

# **Belleville Wix Special Educational Needs and Disability Policy**

Policy written: Revised November 2017

**Next Review Due: November 2018**

## **Purpose:**

The Special Educational Needs and Disability (SEND) Policy is a key part of a successful inclusive school.

There is a shared expectation that all pupils regardless of their specific needs should be offered inclusive quality teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community.

The SEND policy outlines how Belleville Wix aims to meet the additional needs of all children.

The School may offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory and physical needs.

We aim to provide induction, training, coaching and support to help teachers achieve good practice in teaching all children. This is achieved by working with parents and children and staff by monitoring plans, lessons and books, providing interventions, and seeking external advice to ensure that all children receive the provision they require.

It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

**At Belleville Wix the person with responsibility for SEND Provision is:**

Rebecca Osuntokun (Dep. Head & Senco)

## Sections

1. Principles of SEND
2. Roles and responsibilities
3. Appendices.

The term teacher refers to all adults in school from this point onward.

## Section 1: Principles of SEND

### Definition:

As defined by Part 3 of the Children's and Families Act 2014 and SEND Code of Practice 2014.

*A child or young person has SEND if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

*(a) has a significantly greater difficulty in learning than the majority of others of the same age; or*

*(b) have a disability which prevents or hinders him or her from making use of 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 he or she is likely to be within (a) or (b) above when of compulsory school age (or would be likely if no special educational provision were made (Clause 20 Children and Families Act))*

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition

Special educational provision means educational provision which is additional to, or otherwise different from the educational provision made generally for children of their age.

## Principles

### 1. A child with SEND has their needs met by:

- a. Early identification; and/or
- b. Specialist teaching; and/or
- c. Education Health and Care Plans (EHCP)

### 2. The views of the child are sought and taken into account through

- a. Involving the child in the decision-making process about SEND provision

### **3. Parents have a vital role to play in supporting their child's education**

- a. Working in partnership
- b. Valuing parents/carers views and contributions.
- c. Keeping parents/carers fully involved.

### **4. Children with SEND are offered full access to a broad, balanced and relevant education through:**

- a. Admission Arrangements
- b. Equal opportunities
- c. Accessibility

## **Details of Core Principles**

This section breaks down the principles above into details.

### **1. The needs of SEND children may be met at Belleville Wix by:**

#### **a. Early identification**

- Children will be identified as having SEND through the SEND Support Identification Process (Appendix 1)
- Children with SEND have identified difficulties in a number of categories (Appendix 2) that call for special provision to be made.
- Concerns are noted by the class teacher/parents/carers or external agencies.
- The class teacher in consultation with Inclusion Leader puts in place appropriate provisions within Quality First Education (Q1E), using strategies and advice on a range of provisions in the classroom.
- Parents/carers are informed of concerns and provisions but consent is not required at the stage of Q1E. At Belleville Wix this may take the form of Internal Team Around the Child/Family meeting (iTAC/iTAF) and or Progress Meetings.
- The impact of these provisions is reviewed within a short period. Where there is good progress, the child returns to regular tracking. Strategies may stay in place if appropriate long term. If some progress is made this cycle can be repeated.
- Where little or no progress is seen the class teacher and parents/carers, in consultation with the Inclusion Lead and/or External Agencies, agree further strategies to support the child towards agreed outcomes. These are recorded on the Initial Concerns Record (ICR) (Appendix 3).
- At Belleville Wix this is at the level of Pre-SEND Support.
- Examples of possible interventions can be seen in Appendix 4.
- Class teachers or the Inclusion Lead may have anonymous discussions for advice with external agencies, for example the school's Educational Psychologist or Behaviour Learning Support team, Literacy Support Service etc beforehand, to aid implementation of in-school support. No names will be mentioned at this stage without parental consent. If any further specialist/external action is deemed suitable, parents will be contacted and parental permission will be sought.

- Progress is reviewed within an agreed period. Where there is good progress, the child returns to regular tracking. Strategies may stay in place if appropriate long term. If some progress is made this cycle can be repeated.
- Where little or no progress is seen the class teacher and parents/carers, in consultation with the Inclusion Lead and/or External Agencies, arrange a meeting to agree further strategies (including placing the child on SEND register).

## **b. Specialist teaching**

- Teachers adapt to the needs of the learners.
- Teachers may provide interventions and/or Q1E that is **additional to** or **different from** those provided as part of the schools usual differentiated curriculum (Appendix 4).
- Further details on resources that may be available are stated in the **SEND Plan/ Information Report** (Local offer) which is also published on the school website (Appendix 5).
- The work is well-matched to the full range of learners' needs demonstrating a range of strategies to support the children's learning.
- Triggers for interventions are underpinned by evidence about the child, regarding progress and specific difficulties and consultations with parents, appropriate personnel or external agencies (see 1a above).
- Advice from outside agencies is incorporated in the teaching.
- Support and advice from External Agencies is sought by the Inclusion Lead where deemed appropriate.
- Parental consent will be gained at this stage for any referral to external agencies for a specific child.
- Parents/Carers, the Inclusion Lead, Class teacher and outside agencies, work collaboratively to decide appropriate interventions and desired outcomes.
- Targets, incorporating recommended advice are established on a SEND Support Provision Map (Appendix 6)
- Provision Map targets are reviewed termly on a cyclical basis (plan, assess, do, review).
- Details and information about the child may be recorded on a Personal Plan, generic to both education and health which can serve as a record of the child's circumstances, needs and targets.
- Strategies and advice are followed by teachers to ensure targets are met.

## **c) Education Health Care Plans (EHCP)**

- If a child continues to demonstrate significant cause for concern, an External Team Around the Child (eTAC) meeting to discuss the potential need for an EHCP will be arranged including the parents/carers, the Inclusion Lead and all relevant agencies. From this meeting 'next steps' shall be agreed and managed by the appropriate agency.
- A range of written evidence is collected and submitted from all parties involved with the child's education and health provision.

- For children accessing EHCPs the best way to meet that child's individual needs will be through collaboration between the parents/carers, education, health and care professionals.
- The EHCP is reviewed annually and targets are set termly in conjunction with teachers, the Inclusion Lead and parents/carers
- Pupils with statements currently will continue to receive support as stipulated in their statement and reviewed annually as previous until they are transferred to an EHCP.
- Pupils with statements will have these reviewed and transferred to EHCPs at a time deemed appropriate by all eTAC members. (See website for the Wandsworth proposed timeframe in which this will happen).
- Parents/carers and professionals are able to request an earlier transfer. These will be granted by Wandsworth in exceptional circumstances.

## **2. The views of the child are sought and taken into account through**

### **a. involving him or her in the decision-making about SEND provision by:**

- Target setting
- Assessing progress
- Contributing to the Initial Concerns Record, SEND Support Provision Maps and annual reviews.
- Contributing to school reports where appropriate or whenever deemed suitable in supporting provision.
- Contributing to Pupil Passports.

## **3. Parents/Carers have a vital role to play in supporting their child's education through:**

### **a. working in partnership with the school and other agencies through sharing**

- Concerns using the Parent/Carer Concerns Form and/or Initial Concerns Record or formally or informally in meetings or discussions with the class teacher.
- Information
- Progress
- Responsibility

### **b. Parents/Carers contributions are sought through:**

- Parent meetings, Wandsworth Parent Partnership Concerns form, Initial Concerns Meetings, iTAC and/or eTAC meetings, SEND Support Record Meetings, Provision Map reviews, EHCP reviews, informal conversations, any written format or any other method deemed suitable by all parties. There will be recognition of the need for flexibility and the timing and structure of meetings.

### **c. Keeping parents/carers fully involved**

The school will:

Make parents aware of procedures and how to access support in preparing for their contributions (see SEND Information Report, Appendix 5 and Wandsworth/Family Information Service Local Offer) ([www.wandsworth.gov.uk/fis](http://www.wandsworth.gov.uk/fis)).

