



St Mary's Hampton

Church of England Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY (INCLUDING SEND INFORMATION REPORT)

Review Frequency: Annual
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Review Committee: SEDC / FGB
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A handwritten signature in black ink, appearing to read 'L. Freeman'.

Signed:

(Acting Headteacher)

A handwritten signature in black ink, appearing to read 'A. Jackson'.

Signed:

(co-Chair of Governors)

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1. Introduction

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEND Code of Practice (effective from 01.04.2015)
- 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
- Safeguarding policy
- Equality policy
- Accessibility plan
- Assessment procedures
- Complaints policy.

The policy was developed with representatives of the Governing Board, and its practices shared with staff, and parents of children with SEND.

2. Definition of SEND

The Special Educational Needs Code of Practice 2014 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:

- Have a significantly greater difficulty in learning than the majority of others of the same age or
- 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.

3. The kinds of special educational needs for which provision is made at the school

At St Mary's Hampton CE school we can make provision for every kind of frequently-occurring special educational need without a statement of special educational needs / Education, Health and Care Plan - for instance dyslexia, dyspraxia, speech and language needs, social and communication difficulties and behaviour difficulties. 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 also currently meets the needs of children with the following kinds of special educational need: dyslexia, dyspraxia, social and communication difficulty and physical needs. Decisions on the admission of children with a statement of special educational needs / Education, Health and Care plan are made by the Local Authority. The admission arrangements for children without a statement of special educational needs / Education, Health and Care Plan must not discriminate against or disadvantage disabled children or those with special educational needs and must follow the normal school admissions policy.

4. Operation of Provision

a. How we identify and assess children with SEND

At St Mary's Hampton CE School we monitor the progress of all children six times a year to review their progress. We use a range of assessments with all the children. This includes phonics, reading, writing, and a range of mathematical assessments; progress in communication has emphasis on speaking and listening, and ability to process and retain information for independent learning; development of social skills and interactions form a major part of Early Years' assessments.

Where progress is not sufficient we put in place extra support to enable the child to catch up. Examples of extra support are fine and/or gross motor skills activities; additional phonics and reading support; social-skills activities and games. These interventions usually take place in small groups.

Some children may continue to make insufficient progress, despite high-quality teaching targeted at their areas of weakness. For these children, and in consultation with parents, we will access a range of assessment tools to help determine the nature of the difficulty. In some instances this may help identify any underlying difficulties that explain inadequate progress or challenging behaviour. We have access to external advisors who are able to use appropriate assessments depending upon the nature of the difficulty.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the child to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the child has a *special educational need* because the school is making special educational provision for the child, which is additional to and different from what is normally available.

If the child makes good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the child as having a special educational need. If the child is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the child are aware of the support to be provided and the teaching approaches to be available. Children's progress is monitored and reviewed in line with the assessment procedures of the school.

Where the child has a SEND identified in a statement or EHC plan and an Individual Health Care Plan then the latter will be linked to or become part of that statement or EHC plan.

b. How we evaluate the effectiveness of the provision

Each review of the support plan will be informed by the views of the child, parents and class/subject teachers and the assessment information from teachers, which will show whether adequate progress is being made.

The SEND Code of Practice (2014) describes adequate progress thus:

- Is similar to that of children of the same age who had the same starting point;
- Matches or improves on the child's previous rate of progress;
- Which allows the attainment gap to close between the child and children of the same age

For children with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. The collation of all annual review evaluations of effectiveness will be reported to the Governing Board.

c. The school's arrangements for assessing and reviewing the progress of children with special educational needs

Every child in the school has their progress tracked six times per year. In addition to this, children with special educational needs may have more frequent and detailed assessment to inform targets and measure small steps in progress. If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

d. The school's approach to teaching children with special educational needs

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEND CoP, 2014)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision. We work to ensure that all children can access the National Curriculum and the enhanced opportunities offered at our school, and in turn we endeavour to remove barriers to learning for all children.

In meeting the requirements of The National Curriculum Framework the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / small group teaching, use of ICT software learning packages. 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 child on a daily basis and has overall responsibility for any additional support offered by other staff members.

e. How the school adapts the curriculum and learning environment for children with special educational needs

At St Mary's Hampton CE School we follow the advice in The National Curriculum Framework on how to adapt and differentiate the curriculum and the learning environment for children 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. Children with SEND will receive an Individual Education Plan (IEP) with personalised targets that the child will work towards throughout the year.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements: as a new school, priority has been given to establishing the allocation of time and resources to meet the needs of children with early identification of possible special educational need; governors regularly monitor that the assessments, reviews and next steps for these children are being taken in a timely manner; physical adaptations to the building are made according to physical needs; additional staffing support is identified and prioritised as a resource as soon as possible. Two governors hold specific responsibility for SEND and meet with the SENCO three times per year to monitor the process of 'plan, do, review'. Together they review the SEND action plan and accessibility plan. This is then reported to the Full Governing Board.

f. Additional support for learning that is available to children with special educational needs

As part of our budget we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for children requiring special educational provision. The support offered is matched to the needs of individual children with SEND and is evidence based. The amount of support required for each child to make good progress will be different in each case. In very few cases a very high level of resource is required. The notional funding arrangements require schools to provide up to £6000 per year of resource for children with high needs, and above that amount the Local Authority where the child or young person lives should provide additional top-up funding to the school.

g. Activities that are available for children with special educational needs in addition to those available in accordance with the curriculum

All clubs, trips and activities offered to children at St Mary's Hampton CE school are available to children with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the child in the activity.

h. Support that is available for improving the emotional and social development of children with special educational needs

At our school we understand that an important feature of the school is to enable all children to develop emotional resilience and social skills. Our Code of Conduct and three Golden Rules provide the context in which this takes place within the continual daily diet of school life. Through direct teaching we deliver curriculum provision through personal social health citizenship education (PSHCE); RE and daily Collective Worship curriculum which embodies strong development of understanding of social, moral, spiritual and cultural matters.

For some children with the most need for help in this area we also can provide additional support e.g. mentor time with an appropriate member of staff, opportunity for some time out space for a child to use when upset or agitated. External referrals to CAMHS (Child and Adolescent Mental Health Services), and access to counselling services may be utilised if necessary.

Children in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by children who do not need this support. Children are taught through the PHSE curriculum and within the implementation of the Behaviour policy how to act if they feel they are being bullied, or if they think another child is being bullied. Staff have a mechanism through a weekly communication to share information about vulnerable children to help ensure that children receive the maximum support in developing resilience and social skills. Staff are developing an increasing repertoire of playground activities and games to reduce risk to vulnerable children at potentially vulnerable times of day.

Children with SEND who are also Looked After Children – please refer to the separate Looked After Children Policy for the provision at St Mary’s Hampton CE School. The designated teacher for Looked After Children is Mrs Lucia Freeman.

5. The name and contact details of the SEND Co-ordinator

The SENCO at St Mary’s Hampton CE School is Sandra White. This is a temporary position until July 2017.

As a new school, the Acting Headteacher and Governing Board have a succession plan in place to ensure that a qualified teacher will be qualified in the National award and take on the role of SENCO within the next six months. This may initially be in the form of a part-time, fixed-term contract post.

Sandra White is available on 020 8979 5102. If you wish to make an appointment with her, please contact the school office on the above number or email admin@stmaryshampton.school.org.uk in the first instance.

6. The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers have awareness training in Dyslexia, Dyspraxia, Social and communication difficulties, behaviour management and specific medical needs according to the needs of children currently in our school.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are Clarendon school, Richmond Borough (Achieving for Children), Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, and dyslexia specialists.

The cost of training is covered by the notional SEND funding.

7. How equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities, which the school does not have, we will purchase it using the notional SEND funding, or seek it by loan. The local borough SEND advisory service is utilised regularly by the SENCO and in such cases advice will be sought through them.

8. The arrangements for consulting parents of children with special educational needs about, and involving them IN THEIR education

All parents of children at St Mary's Hampton CE school are invited to discuss the progress of their children on three occasions a year through the Parent / Child progress meetings, and receive a written report once per year. We are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all children 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 child has a special educational need.

If improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the child will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of children with a statement of SEND / 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 child. Information will be made accessible for parents.

9. The arrangements for consulting young people with special educational needs about, and involving them in their education

When a child has been identified to have special educational needs because special educational provision is being made for him or her, the child will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

10. The arrangements made by the Governing Board relating to the treatment of complaints from parents of children with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at St Mary's Hampton CE School are used for complaints about provision made for special educational needs and disability. The complaints policy is available on the school website (www.stmaryshampton.school.org.uk (at About our school/Our Policies/SMH Complaints Policy June 2016) or upon request at the school office.

In the first instance we encourage parents to discuss their concerns with the school, initially with the class teacher who will seek to resolve any difficulty or misunderstanding. If matters remain apparently unresolved then parents are encouraged to make an appointment with the SENCO / Acting Headteacher who, together with the parent, will seek to resolve the issue before making the complaint formal to the co-Chair of the Governing Board.

11. How the Governing Board involves other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of children with special educational needs and in supporting the families of such children.

The Governing Board are supported by the following agencies OR services:

- Premium membership of SPA(RK) for access to specialist teaching and learning service, including SEND advisory service
- Ability to make ad hoc referrals / requests to additional services (e.g.: educational psychologist, occupational therapist).
- School Nursing service

The Governing Board plan to extend the service level agreements as the school grows and have ensured that SEND is well supported in its current budget (2016-17) to be able to make any ad hoc referrals as necessary.

12. The contact details of support services for the parents of children with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

SEND Family Voices is a community group run by volunteer parents and representatives of disability specific groups and specialist schools. They work to develop changes and improvements for children and young people with Special Educational Needs & Disabilities (SEND) and their families in Kingston and Richmond. They work as equal partners with the statutory services and represent the voices of families, children and young people. They provide the function of the Parent Partnership Service in the boroughs of Richmond and Kingston.

Phone: 07469 746145

Email: SEnDFamilyVoices@outlook.com

Website: www.sendfamilyvoices.org

Independent Supporters can work with parents/carers and their child to ensure that their voices are heard. They offer a free, friendly, flexible service for families and young people. They offer support in a variety of ways, for example, helping parents/ carers to understand the legal framework underpinning the changes in SEN and attending or supporting you at meetings with the local authority or school.

The local organisations that provide this service are:

Independent Support Partnership

Phone: 020 8831 6076

Email: independent.support@richmondaid.org.uk

Website: www.raid.org.uk

KIDS Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS)

Phone: 020 8831 6179

Email: richmondkingston@kids.org.uk

Website: www.kids.org.uk

In addition to independent support, the Information, Advice and Support Service (SENDIASS) offers advice across a wide range of subjects. This may include help with personal budgets and how to use the

Local Offer plus:

- Support with understanding reports and letters, attending meetings and preparing for assessments and reviews
- Information and signposting to support services in your area
- Support with transition and preparing for adulthood
- Support with and signposting to mediation
- Advice and support on benefits.

The Local Offer (see Section 14) contains information on all the local organisations that can provide support and advice.

13. The school's arrangements for supporting children with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At St Mary's Hampton CE School we work closely with the educational settings used by the children before they transfer to us in order to seek the information that will make the transfer as seamless as possible. The SENCO and the reception class teacher for new intake undertake a series of visits to pre-school providers for children with identified SEND at Foundation stage 1. This frequently includes a transition meeting involving the parents, nursery providers and specialist advisers or receipt of their service's reports on the individual child.

We also contribute information to a children's onward destination by providing information to the next setting.

At present we do not have any Year 6 children but as the school grows the preliminary preparation for children with identified SEND transferring to secondary school will begin in Year 5. Further details will be available to those parents at the time.

14. Information on where the Local Authority's local offer is published.

The Local Authority's offer is published at <https://www.afclocaloffer.org.uk/>

Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Contacts within the local authority:

Richmond SEN
Telephone: 020 8891 7541 / 020 8891 7591
Email: Afc.SEN.Team@richmond.gov.uk
Address: 42 York Street
Twickenham
TW1 3BZ