



Boxgrove and Kidbrooke Park Primary Schools and Kidbrooke Park Learning Centre SEND Policy



This policy has been created by the schools' SENCo's (Special Educational Needs Coordinators) with the SEN Governors, in liaison with the SLT, staff and parents of pupils with SEND (Special Educational Needs and Disabilities), adopting the principles underpinning the new legislation and its emphasis on involving the views, wishes and feelings of parents, (and when appropriate) children in all decision making.

This SEN policy details how Boxgrove Primary School, Kidbrooke Park Primary School and Kidbrooke Park Learning Centre will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to come into contact with them, including family.

We want all children to value themselves, to recognise their qualities and use their abilities to make a positive impact on their learning and development as thoughtful, caring people with a mutual respect and tolerance of others.

THE ROLE OF THE SENCo TEAM

The people responsible for coordinating provision for children with SEN and developing the school's SEN Policy are Karen Palmes, Julie Eccles and Magalee Nahas. They can be contacted initially via each school office.

The Partnership Inclusion Manager is Alex Smith and is the advocate on the SLT.

The SENCo Team are responsible for:

- overseeing the day to day operation of the school's SEND policy, ensuring barriers to learning are removed as far as possible.
- Assessing and ensuring impact of all interventions
- helping identify pupils with SEN
- researching appropriate resources and approaches
- co-ordinating provision and resources for children with special educational needs
- liaising with and advising fellow teachers
- working within the guidance of SEND Code of Practice
- contributing to the in-service training of all staff
- keeping and overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs to ensure holistic and co-ordinated approach
- organise and allocate budget as appropriate
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- ensuring annual reviews and appropriate documentation is completed
- organising and participate in multi-agency meetings with parents and external agencies
- liaising with and providing SEND records to receiving schools upon school transfer to ensure smooth transition

- liaising with early years settings when receiving a child with special educational needs into the school
- working with the Executive Head Teacher 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 barriers for learning are removed as far as possible
- coordinate running of interventions, line managing staff
- maintain up to date list of pupils
- liaise with SEND Governor

AIM

Boxgrove and Kidbrooke Park Primary Schools and Kidbrooke Park Learning Centre have an embedded culture of high expectations, we believe that supporting children successfully for adulthood is a priority and that high aspirations are key to preparing all young people for life beyond school. We aim to create an environment which promotes all pupils working towards becoming resilient and independent learners, whilst at the same time recognising and responding to any identified additional need.

The schools aim to ensure that all the children develop spiritually, socially, physically and academically to the very limit of their potential regardless of nationality, race, gender, class, wealth or intellectual capacity.

We encourage each child to reach his/her full potential within the context of a broad and balanced curriculum which is available to all pupils and is both inclusive and differentiated.

Where a need is identified, the school will put appropriate evidence-based interventions in place. These should be provided as part of a graduated approach, which includes regular review of the progress made and adaptations to the support provided as required. Plans for the use of support will relate to a clear set of expected outcomes, which include relevant, challenging, developmental targets

Our schools, support will be planned and reviewed by the class teacher, in collaboration with parents, SENCo's, and, where appropriate, the pupil themselves. The focus will be on the impact and outcome for the child, not just the provision provided.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

- 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.
- A child of compulsory school age 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
 - 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.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

We recognise the importance of early identification and aim to identify children's special needs as early as possible. The skills and levels of attainment of all pupils are assessed on

entry, building on information from their previous setting. The purpose of identification is to decide what action the school needs to take. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child/young person. We recognise that all teachers are teachers of children with special educational needs therefore educating such children is a whole school responsibility. This starts with high quality teaching which is differentiated and personalised, being available to all.

The schools also recognise that other factors may influence a child's progress and attainment, but this does not necessarily mean that the child has a special educational need.

Contributing factors of lower attainment could be:

- a disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- attendance
- health and welfare
- English as an additional language
- being in receipt of Pupil Premium grant
- being a looked after child
- being a child of Service personnel

A rigorous system of progress monitoring across the school takes place on, at least, a termly basis. This identifies pupils who are not making expected progress and may include progress in areas other than attainment, such as social skills.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed. We have systems in place to unpick this:

- Positive Behaviour Policy with clear consistent sanctions in place, with a focus on praise and reward
- regular contact with parents, for example through reward charts
- PSHE session, as part of the National Curriculum
- additional PSHE sessions/social skills groups to deal with specific problems as they arise
- sessions with the school's Learning Mentors
- buddy systems
- counselling sessions
- referral to outside agencies
- use of TAC meetings (Team Around the Child).

Where there are concerns there may be an assessment to determine whether there are any causal factors, such as any undiagnosed communication or learning difficulties. If any mental health issues are suspected, a referral to CAMHS is considered.

A GRADUATED RESPONSE TO SEN SUPPORT

Before special educational provision is made, the SENCos and class teacher will consider all the information available, within the school, about the pupil's progress, alongside national data and expectations of progress. Pupils and parents will be consulted, in conjunction with

school criterion referenced assessments and checklists. To aid identification of need we use the four categories identified by the Code of Practice 2014:

- cognition and learning,
- communication and interaction,
- social emotional and mental health
- sensory difficulties

The SENCo may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. Advice from outside specialists may be sought and additional guidance is available for children with autism and specific learning difficulties.

The four part cycle

Assess

- When assessing a child as needing SEN support, the class teacher, working with the SENCos will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as behaviour. It should also draw on other assessments (where relevant), the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if applicable, advice from external support services.
- The assessment of the child will be reviewed regularly.
- In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments.

Plan

- The teacher and the SENCo will agree with the parent (and the pupil where age appropriate) the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- The pupil will be asked to comment on their learning and the outcomes sought for them.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the Personalised Target Sheet and any interventions will be recorded on the school's provision map.
- Parents will be made fully aware of the planned support and interventions put into place. Parental involvement to reinforce or contribute to progress will be discussed with the teacher and/or the SENCo.

Do

- The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they will still retain responsibility for the pupil.
- They will work closely with any learning support staff or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- If necessary, the SENCo will support the class teacher in any further assessment of the child's particular strengths and weaknesses.

Review

- The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed within an agreed timescale.
- The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents.
- The pupil's needs are analysed and the class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development. They will decide on any changes to the support and outcomes, in consultation with the parent and pupil.
- Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Depending on the impact of the intervention on the children's learning, the decision may be made to place children on the SEND register, in consultation with parents.

MONITORING AND EVALUATION OF SEND PROVISION

Provision planning takes place initially with the SLT (Senior Leadership Team) and SENCo and then class teacher at termly progress meetings. Children's needs are identified by examining the progress data of individual children in each class. The SENCo then analyses the progress of children in each main area of need. Groups of children who require literacy/maths/social skills support will then be identified by the SENCo (in consultation with SLT and the class teacher) as well as taking into consideration the more individual needs of some children.

Half termly observations of all teaching staff to evaluate the quality of teaching includes a focus on the quality of differentiation, the teacher's skill in recognising and responding to learning barriers, and how they are meeting the needs of individual children, especially those at risk of underachievement. The subsequent evaluation identifies any areas of SEND that staff may need training for, in order to support their ability to respond to the most common SEND they may encounter in the classroom.

Observations of TAs (teacher assistants) and regular discussions with those delivering interventions are made, and advice and recommendations are passed on to the relevant member of staff. Again, any developments needed are identified and relevant training and guidance organised.

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, sampling parent, pupil and staff views. The schools undergo an active process of continual review and improvement of provision for all pupils.

MANAGING PUPILS ON THE SEND REGISTER AND CRITERIA FOR EXITING

The assessment of needs starts with a whole-school approach that can quickly identify where a child is not making adequate progress, despite high quality teaching. The school uses a range of sources of information that teachers can draw on to establish a clear analysis of pupil's needs:

- assessment of the pupil's progress, attainment, behaviour, communication and sensory abilities
- the views of the pupils and parent

- advice from external support services.

Criterion referenced assessments and checklists, including screening assessments (for example, for dyslexia), are used to record initial concerns. These checklists are then shared with the SENCos to discuss possible placement of the pupil on the SEND register. This ensures a structured approach to the identification of special educational needs.

The partnership with parents plays a key role in enabling children with SEND to achieve their potential. At Boxgrove, Kidbrooke Park and Kidbrooke Park Learning Centre Schools we recognise that parents hold key information and have the knowledge and experience to contribute to a shared view of their child's needs and the best way of supporting them. All parents/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in the education of their children.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to enable them to make the most of their education. They are encouraged to participate in all the decision-making processes and contribute to the assessment of their needs and to reviews as is appropriate.

The level of provision provided is described fully in the school's SEND Information, using the link below:

<http://www.boxgrove.greenwich.sch.uk/parents-send.html>

<http://www.kidbrookepark.greenwich.sch.uk/parents.html>

If the decision is made for the child to be placed on the school SEND register, parents will be informed. Targets will be set in consultation with the parents and pupil, and will be reviewed termly.

Children who do not make progress may be referred to outside agencies or specialist services for further assessment and advice. This will require parental consent and involvement at subsequent meetings. Any additional support is recorded on the school provision map.

When a child makes consistent progress over two reviews and their individual targets have been met, a decision may be made after discussion with parents and any outside agencies, to exit them from the SEND Register. They may still take place in future interventions or still access a social skills group, for example, and any intervention will be logged on the class provision map. Their progress will, of course, continue to be monitored.

EHCP

Where a request for an EHCP is made by the school to a LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs (including reports from external agencies) and any action taken to deal with those needs, including any resources or special arrangements put in place.

The LA may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through a statement.

All children with statements/EHCP will have short term targets set for them that have been established after consultation with the parents and child and include targets identified in the statement of educational need.

SUPPORTING PUPILS AND FAMILIES

Boxgrove, Kidbrooke Park and Kidbrooke Park Learning Centre Schools have a Counselling Service to support children, and Learning Mentors to support both children and their families. We can arrange TACs to support pupils and their families and we can also refer children to CAMHS.

All staff can be found in the playground before and after school each day, for short discussions. More formal meetings can be arranged via the school office.

Please see the LA Local offer on the Greenwich website (link below) and the school's SEN Information report on the school web page (link also below) for additional information about outside agencies that can further support parents/ pupils and their families.

Links to:

- <http://www.royalgreenwich.gov.uk/localoffer>
- Boxgrove Primary School SEN Information Report
- Kidbrooke Park Primary School SEN Information Report

When moving to Secondary School:

During the summer term, the SENCos attend a secondary transfer meeting, or contact the secondary school directly, and share any relevant information about special access arrangements and support that has been put in place at the primary phase. This will ensure a smooth transition to their secondary school.

If deemed necessary, the school will also arrange a meeting with the SENCo, parents, relevant outside agency representatives and secondary school staff. Additional visits to the new school may also be organised. We will ensure records are passed on as soon as possible.

When moving classes/Key Stage

An information sharing meeting will take place with the child's previous and new teacher, and parents if deemed necessary.

Individual transition arrangements are put in place for more vulnerable children with additional visits to the new classroom and teacher. The child will have at least one afternoon late in the summer term with their new class and teacher. A transition book will go home in the holidays to prepare the child for the new class, if thought appropriate.

Class information sheets and personal passports are used to share relevant information with necessary adults working with the children.

SUPPORTING PUPILS WITH MEDICAL NEEDS

Some pupils with special educational needs may have a statement or EHC (Education, Health and Care) Plan which brings together health and social care needs, as well as their special educational provision.

Pupils at school with medical conditions will be properly supported so that they have full access to education, including school trips and physical education. Where there are children with disabilities, the school will comply with its duties under the Equality Act 2010.

Arrangements are in place to ensure that pupils with medical conditions are supported at our schools and parents and pupils have confidence in the school's ability to provide effective support for individual medical conditions in school. School leaders will ensure that health and social care professionals, pupils and parents are consulted to guarantee that the needs of children with medical conditions are met effectively.

Staff will be properly trained to provide the support that individual pupils need. All staff are epi-pen trained and key personnel have paediatric first aid training. When required, further training has been and can be undertaken for specific needs.

Refer to Medical Needs Policy.

TRAINING AND RESOURCES

SEND is funded from the Notional SEND budget allocated to all schools, based on prior school attainment and free school meals. This allows for up to **£6,000** of resources to be used for the support of any individual pupil. Additional funding is available from the Local Authority, where it can be demonstrated that a pupil requires a higher level of support.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff have access to training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the Partnership Inclusion Manager to explain the systems and structures in place around to the school's SEND provision and practice. There are also opportunities to discuss the needs of individual pupils with the class teacher.

The Partnership Inclusion Manager regularly attends the Local Authority SENCo cluster group meetings in order to keep up to date with local and national updates in SEND.

ROLES AND RESPONSIBILITIES

The Governors ensure that pupils with SEND receive the necessary special educational provision they need, to access the curriculum and participate fully in the life of the school. They raise awareness of SEND issues at governing body meetings and:

- they give up-to-date information on SEN provision within school
- help review the School's SEN policy on provision for pupils with SEN and
- ensure parental confidence.

Roger Trevena, Rachael Clare and Mary Campbell are the designated teachers with specific responsibility for Safeguarding, Pupil Premium and for meeting the medical needs of pupils for Boxgrove, Kidbrooke Park and Kidbrooke Park Learning Centre.

STORING AND MANAGING INFORMATION

Documents are stored confidentially in a lockable filing cabinet.

All relevant information stored is passed onto receiving secondary schools and/or new schools as requested.

ACCESSIBILITY

Statutory Responsibilities

As required by the SEN and Disability Act 2001, Boxgrove School has produced an Accessibility Plan.

Please see the link below for this.

<http://www.boxgrove.greenwich.sch.uk/parents-send.html>

<http://www.kidbrookepark.greenwich.sch.uk/parents.html>

Removing Barriers to Learning

Inclusion is about the quality of the child's experience; how they are helped to learn, achieve and participate fully in the life of the school. All children have the right to a good education and the opportunity to succeed and reach their full potential. Parents have to have the confidence that their child's needs will be met quickly and effectively throughout their time at Boxgrove, Kidbrooke Park and Kidbrooke Park Learning Centre Schools. We use a range of strategies to ensure that all children have full access to the curriculum and will thrive in their learning:

- Dyslexia friendly check lists for all classes
- Use of buff paper and off white colours on Smart Board and hand-outs
- Symbols and pictures used to support written information
- ICT used to support learning
- Resources on tables and walls to support pupils' learning – word banks, small white boards and pens, alphabet strips.
- Use of visual timetables, Now and Next boards, and displays to support organisation – e.g. when to bring in PE kit etc.
- Evidence around school of celebration of achievements - displays, motivation charts.
- Evidence of children's work undertaken in different ways, not just written, for example using mind maps, posters, drama etc.
- Access to good and outstanding teaching.
- Use of successful interventions to support Literacy and maths- Read Write inc/Fresh Start, Robust Maths Intervention programme, Numicon.
- To support emotional literacy: access to small social skills groups and counselling.
- Modified equipment and resources: pencil grips, coloured overlays for reading, use of release breaks, work stations, head phones to encourage focus.
- The Hearing Impaired Team worked closely with the school to devise an accessibility plan for pupils with hearing impairments. All recommendations were implemented.
- For some pupils, additional arrangements and adjustments are made to enable them to fully access the curriculum and a range of tests. This might include additional time, rest breaks, use of a scribe or word processor.

This is not a definitive list and changes according to individual needs.

Access to the Physical Environment

Physical features that people without physical disabilities take for granted can present serious problems for people with different abilities. At Boxgrove, Kidbrooke Park and Kidbrooke Park Learning Centre Schools we are aware that access to the physical environment of the school is important for the self-esteem and general well-being of all our students and staff. The school has made alterations that include:

- ramped entrances to all ground floor classrooms
- a disabled toilet
- a lift, so that the whole school is accessible to wheel chair users
- a system, for hearing impaired children.

Refer to the Accessibility Plan.

DEALING WITH COMPLAINTS

If you are unhappy with your child's support or progress you should speak to the class teacher initially. If you remain concerned about the support your child is receiving or that your child is not making progress then you should speak to the SENCo and then the Head of School. If matters remain unresolved, you can speak to the school SEND Governor. If you require further information regarding complaints procedures please contact the school office for a copy of the Complaints Procedure Statement.

COMPLIANCE

The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy is monitored by the governing body, and will be reviewed annually.

Confirmation the SEND policy in respect of Boxgrove and Kidbrooke Park Primary Schools has been discussed by the Governing Body

Chair of Governors: Date:
(Boxgrove Primary School)

Chair of Governors: Date:
(Kidbrooke Park Primary School)

Executive Headteacher: Date:

Agreed October 2016. To be reviewed October 2017