



THE FEDERATION OF SINGLEGATE AND WILLIAM MORRIS PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

Revised September 2018
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All schools are required to have in place a policy for the management of Special Educational Needs. In compliance with section 69(2) of the Children and Families Act 2014 and Regulation 51 and schedule 1 of The Special Educational Needs and Disability Regulations 2014, the governing body must also publish a report on the implementation of the school's policy for pupils with SEN. This is available on the school's website: <http://www.swmf.org.uk/>

LOCAL OFFER

Local authorities have a statutory duty to develop and publish a local offer, setting out in one place information about the support they expect to be available in the area across education, health and social care for children and young people who have SEN or are disabled, including those who do not have Education Health Care (EHC) plans. The local offer for Merton is published online at: www.merton.gov.uk/the-local-offer.htm

AIMS

1. We aim to ensure that all of our children receive an education that enables them to achieve the best possible education and other outcomes. We want them to become confident, able to communicate their own views and ready to make a successful transition into further education.
2. We aim to provide a differentiated curriculum that is broad, balanced and relevant to the needs and interests of each child within the terms of the 2014 Special Education Needs Code of Practice and the 2010 Equality Act.
3. We aim to support each other through on-going dialogue, SENCO drop ins, planning meetings, specific curriculum inputs by curriculum subject leaders and regular training courses.

DEFINITION OF SEN

The Special Educational Needs Code of Practice 2014 states that 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 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.

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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 will use our best endeavours to ensure that such provision is made for those who need it.

There are four broad areas of Special Educational Need which give an overview of the range of needs that are planned for at both schools. The four areas are:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

a) **COMMUNICATION AND INTERACTION:**

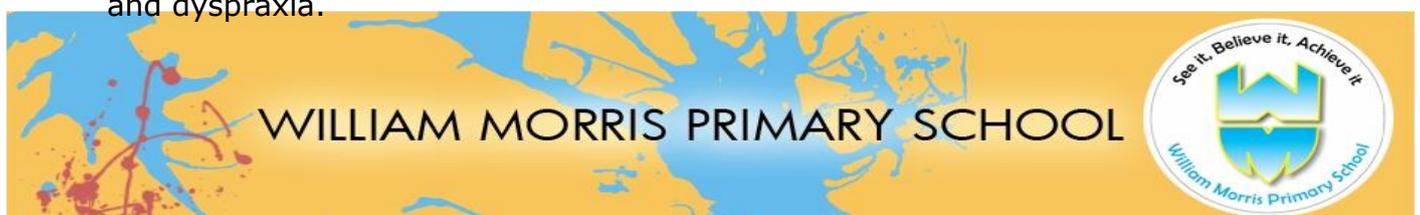
Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty in saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

b) **COGNITION AND LEARNING:**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.





c) **SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES:**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

d) **SENSORY AND/OR PHYSICAL NEEDS:**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI) hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children with an MSI have a combination of vision and hearing difficulties.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

IDENTIFICATION AND ASSESSMENT OF SEN

At Singlegate and William Morris Primary school we have a clear approach to identifying and responding to Special Educational Needs. The benefits of early identification are widely recognised; identifying the need at the earliest point and then making effective provision improves long-term outcomes for the individual.

Class teachers monitor the progress of children at all the times through observation or work samples, as well as using information from whole school assessment data. If a child is not making expected progress or has difficulties in a particular area of learning, parents are informed and interventions are put in place in order to help the child catch up; this does not imply that the pupil has a special educational need.

If your child continues to have difficulties, a 'cause for concern' sheet is completed outlining areas of difficulty. This is reviewed regularly in order to monitor progress and the impact of targeted teaching. This stage is

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characterised by the gathering of information and increased differentiation within the child's normal classroom work. The child's class teacher:

- identifies a child's area/s of difficulty
- consults the child's parents and the child
- informs the Special Educational Needs co-ordinator, who registers the cause for concern, supports the member of staff and monitors progress closely
- works closely with the child in the normal classroom context
- provides high quality targeted teaching at the areas of weakness
- monitors and reviews the child's progress, working alongside the Special Educational Needs Co-ordinator

If the child continues not to make expected progress, it may be necessary to consult with outside agencies, such as the Merton Language and Learning Support team, to receive more specialised expertise. The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. In some cases, underlying needs may explain inadequate progress or challenging behaviour. Parents will be consulted prior to contacting an outside agency and the results of any assessments will be shared with parents. Where necessary, a meeting will be arranged to agree a support plan.

Pupils who require additional and different support and who would not be able to make progress without it are identified as having a special educational need, (see above definition of SEN,) and are recorded as SEN on the school provision map. The provision map is updated termly and all staff have access to records about the children's individual needs and strategies to support.

SUPPORT FOR CHILDREN WITH SEN

The graduated approach

Where a child is identified as having Special Educational Needs, action is taken to remove barriers to learning and put effective provision in place. This support takes the form of a four-part cycle (assess, plan, do, review) through which decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and what supports the child in making good progress and securing good outcomes.

If a child continues to make less than expected progress, despite targeted teaching and differentiation, the child may be identified as having SEN and parents and children help write a 'Passport to Success'. This document takes account of how the child feels about learning and outlines the child's interests,

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strengths, areas of difficulty and strategies for support. It also sets end of year targets related to the child's area of SEN. The class teacher meets termly with parents to review the passport and the progress the child is making towards their targets.

Termly 'Inclusion Meetings' take place between the class teacher and the SENCO to discuss provision for the children in the class. The provision map includes a record of the child's end of year targets from their passport as well as strategies to support the child in class and any additional interventions. Class teachers and TAs work closely together to plan and deliver interventions to help children achieve their targets. The effectiveness of the support and interventions is monitored by the SENCO and by members of the senior management team as part of termly assessment data analysis. The impact of support is recorded on the provision map and used to inform next steps as part of the 'assess-plan-do-review' cycle.

Resources

Schools receive funding for all SEN children. This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources for children requiring special educational provision. The support offered is matched to the needs of individual pupils with SEN and evidence based. The amount of support required for each child to make good progress will be different in each case. We have a team of Teaching Assistants (TAs) who are funded from the SEN budget and deliver programmes designed to meet children's needs.

Types of Support

- a) High quality teaching from the class teacher, including targeted support and differentiation for individual children, is the first step in responding to children who have or may have SEN.

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

This means that:

- The teacher has the highest possible expectations for all children in their class.
- Teaching is based on building on what each child already knows, can do and can understand.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to meet the needs of individual children.

- b) Targeted group work with in a smaller group of children.





This work, known as intervention groups, may take place in the classroom or outside and may be led by a teacher or, most often, a teaching assistant who has had training to run these groups. This means that:

- The class teacher identifies gaps in a child's understanding / learning and puts in place extra support to help the child make the best possible progress.
 - Group sessions are organised with specific targets for each child to help him/her to make more progress.
- c) Specialist groups or individual support to deliver a programme recommended by an outside agency e.g. Speech and Language therapy

This type of support is available for children with specific barriers to learning that cannot be overcome through high quality teaching and intervention groups. This means that:

- The child is identified by the class teacher/ SENCO as needing more specialist input instead of or in addition to high quality teaching and intervention groups.
 - Parents are asked to come to a meeting to discuss their child's progress and help plan possible ways forward.
 - With the parents' permission, the child may be referred to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and parents understand the child's particular needs better and be able to support them more effectively in school.
 - The specialist professional will work with the child to understand their needs and make recommendations, which may include:
 - Making changes to the way the child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group
 - The class teacher will remain responsible for working with the child on a daily basis.
- d) Specified Individual support

Where, despite having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs of a child, the child continues to not make expected progress, the school or parents may consider asking the local authority to carry out an Education, Health and Care needs assessment. This is a

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legal process which sets out the amount of support that will be provided for the child. This means:

- The child has been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. In these cases the school will request 'top up' funding from the Local Authority.
- After the school submits the request, the Local Authority decides whether they think the child's needs, (as described in the paperwork provided), are complex enough to need a statutory assessment. If this is the case, the Local Authority will gather advice from the relevant professionals about the child's education, health and care needs, and establish and record the views, interests and aspirations of the parents and child. The LA then decides if the child's needs require an Education Health Care Plan.
- The Education Health Care Plan (EHCP) describes formally the child's Special Educational Needs and establishes outcomes across education, health and social care based on the child's needs and aspirations. It specifies the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes
- This type of support is available for children whose learning needs are severe, complex and lifelong.

MONITORING AND EVALUATION

At Singlegate and William Morris Primary School, we carefully monitor and evaluate the provision for our children with Special Educational Needs. Class teachers plan and evaluate their strategies for children with SEN within their class plans, which are monitored by the Executive Headteacher and Senior Leadership Team. Areas of strength are identified and consideration is given to differentiation of task, use of adult support and additional resources required to deliver a broad and balanced curriculum.

Lesson observations and regular drop in sessions allow members of the senior management team to monitor how children are being catered for within the classroom. Teaching assistants plan interventions carefully, using their skills to consolidate, reinforce and support learning objectives and tasks. Detailed records and intervention targets are kept in SEN files. These files are monitored on a termly basis with feedback provided for the teaching assistant identifying areas of strength and actions for further development.

Through regular inclusion maps and thorough record keeping, we ensure that all teachers and support staff who work with the pupil are aware of the support to

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be provided and the teaching approaches to be used. The school has in place a comprehensive provision map to help track the interventions in place, based on the "Assess, Plan, Do, Review" model outlined in the Code of Practice.

ROLES AND RESPONSIBILITIES

Governors

Have responsibility to ensure that:

- the school meets its responsibilities under The Special Educational Needs and Disability Regulations 2014 and the Equality Act (2010)
- children with Special Educational Needs are identified and have full access to all that school has to offer
- resources are available to implement the school SEN policy.

There is a designated governor for Special Educational Needs. As part of this role, the governor regularly visits the school to meet with the SENCO and to familiarise themselves with provision for SEN children.

Executive Headteacher/Senior Leadership team

- include the identification of SEN as part of the overall approach to monitoring the progress and development of all pupils
- ensure the quality of teaching and provision for children with SEN is an integral part of school improvement and regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision.
- write and review the job description of the SENCO, ensuring the SENCO has sufficient time and resources to carry out responsibilities outlined in 2014 Code of Practice
- identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- ensure that children, parents and young people are actively involved in decision-making

Special Educational Needs Co-ordinator

The Special Educational Needs Co-ordinator (SENCO) has an important role, with the Executive Headteacher and Governing Body, in determining the strategic

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development of the SEN policy and provision in the school. Each school has a designated SENCO and their duties include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- working with the Executive Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all children with SEN up to date

Class Teachers

Class teachers are responsible for:

- the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.
- differentiating the curriculum, providing high quality teaching, matching it carefully to the child's needs
- identifying children who are a cause of concern, then planning and liaising with the SENCO to put in place additional support,
- collaborating with colleagues to meet individual needs, including supporting teaching assistants to plan and deliver high quality interventions.
- monitoring and supporting the work of teaching assistants
- liaising with external bodies and implementing agreed recommendations accordingly
- termly meetings with parents and children to write and update the passport for success, outlining strategies to support the child and recording the impact of support.
- ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

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- working to the child's strengths and encouraging success as independent learners.

Teaching Assistants

Teaching assistants are responsible for:

- working to the direction of the class teacher, providing support for individuals or groups of learners, and promoting inclusive education.
- recording outcomes and reporting to the class teacher.
- planning and delivering small group intervention
- attending meetings, INSET and training to support ongoing professional development

- evaluating intervention group sessions and giving feedback to class teachers
- contributing to an annual report to families and to children's annual reviews where appropriate
- maintaining professional records and files that will be monitored on a termly basis

STAFF DEVELOPMENT

All teachers and teaching assistants have regular training to support them in meeting the needs of children with SEN. There is also specific training available to teaching staff providing personalised support programmes for individual children. The school uses the Local Authority agencies, service level agreement and school INSET programmes to support all staff.

PARTNERSHIP WITH PARENTS/FAMILIES

We value families as partners in the education process and aim to begin this partnership as early as possible in the child's school life when home visits are planned before s/he starts in our Nursery. Families are encouraged to support curriculum initiatives. They are asked to write regularly in the home/school diaries that the children take home and to attend assemblies and meetings.

The school works closely with families of SEN children to build an understanding of the child's needs and put in place strategies to support the child. Effective communication is an essential factor in developing the relationship between families and school. There is an 'open door' policy and parents / carers of children with SEN are encouraged to discuss their concerns at every stage through informal meeting with either the class teacher or SENCO.

When a child is identified as requiring SEN support, the class teacher or SENCO will write a 'Passport to Success' which outlines the child's strengths, areas of difficulty and strategies for support. Parents are invited to contribute to the

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passport; sharing reflective comments and identifying the different ways in which they can be involved in supporting their child. Pupil Achievement Review meetings are held twice yearly where parents discuss their child's progress with the class teacher and update the 'Passports to Success'. Parents / carers also form part of the group at the Annual Review discussion for those children with Education Health Care Plans.

Some children may require an additional home school partnership book. This is a daily record that logs the child's behaviour, attitude and achievement. Class teachers and teaching assistants will use the home school book to communicate important messages home to families. Parents are also encouraged to record observations from the home environment.

Further information for parents can be found on the SEN Information Report available on the school website

LINKS WITH EXTERNAL AGENCIES

Both schools work alongside a range of external agencies within the Borough of Merton to offer the most suitable support. Professionals work in consultation with all members of staff and families to offer recommendations and advice. This may include individual assessments and / or working alongside class teachers to put in place appropriate provision.

Specialist agencies that work with both schools include:

- Merton Learning and Language team
- NHS Speech and Language therapists
- Merton Educational Psychologists
- Merton Sensory Needs team
- Child and Adolescent Mental Health Service
- Merton Virtual Behaviour team
- NHS Occupational therapists

Parents will be consulted before any work is completed with specialist/external agencies. Specialists may either meet with parents / staff or provide written reports that outline agreed actions and recommendations for both the school and family. The school will then plan for targeted support and intervention to address the agreed actions. These targets and strategies will be incorporated into the child's individual passport to success and recorded on the provision map.

ACCESSIBILITY

The school is fully accessible for wheelchair users. There are special toilet facilities available for wheelchair users. There is a designated Special Educational Needs teaching room and office. The accessibility action plan is reviewed annually to include additional specialist provision required. Please see the Disability and Accessibility policy for further information.

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ADMISSION ARRANGEMENTS

Children with Special Educational Needs have the same rights of admission as all other children. The Governing Body has adopted the Local Authority's admission policy for the school for 2017-2018.

LINKS WITH OTHER SCHOOLS / PHASES OF EDUCATION

We work closely other educational settings to help ensure the transfer between schools is as seamless as possible. We recognise that transitions can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible. Transfer arrangements are outlined in the Policy Document Folders and part of the procedure includes visits to enable the child to become familiar with the new environment.

