

Burdett-Coutts & Townshend CE Primary School

Special Educational Needs & Disability Policy



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1. Background

The coalition government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. Legislation enacted on the 13th March 2014 (The Children and Families Act 2014) came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (September 2014)
- Schools' SEN Information Report Regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions (April 2014)

2. Definition of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN 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 or disability 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.**

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. 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 will be taught.

The SEND Code of Practice 2014 details four broad areas of need:

- **Communication and interaction**
- **Cognition and learning**

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- **Social, emotional and mental health difficulties**
- **Sensory and / or physical needs**

It is important to note that behavioural difficulties are no longer an acceptable SEN need and children are not placed on the school's SEN register solely because of behavioural difficulties.

The school is clear that only those pupils who require additional specialist provision will be referred to as having SEN status. Other issues which may impact on progress and attainment but are NOT SEN include:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Having English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

3. Mission statement

"I can do all things through Him who gives me strength."

At Burdett-Coutts Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our school rules of **'Ready, Respectful and Safe'** ensure pupils are ready to learn, are respectful of each other no matter what their differences, and keep themselves and each other safe.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

4. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes embedding the National Curriculum in line with the Special Educational Needs Code of Practice.



Objectives

- **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for (further information below in Sections 8, 10 and 11).
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology and Speech and Language Therapy Services; (school SLA and CLCH-provided for EHCP pupils); Occupational Therapy Services; Cheyne Child Development Centre; Children and Adolescent Mental Health Service (CAMHS); Westminster's Outreach Team of Specialist Advisory Teachers; The Anna Freud Centre; Roundabout Drama Therapy Service; DreamArts Dramatherapy Organisation.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged throughout the school by wider opportunities such as school council, residential visits, school plays, sports teams and mini leaders in the playground.

5. Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN and co-ordinating the day to day provision of education for pupils with SEN is **Mrs E. Camplin** (SENCo).

6. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils.

All staff can access:

- The Burdett-Coutts School SEND Policy;
- A copy of the full SEND Register;
- Guidance on identification of SEN in the Code of Practice;



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- Information on individual pupils' special educational needs, including transition information, pupil profiles, targets and copies of the provision map;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities available through Westminster's SEND Local Offer.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

7. Admission arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN: those with Education, Health and Care Plans and those without.

8. Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

At Burdett-Coutts, we have a three-tiered approach to supporting a child's learning:

1. Universal (All): Every child will receive High Quality Teaching from his/her class teacher which may include some very minor adaptations to match learning needs.

2. Targeted: A differentiated targeted curriculum alongside High Quality Teaching. It may be appropriate to consider making 'additional to or different from' short term special educational provision to remove or reduce barriers to learning. This term has a graduated four-part approach:

- Assess your child's needs
- Plan the most effective and appropriate intervention
- Do or provide the intervention
- Review the impact on your child's progress towards individual learning outcomes.



Targeted interventions usually take place within the classroom. However, specific targeted one to one or small group interventions may run outside the classroom. These programmes are time-limited to minimise disruption to the regular curriculum.

3. Specialist: It may be necessary to seek specialist advice and regular long term support from external specialist professionals in order to achieve the best possible learning outcomes for your child. This may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS and the Child Development Service. The school may need to prioritise referrals to these services. For a very small number of pupils, access to these specialists may be through an Education Health Care Plan (EHCP).

9. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

10. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Elements 1 and 2 of the school's budget, which equates to £6,000. Some pupils with the most significant or complex needs may access additional funding from the Local Authority as part of an Education Health and Care Plan.

The SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used. The SENCO devises a training programme for staff in order to support the needs of the SEN pupils.

All teachers and support staff undertake inductions on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEN provision and practice.

11. Identification of pupils' needs

Identification

All pupils are assessed by their class teacher at the end of each term. Data is monitored closely through the school's data tracking system and is analysed by the SLT. Pupils of concern are discussed in weekly age phase meetings, and formal Pupil Progress meetings are held between class teachers and members of SLT every term. Teachers also discuss concerns as they arise with



the SENCO so that pupils can be identified and supported as necessary before any formal meetings are scheduled.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored (see paragraph above).
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style or strategies that need to be applied.
- d) The SENCO will be consulted as needed for support and advice and may observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings or meetings with the SENCO.
- i) Parents' evenings are used to communicate the monitoring and assessment of the progress being made by children.

