



Special Educational Needs and Disabilities Policy

At Albemarle, we pride ourselves in having created an inclusive ethos and a culture for learning which has high expectations for all our pupils including those with SEND.

To be a star, you must shine your own light, follow your own path and don't worry about the darkness, for that is when stars shine brightest

Our Vision & Values

At Albemarle we take a holistic view of every child through the eyes of families, colleagues and professionals and set high expectations and hold ambitious aspirations for all pupils with SEND.

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

Everyone at Albemarle is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. The Special Needs policy at Albemarle Primary School supports the ethos and values of the school:

“At Albemarle, we pride ourselves in having created an inclusive ethos and a positive climate for learning. This is evident in the interactions between the children, the staff and the parents.

Through strengthening links between home and school, and in building empowering relationships with families, we recognise parents as the first educators of our children and we know that if we communicate well with our families to share knowledge, expertise and expectations, our children will flourish.

As a school, we celebrate the fact that everyone is unique and take great pride in our highly diverse heritage. Through our enriched curriculum, the children are provided with opportunities to extend their understanding and increase their awareness of different cultures, beliefs and lifestyles.

Through working together, the children, staff and governors have created our school values which capture our expectations for children and adults, and provide a foundation for lifelong learning.”

Compliance

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

- Our School SEND Information Report/School Offer (can be found on our website)
- Equality Act 2010: advice for schools DFE Feb 2013
- Part 3 of the Children and Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012
- School policies which can also be found on our website or from the School office.

It was created by the school's Assistant Headteacher for Inclusion and Wellbeing Gemma Briggs in liaison with the SLT, all staff, governors and parents of children with SEND.

Policy Objectives

In order to achieve our vision and values at Albemarle we:

- Work closely with families, Early Years settings, and parents of new arrivals to identify and meet children's additional needs at the earliest possible opportunity.
- Provide tailor made interventions based on need, not on hours of provision.
- Employ a variety of teaching and learning styles allowing children with SEND to access the National Curriculum through class based Quality First Teaching.
- Rigorously evaluate additional resources and provision to ensure efficacy.
- Track individual's progress closely and keep detailed records of needs and provision.
- Collaborate closely with outside agencies who provide specialist support and teaching for our children.
- Involve and consult the parents of children with SEND in all aspects of their education.
- Encourage and support the active involvement of the children themselves in setting and meeting their goals.
- Provide ongoing training for all staff working with children with SEND.
- Provide transition support to children and families moving to new educational settings.

Definition of Special Educational Needs

At Albemarle we recognise that some children may need educational provision that is additional to or different from that made generally for others of the same age. We strive to know the whole pupil and aim to meet all of their needs however specific or varied.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. The Code of Practice has adopted four areas of difficulty in relation to Special Educational Needs (SEND):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical.

Not Special Educational Needs but may impact on progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- Speaking English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (CLA)
- Being a child of Serviceperson

A Graduated Approach

Our capable and talented teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access additional support from teaching assistants or specialist staff. High quality teaching which is differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. At Albemarle we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. We also closely track the progress of all pupils through half termly assessments and termly Pupil Progress Meetings between class teachers and members of the Senior Leadership Team.

Identifying Special Educational Needs

On entry we assess pupils' skills and levels of attainment, where appropriate, this builds on information from previous settings. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Falls significantly below expectations on key assessment indicators (Appendix 1).

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When there is a concern from teachers or parents/carers that a child has a specific need or a barrier to their learning, an *Initial Concerns Form* (Appendix 2) is completed to obtain a clear picture of the whole child. Once a need is identified, through any of the above, the Assess, Plan, Do, Review cycle is initiated (APDR).

Assess: The class teacher and SENDCo analyse pupils' needs and consult with parents before identifying a child as needing **SEND support**.

Plan: With parent/carer agreement, the **SEND Support Record** (Appendix 3) is created. The pupil is added to the school SEND Register to enable rigorous monitoring of their progress.

Do: The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, they still retain responsibility for that pupil's learning.