- Make sure that parents/carers are given copies of all documents discussed
- Share information about pupil progress
- Inform parents of any changes
- Share SEND Support Provision maps with parents termly.
- Hold ECHP/Statement reviews annually

Parents may not be informed of initial anonymous advice seeking from external agencies but where further action is required all referrals and named discussions will only take place with parental consent.

#### **4. Children with SEND are offered full access to a broad, balanced and relevant education through:**

##### **a. Admission Arrangements.**

- There are not different admission arrangements for pupils with SEND who do not have statements (see admissions policy).
- Children applying with statements/EHCPs will have their needs assessed and admission agreed in line with the DfE Admissions Policy and SEND Code of Practice 2015, gaining priority admission if the school is able to provide for their needs.

##### **b. Equality**

- All pupils have an equal opportunity to engage in the curriculum.
- All pupils follow the expected behaviour policy as appropriate for their specific needs (see Behaviour Policy) or follow guidance and support from outside agency where appropriate.

##### **c. Accessible.**

- An accessible curriculum is provided for all individual pupil needs (See Accessibility Plan).

### **Section 3: Roles and responsibilities.**

Overseeing the provision of SEND within the school is the responsibility of the Local Board of Governors (LGB) and the Executive Head teacher.

The Governors and Executive Head teacher delegate responsibility to the Deputy Head with responsibility for Inclusion.

The named responsible person is Rebecca Osuntokun.

The SEN/Inclusion team are supported by the Director of Inclusion from the Quality First Multi-Academy Trust to aid robust and consistent provision across the schools within the Trust.

The Inclusion Lead is responsible for:-

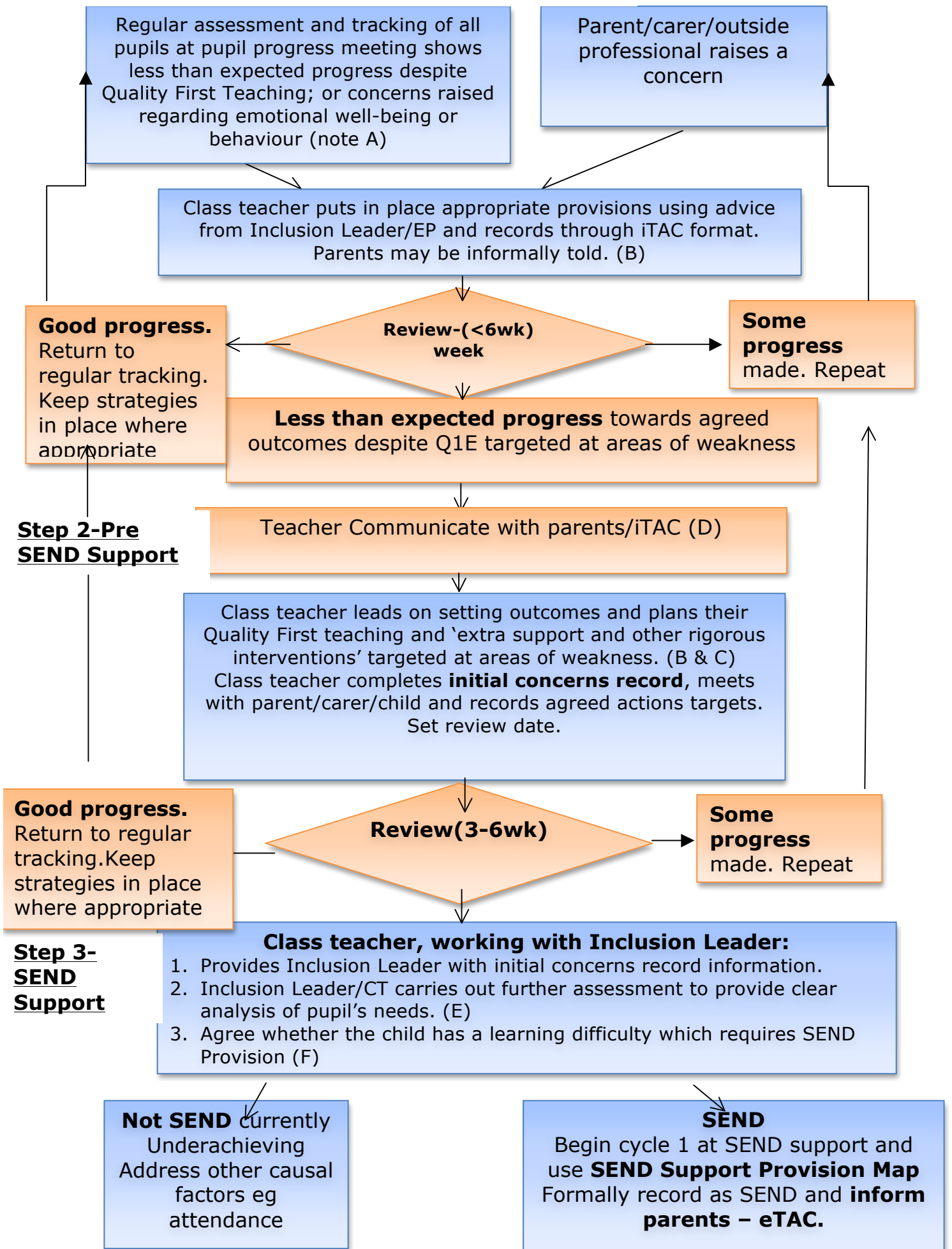
- The day-to-day running of the SEND policy.
- Monitoring
- Assessing
- Coordinating the provision for pupils
- Maintaining the school's SEND records for identified pupils
- Liaising with and advising teachers about SEND planning, provision, resources, approaches etc.
- Liaising with parents of children with SEND.
- Liaising with external agencies
- Contributing to the in-service training of staff.
- Reporting to the governing body on SEND policy.
- Managing the SEND budget set for purchasing specialist resources.

Policy written: November 2017

**Next Review Due: November 2018**

**Appendix 1**

**Step 1 Initial Concerns/ iTAC and Progress Meetings**





## Explanatory notes on SEND Support Identification Flowchart

A. The Code of Practice (June 2014) identifies less than expected progress as progress which (page 84):

- *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*

*It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.*

B. Inclusion Leader and Deputy Heads to advise/support the class teacher to ensure pupil is receiving quality first teaching appropriate to their needs. eg differentiation, targeted feedback, use of in-class support. Has the class teacher been provided with advice, support and training to support this pupil? What strategies to put in place to assist learning re the specific difficulties (eg: learning environment key factors)?

C. Quality First might include targeting a small group for focused teacher input twice a week or use of a particular resource. Class/subject teacher led interventions involving working outside the classroom can be included at this stage. This should be agreed with the parent at the Initial Concerns Meeting.

D. 'Communicate' – ie let parents know results of your review in a timely manner, but this **might not** be a formal meeting which would probably be best held when further assessment/information in school has been carried out. Can be in playground/parent meeting/informal/formal meeting/phone call.

E. Assessment can include: review of records and any earlier interventions; structured observations of child undertaking work in area of weakness ; analysis of samples of relevant work eg mis-cue analysis, ABC behaviour log, audio recordings; use of school screening and assessment tools; , could include specialist assessment depending on severity/type of need.

F. Definition of SEND in Code of Practice 2014 (page 4-5)

*xiii. 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 him or her. (This is provision over and above what is described in notes B and C above)*

*xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- has a significantly greater difficulty in learning than the majority of others of the same age,*
- or (ie compared to national averages)*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools*

## Appendix 2 - Categories of Need.

**A child with SEND may have one or more categories of need, the primary need is identified, and where possible the secondary needs identified and recorded.**

- **Communication and Interaction Need (CIN)** – Includes Speech, Language and Communication (SLCN) and Autistic Spectrum Disorder (ASD)
- **Cognition and Learning (C&L)**– Includes Literacy, Numeracy and general learning difficulties, Specific Learning Difficulties (SpLD) such as Dyslexia, Moderate Learning Difficulties (MLD) and Profound and Multiple Learning Difficulties (PMLD).
- **Social, Mental and Emotional Health (SMEH)**- Includes all social, mental and emotional needs including behavioural needs with a social, mental or emotional cause.
- **Sensory and Physical (S&P)**- Includes Physical difficulty (PD), Visual Impairment (VI), Hearing Impairment (HI) and Multi-Sensory Impairment (MSI).

### Appendix 3

## Initial Concerns Record

Completed by class teacher on \_\_\_\_\_

**Pupil information** - This form will be shared with all professionals & parents/carers involved with child

Name:		DoB:	Year group:	Class teacher:						
Attendance % (less than 95%):		<b>(Please circle as appropriate)</b>						Exclusions:		
Punctuality:		CLA		Pupil Premium						
EAL Stage	Home language	Medical information						Specialist services - Health – Education - Social Services		
Concerns:										

### Achievement data

FS Profile scores																		
Year																		
Attainment	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
NC/P levels																		

**Baseline information** – provide detail where there is an area of relative strength or difficulty

**Language (please circle as appropriate)**

Speech sounds                      Expressive                      Receptive                      Social and functional

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**Literacy** – Are needs related to: (please circle as appropriate)

Phonic phase – reading              Phonic phase – spelling              HFW – reading              HFW – spelling

Comprehension              Book band level              Letter formation              Other

Is example of free writing attached? (please circle) **Yes / No**

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**Numeracy (please circle as appropriate)**

Shape / Space / Measure              Using & applying              Calculation              Data Handling              Number              Other

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**behaviour for learning (please circle as appropriate)**

Concentration	Co-operation	Independence	Engagement
Confidence	Self-esteem	Organisation	Self-control
Other	Age appropriate behaviours	Recorded examples of behaviour concerns attached? (please circle) <b>Yes / No</b>	

**Differentiation in place over time**

What action has already been taken through curriculum differentiation to address the child’s needs, i.e. modification to teaching approaches, classroom organisation, behaviour management strategies, or through provision of ancillary equipment and aids already in place, with outcomes?

<b>Differentiation</b>	<b>Impact</b> – progress and inclusion

**Additional observations – (Please circle as appropriate) This could include:**

Parents (child’s behaviour at home)      Support staff      Previous class teacher(s)      Lunchtime supervisors

Note any key issues raised:

**List individual assessments completed to support identification of need, including behaviour plans** Include standardised assessments (reading/spelling age as well as criterion-referenced assessments)

Test	Date	Outcome

Have you spoken to the parents? (please circle) **Yes / No**

**Parents’ and pupils’ perspective on child’s strengths/additional needs**

Summarise information from discussions

<b>Parents/carers</b> Have concerns been shared with parents/carers to date?
<b>Pupil</b>
<b>Peers</b>

**Home setting:**

**Desired outcomes:**

## Initial Concerns Record – for Parent Meeting

**Note of initial concerns meeting – pre SEND support** - This form will be shared with all professionals & parents/carers involved with child

Date of meeting:	Present:
What are the parents' views?	
What does the pupil think?	
What are pupil's strengths/preferred learning styles?	
What are the desired outcomes for the pupil's progress for this period? 1.  2.	
<b>Provision: targeted QFT/interventions</b> 1.  2.	
<b>Review Date:</b>  Present: Parent: yes / no. If no, how will review be communicated with parent/carer?	
Progress towards outcomes 1  2	

**Review decision:**

**Return to school monitoring / further classteacher led intervention / move to SEN support**, in which case list follow-up actions required: eg referral to other professionals, further assessment, TAC

**Appendix 4****Examples of possible types of provision based on Code of Practice needs**

<b><u>Cognition and Learning (C&amp;L)</u></b>	<b><u>Social, Mental and Emotional Health (SMEH)</u></b>	<b><u>Communication and Interaction (C&amp;I)</u></b>	<b><u>Sensory &amp; or Physical (S&amp;P)</u></b>
<b>Literacy</b>	Circle of Friends	<b>Speech and Language</b>	Pre- writing skills – fine OT Programme
Catch up	Social Skills	Attention and listening skills	Sensory Integration – OT programme
Additional Phonics	Making friends & taking turns group.	Targeted SALT Support	Gross motor OT sessions for physical development coordination and strength.
Focused in class Lit. support.	Learning Mentor targeted Groups	Chatterbox	Handwriting – Write from the start
Focused spelling	Playground Support	ASD support /Garratt Park	Soundfield System
Daily Individual Reading.	Mentoring/ Counselling	Talkabout Widgit	Occupational therapy
Paired Reading	BLSS/Victoria Drive	Social communication Skills	
Specialised Reading Programs	CAMHS	Speech and Language Therapy	
Letters and sounds	Educational Psychologist assessment		
Targeted support e.g. LSS-literacy and Dyslexia support	Bereavement Counselling		
	Play Therapy		
<b>Maths</b>			
Maths targeted support			
Focused TA Support			
<b>General Cognitive</b> Educational psychologist assessment.			

**Appendix 5- SEND Information Report-** See school and Wandsworth or Lambeth (as appropriate) website for full details of services on SEND Plan/Local Offer and procedures to follow to access support.

**Appendix 6**

**SEND Support Provision Maps**

Provision maps are completed at the mid-point of each term and are reviewed at themed-point of the next term. Targets are shared with parents/carers and children and provision maps are signed and shared. Targets are S.M.A.R.T. (Specific, Measurable, Attainable, Realistic and Time Constrained.).

Provision maps are completed in conjunction with the SEN Support Record.

Guidance for completing Provision Maps:

- Number the provision map.
- Identify the Primary need.
- Ensure the provision map is reviewed and signed by teacher and parent termly.
- Record the NC/ P level - state area
- Write up to 3 SMART targets
- Record provision relating to targets
- Highlight term of provision
- Record frequency, days/times and who is responsible for providing.
- Keep all provision on same sheet with a continuous record for each year of support.
- Keep evidence of children's work against targets.
- Assess and review targets termly.

**Example:**

**SEN Support Provision Map:**

<b>Belleville WixPrimary School</b>	Key Stage	Date:
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Name of Child:

Class:

PP/EAL/CLA	SEN Support/EHCP/Statement	Teacher/TA:
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Stage	Communication and Interaction		Cognition and Learning				Social, mental and Emotional Health			Sensory & Physical			
SEN Support	SLCN		Lit	Num	Gen		S	M	E	PD	VI	MSI	HI
EHCP/S	SLCN	ASD	SpLD	MLD	SLD	PMLD	S	M	E	PD	VI	MSI	HI

\*Awaiting Screening

Provision /Resources	Staff/Pupil Ratio	Staff involved/when	No's weeks	No's times a week	Minutes	Start date – finish date
<b>Provision</b>	1:1	Staff member	12	2	30	Autumn Spring Summer
<b>Eg. Rapid Write</b>	1:3	Miss Support Tuesday & Thursday 1:30-2:00 ICT room	12	2	30	Autumn Spring Summer
						Autumn Spring Summer

						Autumn Spring Summer
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<b>Date:</b>	<b>NC Levels</b>	<b>S&amp;L:</b>	<b>Reading:</b>	<b>Writing:</b>	<b>Maths:</b>
<b>Targets</b>			<b>Outcome/Progress towards target</b>		
1.			1.		
2.			2.		
3.			3.		
<b>Home/parent support agreed</b>					
<b>Review date:</b>			<b>Present:</b>		
<b>Are parents/carers aware/present? Yes/No. If no, how will review be communicated with parent/carer?</b>					
<b>Review decision:</b>	<b>Pupil remains at SEN Support Yes/No</b> <b>Further action required: e.g. referral to other professionals, further assessment, TAC</b>				
Signed: Teacher:		Child:	Parent:		

## Progress Reviews