SEN School Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the pupil will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process, as endorsed by the Code of Practice:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.



Assess

This involves analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome, and that the interventions being used are developing and evolving as required. Where external specialists are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected; and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support or interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO and in consultation with parents and pupil, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward.



Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Needs Assessment which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, planning provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review and be based on a range of internal and external factors (such as attainment levels being consistently at least two years below age related expectations; a special educational need from any of the four broad areas stipulated in the Code of Practice causing a significant impediment or barrier to a child's learning or progress).

Poor attendance and other external factors can hinder this process as the school may not be able to demonstrate lack of progress being solely due to learning needs).

The application for an EHC Plan will combine information from a variety of sources including:

- **Parents**
- **Teachers**
- **SENCO**
- **Social Care**
- **Health professionals**

Information will be gathered relating to the current provision provided, assessment of attainment and progress, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.westminster.gov.uk/local-offer>

Following Statutory Assessment over a period of up to 20 weeks, the Local Authority will decide whether or not to grant an EHCP and allocate funding. The school, the pupil and the pupil's parents will be involved in developing and producing the plan. If the Local Authority decide the pupil does not meet the criteria the Local Authority will support the school in putting together an Action Plan for support from their own resources.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.



Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and for changes to be put in place, for example, reducing or increasing levels of support and amending outcomes so that they remain challenging and appropriate.

12. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. In some, rare, cases, the school cannot meet the needs of the pupil in a mainstream setting and a decision is made alongside the parents and the Local Authority for alternative provision to be sought.

Regular training opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the family of schools in the locality and Bi-Borough (Westminster and Kensington & Chelsea). Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In-class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

13. Inclusion of pupils with SEN

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Advice will be sought from the Westminster behaviour support team (TBAP) for children who have behavioural concerns. Where a behavioural incident warrants exclusion, schools have a duty to inform this service.

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14. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

15. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

16. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCO attends relevant SEN courses, Bi-Borough SEN meetings and facilitates relevant SEN-focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

17. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO, who will inform the child's parents.

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18. Working in partnerships with parents

Burdett-Coutts Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision**
- b) continuing social and academic progress of children with SEN**
- c) personal and academic targets are set and met effectively**

In cases where more frequent and regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority's Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor (**Mr. W. Walter**) may be contacted at any time in relation to SEN matters.

The role of the SEN Governor is to meet with the SENCO on a termly basis and support the SENCO with their management of the SEN department. The SEN Governor is able to challenge the SENCO on statistics and the progress of SEN pupils, and can request to see any documentation they require to support information given.

The Learning Support Assistants are line managed by the SENCO and Headteacher.

19. Links with other schools

The school works in partnership with the other schools in the Local Authority and across the Bi-Borough. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

20. Links with other agencies and voluntary organisations

Burdett-Coutts Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:



- Anna Freud Family Service
- Westminster Education Psychology Service
- Behaviour Support Service (TBAP)
- Social Services (DSL and other Safeguarding team members also liaise)
- Speech and Language Service (Class teacher also liaises)
- Bi-Borough Specialist Outreach Services
- Westminster Child and Adolescent Mental Health Services (CAMHS)
- Westminster Occupational Therapy Service
- Roundabout Drama Therapy Service
- St Vincent's Family Project Drama Therapy Service
- DreamArts Drama Therapy Services
- Trained reading volunteers (1:1) from a variety of organisations

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

21. Support for pupils with medical needs

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

The school has adopted the DfE's guidance for supporting pupils with medical needs.

22. Criteria for exiting the SEN register

If pupils with SEN status no longer require additional support to make the progress that the school expects of them, this will be raised with parents formally.

Pupils with an EHC Plan will remain on the SEN register for as long as they have their ECH Plan.

The decision to remove a pupil from the SEN register will be a joint one with the School, external professionals and parents and pupils concerned.