Review: The effectiveness of the support will be reviewed on a termly basis via the **SEND Support Record**. Pupil outcomes are reviewed and revised with parental, pupil and professional input.

External Agencies

Whilst we have the capacity to support children with a wide range of additional needs we recognise and value the expertise and support of a range of external agencies. At any point in the APDR cycle Albemarle, in consultation with parents, may engage additional support from a specialist service for example Speech and Language Therapy or Educational Psychology. In all cases it will be the responsibility of the SENDCo to identify the most appropriate referral method and liaise with external professionals on behalf of the school. See appendix 4 for a list of the many agencies we work with. All children who have had the support of an External Agency in their time at Albemarle will be continue to be supported and monitored and supported by the APDR cycle.

Education Health Care Plans

The majority of children's needs will be met at the SEND support stage. However if a child is experiencing severe, complex and long term difficulties an Education, Health and Care Needs Assessment (EHCNA) may be considered appropriate.

An initial Team around the Child (TAC) meeting will be held where specialist school staff, parents/carers and external agencies will decide whether to make a request for an Education Health and Care Plan (EHP). The request is sent to Wandsworth, with supporting evidence from external agencies. If the request is accepted, a multi-professional EHC assessment TAC with the parents/carers and young person (where appropriate) will be held. The purpose of the meeting is to confirm and agree outcomes for the child and propose the provision needed to achieve these outcomes. From the initial request to agreement of the plan is a minimum of a 20 week timescale.

Parents/carers also have the right to make the request themselves and can do so directly to the Local Authority. Independent support is available through Parent Partnership to complete this.

Criteria for Exiting the SEND Register

If it is felt that children are making progress which is **sustainable** then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents will be taken into account, as well as those of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the school's monitoring procedures. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Supporting Pupils and Families

The involvement of parents is a key feature of the school's policy. Class teachers work closely with parents throughout their child's education. Parents should in the first instance contact the class teacher in cases of any concern or difficulty. At all stages of the SEND process the school keep parents fully involved and updated. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

Staff at Albemarle will liaise with the receiving school when a pupil with special needs is due to transfer, and will forward to them all relevant information to enable an effective transfer.

Wandsworth's Local Offer is available to view via a link on Albemarle's website. This outlines in further detail what help can be provided by the Local Authority. Our SEND Information Report/School Offer is also available on our website and gives further detail of the help that may be provided by the school to children with SEND.

Co-ordinating Provision

The SEND team at Albemarle Primary School

Ms Gemma Briggs - Assistant Headteacher & SENDCo

Ms Christine Banton - Inclusion Assistant.

The Special Educational Needs Co-ordinator (SENDCo)

Gemma Briggs is responsible for the arrangements for SEND provision throughout the school. As SENDCo, supported by the Inclusion Assistant she:

- Works closely with the Headteacher and the Senior Leadership Team in co-ordinating provision for our children with SEND.
- Liaises with outside agencies and the Local Authority to gain advice and support for children with SEND.
- Liaises with Early Years providers and other schools.
- Provides professional guidance to colleagues to secure high quality teaching for pupils with SEND and coordinates in-service training for staff on SEND matters.
- Inducts new staff on SEND policy and procedures.
- Works in partnership with the parents of children with SEND.
- Maintains a register of children with SEND and ensures that the records for children with SEND are up-to-date.
- Maintains class SEND files.
- Closely monitors interventions and their impact.
- Attends Local Authority SENDCo Network Meetings in order to keep up to date with local and national updates in SEND.

The Class Teachers

- Plan high quality differentiated learning that is accessible for all pupils.
- Ensure all assessments are accurate and up to date.
- Work in partnership with the parents of children with SEND.
- Complete parent / teacher concern forms for children who may need SEND support.
- Contribute to target setting for children's SEND Support Records.
- Maintain class SEND file returning to SENDCo/Inclusion Assistant termly for updating.
- Timetable class based interventions and liaise with staff delivering them.
- Liaise with outside agencies, where necessary, and implement advice.
- Respect the confidentiality of children's SEND records only sharing information when necessary.

