of children with special educational needs;
- Co-ordinating Annual Reviews for children with statements;
- Liaising closely with the Head Teacher;
- Providing feedback to SMT and governors on the progress of SEN within the school.

The Role of Governors

Governors will evaluate the success of the provision for pupils with special educational needs by the following means:

- Classroom visits;
- Annual report from the SENCO(s) to the Curriculum Committee of the Governing Body in the Spring Term, including a review of the SEN policy if appropriate;
- Termly liaison meetings between the SENCO(s) and the Governor with responsibility for special educational needs (currently Andrew Dharman);
- regular reports by the Headteacher to the Governing Body;
- The use of success criteria which will include evidence of appropriate staff training, pupil progress, effective teaching and learning strategies, adherence to the DfES Code of Practice and effective liaison with external agencies.
- The Governing Body will endeavour to ensure that:
- There is appropriate provision for any pupil who has special educational needs;
- Where the school has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him/her;
- The school has systems for identifying and providing for those pupils with special educational needs;
- They report annually to parents on the implementation of the policy;
- Pupils with special educational needs have access to all school activities, taking into account practical provision for those needs, the quality of education, the safety of other children and the efficient use of resources;
- The school shows regard for the SEN Code of practice when carrying out its duties towards all pupils with special educational needs.
- See also policies on:
 - Anti-bullying
 - Teaching and learning
 - Health and Safety

- Behaviour
- Assessment and record keeping
- CPD
- Race equality and Equal opportunities
- Able and Talented
- Child protection
- All curriculum policies

Outside Agencies used by the School for a Multi-agency approach:

- Local Authority Educational Psychology Service
- Local Authority Advisory and Monitoring Service
- Local Authority Special Educational Needs Support Service (SENS)
- Occupational Therapy Service
- Place2Be
- Primary Behaviour Service
- Speech and Language Therapy Service
- School Nurse and Medical Officer
- Educational Social Work Service
- Child Development Team
- Children & Adult Mental Health Service CAMHS
- Social Services
- SAFE

Appendix A

SEN INITIAL CONCERN FORM

TO BE COMPLETED BY THE CLASS TEACHER

Name:		Class:	
D.O.B	Attendance %	EAL Y/N Home Language:	Pupil Premium Y/N
Medical information:			
Specialist services involved to date:	Health:	Education:	Social care:

Achievement Data (Stage/Score)
Reading :
Writing:
Maths:

Pupil strengths:
Concerns in priority order:

What do you want to change?
What do you want to get out of this referral?

Strategies Employed to Date
<p>How have you adapted your quality first teaching? What action has already been taken through curriculum differentiation to address the child's needs?</p> <ul style="list-style-type: none"> • Modification to teaching approaches • Classroom organisation • Behaviour management strategies

What was the impact of the modifications made to support the child?

Parents Perspective:

Have you raised this concern with the child's parents? Y/N

Date concern shared: _____

What are the parent's views on this concern?

Completed by:

Date:

TO BE COMPLETED BY THE SENDCO

Observation Conducted by SENDCo
(attach notes)

Date:

Assessments used & Results

Summary of Discussion with Child's Parents

Recommendations :
Interventions/Additional support

Child to be placed on SEND Register or monitor closely (delete as appropriate)

Referral to be
made to:

Educational
Psychologist

Speech &
Language
Therapist

Occupational
Therapist

Primary
Behaviour
Service

SENCo:

Date: