

Policy reviewed: March 2023
Next Review: March 2024



SEND Policy for Sheen Mount School 2022-23

This policy is written in line with the requirements of: -

- Part 3 of the Children and Families Act 2014
- SEND Code of Practice (CoP) January 2015
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following policies:

Behaviour and Anti-Bullying Policy, Assessment Policy, Equalities Policy, Assessment Policy, Safeguarding and Child Protection Policy, Homework Policy, Complaints Policy, and Accessibility Plan

This policy will be reviewed annually.

Definition of SEND

The Special Educational Needs Code of Practice January 2015 states that 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 them. A child of compulsory school age or a young person has a learning difficulty if they:

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

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We endeavour to ensure that such provision is made for those who need it.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

1 The kinds of special educational need and or disability for which provision is made at Sheen Mount Primary School

Sheen Mount Primary school is a mainstream school. We believe that:

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Our policy is to provide a broad curriculum that is planned and sequenced so that new knowledge and skills build on what has been taught before, and we are clear about our end points. It is broad, balanced and challenging and we are constantly developing and adapting it so that **all** our children are successful. Our curriculum is based on the National Curriculum and meets the specific needs of individuals and groups of pupils through three principles:

- Setting suitable learning challenges
- Responding to pupil's diverse learning strengths and needs
- Overcoming the potential barriers to learning and assessment for individuals and groups of pupils.

At Sheen Mount School, we have experience of providing support for the four main areas of special educational needs and disabilities: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and Physical. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school currently meets the needs of pupils with an Education, Health and Care Plan (EHCP) with the following kinds of need: autism, specific literacy and/or numeracy difficulties, cerebral palsy, communication and interaction needs, sensory processing difficulties, attention deficit and hyperactivity disorders, global delay and social emotional mental health difficulties. In addition, there are genetic disorders with related educational needs including Downs Syndrome. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

2 Information about the policy for identification and assessment of pupils with SEND

At Sheen Mount School class teachers plan for and monitor the progress of all pupils regularly to review their progress. We also use a range of assessments with all the pupils at various points:

- EYFS baseline assessments (external and internal assessment procedures);

- Year 1 phonics check (children are re-assessed in Year 2 if they did not pass in Year 1);
- SATs in both Year 2 and Year 6;
- Year 4 MTC (Multiplication Tables Check).

In addition, each term teachers conduct formative and summative assessments. Pupils' progress is discussed with the Senior Leadership Team in Pupil Progress Meetings conducted twice a year.

The principle of early identification and intervention underpins our approach to identifying those pupils who need additional support. This is often put in place even if a special educational need has not been identified. It is important to note, that our approach to support is based on needs rather than a diagnosis. We do not want parents to feel that they need to seek a diagnosis in order for their child to receive support for their needs in school. This extra support aims to enable the pupil to make the necessary progress so that they are achieving in line with their peers. Examples of extra support are small group teaching, pre-teaching, gross motor and fine motor skills activities, precision teaching, sensory diets and circuits, visual timetables, social skills and/or Social Thinking groups and additional teaching assistant support in class.

Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and needs are identified and used to develop an appropriate individualised intervention programme using the assess, plan, do, review, process (Graduated Approach). At this point, because the pupil requires provision which is additional to and/or different from their peers we will have identified that the pupil has a special educational need. Consequently, parents will be informed that their child has been added to the school's Special Educational Needs Register. In many cases, the child's underlying needs often explain inadequate progress or behaviour challenges. At times it may be necessary to consult with outside agencies, such as Occupational Therapy, Speech and Language Therapy or Education Psychology, to receive more specialised expertise. Please note, that before a referral to the Educational Psychologist can be made, school must demonstrate two cycles of the Graduated Approach (mentioned above). Referrals to external agencies are undertaken by the Inclusion Leader with parental consent and in consultation with the class teacher.

The purpose of this more detailed assessment and review, with other professionals where needed, is to understand what additional resources and different approaches are required to enable the pupil to make improved progress. These will be shared with parents, put into a SEND Learning Plan and reviewed termly by the class teacher/s, and refined /revised if necessary.

If the pupil makes good progress using this additional to and different from intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. Please refer to the flow diagram in the appendices of this policy to see the process followed.

We ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. Children receiving extra support due to a special educational need will have baseline assessments and from that point will have regular monitoring to assess the impact of any intervention. As referenced above, these children will have a SEND Learning Plan which details the termly targets (which are specific, measurable, attainable,

realistic and timely) , strategies and provision a child is receiving. Teachers and teaching assistants develop and review these SEND Learning Plans so that progress can be accurately monitored.

The Inclusion Leader is also able to refer families to any outside agencies or support networks that may be able to offer assistance, such as a family support worker, parenting courses, and information sessions.

3a How we evaluate the effectiveness of the provision made for pupils with special education needs with or without an Education, Health and Care Plan

Regular monitoring and review will focus on the extent to which planned targets have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made from the child's starting point.

The SEND Code of Practice (2015) describes less than expected progress given age and individual circumstances as being characterised as 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

For pupils with an Education, Health and Care Plan there will be an annual (or if a child is in reception, an additional 6 month) review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. We are interested in hearing parents/carers and pupils' views. During any review children are invited to attend at the end so they are involved in the process.

3b The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked regularly. In addition to this, pupils with special educational needs may have more frequent and detailed assessments to inform targets and to measure small steps of progress. These assessments might include the Salford Reading Age and Comprehension assessment and Year 1 phonics test. If felt appropriate we may screen children for Dyslexia using the Dyslexia Portfolio.

At Sheen Mount we feel it is essential to also acknowledge progress made in other areas of children's development such as emotional regulation and improved interaction with peers.

If these assessments do not show adequate progress is being made the learning plan and planned targets will be reviewed and adjusted.

3c The school's approach to teaching pupils with special educational needs and or disabilities

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. (CoP 2015 6.37)

We work to ensure that our approach to teaching and learning is of a consistently high quality and personalised to meet the individual needs of the majority of children at our school; without unnecessarily narrowing the curriculum for our children with SEND. Some children need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework/Statutory Framework for the Early Years Foundation Stage the school employs some additional teaching approaches, as advised by internal and external assessments these can include but are not restricted to: mentoring, small group teaching, use of ICT software learning packages, sensory resources, targeted teaching and brain/body breaks. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as 'notional SEND funding'. The class teacher will remain responsible for working with the pupil on a daily basis.

We have a duty to make arrangements to support pupils with medical conditions. Individual Healthcare Plans (IHPs) will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

3d How the school adapts the curriculum and learning environment for pupils with special educational needs

At Sheen Mount School we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum.' (CoP 2015 6.12)

From September 2021 schools are required to use the Engagement Model to assess pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) and key stage 2 (KS2). As a school we feel confident with using this framework, by attending any relevant training and liaising with other schools in our locality.

Identifying SEND in schools

The Governors are required to keep abreast of current curriculum development and ensure that SEND is monitored through the lens of curriculum. Sheen Mount is fortunate to have a specialist SEND suite and designated small group work spaces throughout the school. Staff undertake regular training on SEND related matters.

3e Additional support for learning that is available to pupils with special educational needs

Schools receive funding for SEND pupils. This funding is used to support and enhance the high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to the needs of individual pupils with SEND and is evidence based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will request statutory assessment which, if successful, will result in an EHCP with allocated 'top up' funding from the Local Authority where the child lives.

3f Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

Reasonable adjustments

"The duty to make reasonable adjustments requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school and that they can enjoy the other benefits, facilities and services that the school provides for pupils." (Equality and Human Rights Commission 2015)

As well as reasonable adjustments, such as adaptations to curriculum, being made in the classroom environment, all clubs, trips and activities offered to pupils at Sheen Mount School are also available to pupils with SEND. For some pupils this means that 'reasonable adjustments' may need to be made so that they can fully and safely access these clubs, trips and activities. This is always done in partnership with families and carers. This can include liaising with outside providers, providing extra staff on school journeys and putting additional planning in place.

The school has a responsibility to:

- Consider reasonable adjustments up to four weeks before an internal or external school event/trip/activity, ensuring they anticipate the need for these.

- Propose reasonable adjustments to the parent based on the physical and emotional needs of the children, working with the parent to agree the best way forward.
- Where the parent makes specific requests that the school does not agree to, explain the reasons for this and propose alternative reasonable adjustments.
- Respond within five working days to any specific request for adjustments emailed to the Inclusion Leader.

The parents have a responsibility to:

- Work constructively with the school to mutually agree reasonable adjustments, being aware that the school has to balance the needs of the wider school too.
- Where unhappy with the reasonable adjustments proposed, outline the reasons for this in writing to the Head Teacher suggesting other possible adjustments for the school to consider.
- The school's decision concerning any proposed reasonable adjustments will amount to a final decision in the first instance – the parent retains the right to appeal or challenge the school's decision by contacting the appropriate external body/organisation.

3g Support that is available for improving the emotional and social development of pupils with special educational needs

At Sheen Mount we believe that it is vital to support pupils to develop good social and emotional mental health and wellbeing. We ensure this happens through both direct teaching (e.g. Circle Time) and indirectly with every conversation that adults have with pupils throughout the day.

For some pupils, with the most need for help in this area, we also can provide the following; mentor time with a staff member, a designated safe space for the pupil to use when upset or agitated, Drawing and Talking Therapy, Emotional Literacy Support (ELSA), time with the therapy dog, additional social skills support (Social Thinking and Zones of Regulation) and external referral to the Mental Health Support Team (MHST), Emotional Health Service (EHS) and/or Child and Adolescent Mental Health Services (CAMHs).

Pupils with social and emotional needs as part of or due to their special educational needs will be supported to enable them to develop and mature appropriately.