The SEND Governor

Rosemary Booth is the Governor with responsibility for SEND at Albemarle. She has regular contact with the SENDCo, Inclusion Assistant and the Senior Management of the school to keep up to date with, and monitor the school's SEND provision.

Safeguarding

The school has a Child Protection (Safeguarding) Policy which applies to all pupils with SEND. This can be found on the school website under Parent Information / School Policies.

Monitoring Arrangements

This policy and information report will be reviewed by Gemma Briggs **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.

Linked Policies / Documents

- Accessibility plan
- Admissions Policy
- Anti-bullying policy
- Behaviour and Exclusion policy
- Complaints Procedure
- Confidentiality policy
- Data Protection policy
- Equality Plan and Procedure
- Use of Force & Restraint policy
- Managing Medical Conditions in School Policy
- Personal Care policy
- SEND Information Report/School Offer

Reviewing the Policy

This policy will be reviewed annually.

Last Reviewed – September 2017

Next Review – September 2018

Appendices

Appendix 1 - Initial Concerns Form

Appendix 2 – Key Assessment Indicators

Appendix 3 - SEND Support Record/IEP

Appendix 4 - External Agencies List



Appendix 1

Key Assessment Indicators

At the End of Early Years Foundation Stage

- Pupils who do not achieve a Good Level of Development
- Pupils who do not achieve expected in Reading, Writing or Mathematics.

At the End of Year 1

- Pupils who fail the phonics test.

KS1 & KS2

- Pupils who are 1 academic year (or more) behind National Expectations, in any curriculum area.
- Children who are below National Expectations at the end of KS1 (Year 2).

Other

- Poor performance on a specialist internal assessment such as Rapid Lucid, CoPS or LASS.



Appendix 2

Initial Concerns Record

Completed by class teacher on _____

Pupil information – This form will be shared with all professionals & parents/carers involved with this child.

Name:	DoB:	Year group & class:	Class teacher:
Attendance %:	(Please circle as appropriate)		Exclusions:
Punctuality:	FSM	Pupil Premium	
EAL:	Home Language:	Medical information:	Outside agencies:
Concerns:			

FS Profile Scores																		
Year / Term																		
Attainment Levels	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M

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

Language (please circle as appropriate)

Speech sounds Expressive Receptive Social and functional

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

Phonics – reading Phonics – spelling HFW – reading HFW – spelling

Comprehension Letter Formation Other
Please attach example of independent writing.

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

S/S/M 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
Please attach red / blue slips / incident forms

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Differentiation in place over time:

What action has already been taken through curriculum differentiation to address the child's needs?
(This could include, modification to teaching strategies, classroom organisation, behaviour management strategies or provision of equipment.)

Differentiation	Impact on progress & inclusion

Additional Observations - (please circle as appropriate) this could include:

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

Key issues raised:

Have you spoken to the parents? (please circle): Yes No
If yes please attach either parent concern checklist or parent/carer contact form.
Desired outcomes:

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Appendix 3

SEND Support Record/IEP

(Assess, Plan, Do, Review)

Date: Cycle no:

Pupil :	Class:	Class teacher:		
Parents/carers:				
Completed by:				
Current assessment information:				
Outcomes to be achieved: 1. .				
Agreed Provision				
Provision	Staff/pupil ratio	Delivered by	How often/for how long	Notes
Home/parent support:				
Signatures:				
Review				Date:
PreSENDt:				
Outcome	Progress made			
1.				
2.				
3.				
Review Decision:				



Appendix 4

External Agencies List

- Child and Adolescent Mental Health Services (CAMHS)
- Community Paediatrics
- Educational Psychologist (EP)
- Garratt Park (Special School Colleagues)
- Health Visitors
- Hearing Support Service
- Occupational Therapists (OT)
- Linden Lodge (Special School Colleagues)
- Play Therapist
- School Nurse
- Speech and Language Therapists (SALT)
- Social Workers & Early Help (THRIVE)
- Early Years Intervention & Support Service
- Victoria Drive (PRU)
- Visual Impairment Services