Children and young people with SEND are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. They will be provided with safe, supervised places that they can go to during social time. At Sheen Mount, we have a lunchtime provision called The Nest, which is located in our library, overseen by the Inclusion Leader and other members of staff three days a week. Children with an identified need for a calm, quiet environment during lunchtime are invited to attend. There are also Nest Passes available from key teaching assistants on the playgrounds to enable other children to access the calm space if they are experiencing difficulties on that particular day.

4 The name and contact details of the SEND Co-ordinator

The SENDCO at Sheen Mount School is Laura Jeffery, who is a qualified teacher, and Assistant Head

Teacher, (and referred to as the Inclusion Leader).

Laura Jeffery is available at ljeffery@sheenmount.richmond.sch.uk.

Laura Jeffery is supported by her SEND Assistant Jane McCabe, who can be contacted at senco@sheenmount.richmond.sch.uk

5 The expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured

All teachers and teaching assistants have access to up to date training both 'in-house' and through outside courses.

The following training providers have been approached for support:

- Strathmore and Clarendon Schools,
- Educational Psychologist Service (EPS),
- Speech and Language Therapy (SALT),
- Occupational Therapy (OT),
- Physiotherapy (Physio),
- Dyslexia specialists,
- Teaching and Learning Advisors,
- Downs Syndrome specialists.

6 How equipment and facilities to support children and young people with SEND will be secured

Specialist equipment will be considered on an individual basis.

7 The arrangements for consulting parents of children with SEND about, and involving them in, their education

All parents of pupils at Sheen Mount School are invited to discuss the progress of their children on a number of occasions during the year. Parents are invited to meet their teacher three times during the school year. For those parents of children on the SEND register more time would be allocated for these meetings in order to fully discuss the provision made for the children and invite parent feedback. Parents of children with EHC plans are invited in for their 6 month (Reception only) and annual reviews. Children receive a written report once a year.

As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs more effectively. From

this point onwards the pupil will be identified as having special educational needs because special educational provision is being made. Parents will be supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with SEND about, and involving them in, their education

When a pupil has been identified as having SEND, because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning, where appropriate.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The same arrangements for the treatment of complaints at Sheen Mount School are used for complaints about provision made for special educational needs and disabilities.

Please see the Complaints Policy on the school website.

10 How the governing body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils

The governing body have engaged with the following: -

- A Service Level Agreement with the Educational Psychology Service
- Premium level membership to SPARK (the School Performance Alliance Richmond and Kingston)
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the Education Inclusion Support Service and Learning Needs Team
- School Nurse
- Mental Health Support Team
- Emotional Health Service

11 The contact details of support services for the parents of pupils with SEND

EnhanceAble is a charity wholly committed to supporting people with disabilities. It is a local voluntary sector organisation, and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-19/25).

They can be contacted on:

HELPLINE: **020 8547 3014**

Website: www.enhanceable.org

KIDS are a national charity, founded over 47 years ago, providing a wide range of support services to disabled children, young people and their families. They support children with any disability from birth to 25 years of age. They offer their support to the whole family with the aim of giving disabled children a brighter future.

They can be contacted on:

Enquiries: **0207 359 3635**

Website: www.kids.org.uk

SENDdiASS (Special Educational Needs and Disabilities Information Advice and Support Service) is a free, confidential and impartial service for parents and carers, children and young people (up to 25 years). An example of some of the support offered can be found below:

- Information regarding the local offer, local policy and SENDD/ disability law from independently trained staff
- Advice for parent/carers, children and young people on gathering, understanding and interpreting information and applying it to their own situation

Enquiries: **0203 793 9596**

Website: www.kids.org.uk/richmond-and-kingston-SENDdiass

Email: RichmondKingston@kids.org.uk

Skylarks is an independent Richmond upon Thames-based charity that provides **activities and therapies for children** with disabilities and additional needs. They also support and provide therapies, courses and information for their **whole families**.

Children do not need a diagnosis or referral to join them and, whilst they are based in Richmond upon Thames, there are no geographical limitations for their members.

Tel: **07946 646033**

Website: <https://www.skylarks.charity/>

Email: info@skylarks.charity

12 The school's arrangements for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living

At Sheen Mount School we pride ourselves on our work on smooth transition arrangements. We work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make sure the transfer is as seamless as possible. Where possible, EYFS teachers visit nursery schools and gather relevant information before a child starts in reception. Within school a lot of time is given to teachers to enable them to complete comprehensive hand-overs between year groups.

We also contribute information to a pupils' onward destination by providing information to the next setting. Secondary SENDCos are invited to annual reviews of those children with EHC plans so that transition is as smooth as possible.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on www.afcinfo.org.uk/local_offer

Parents without internet access should make an appointment with the SENCo/Inclusion Leader for support to gain the information they require.

The information on our website will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014



Sheen Mount Graduated Response

