

DREW PRIMARY SCHOOL  
SPECIAL EDUCATIONAL NEEDS AND  
DISABILITY (SEND) POLICY



***‘Learning today for tomorrow's world’***

Agreed at Governing Body Meeting on: .....

Signed Head teacher: .....

Signed Chair of Governors: .....



## Introduction

### Policy aims and objectives

At Drew School we value everyone as an individual, encourage equality of participation across the curriculum and in school life and help each child to achieve her/his full potential.

We recognise that some of our pupils may have special educational needs throughout their school career whilst for others their special needs will be more temporary.

The Special Educational Needs and Disabilities Code of Practice 0-25 years (September 2014) states that 'a child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.'

A child may be considered as having a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age, OR
- have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and falls within the definition at (a) or (b) above or would so do if special educational provision was not made for the child.

Also, we believe that **more able and/or gifted** pupils have special educational needs and we therefore ensure that their needs are met as laid out in our 'Gifted and Talented Policy'.

Children do not have learning difficulties just because their first language is not English. Of course, these children may have learning difficulties as well.

At Drew School we aim to:

- Provide SEN pupils and those with disabilities with the necessary support to participate in all areas of school life.
- Provide a challenging and supportive learning environment in which all children can work comfortably and confidently towards their potential, building on what they know and can do.
- Value and acknowledge the achievements and successes of pupils with SEN and disabilities
- Work in partnership with /carers, colleagues and support agencies to meet the specific needs of individual children, sharing expertise and celebrating their success.

- Promote positive attitudes to all people, fostering an ethos of acceptance.
- Review the SEN register three times yearly, and make appropriate movements between stages, ensuring children who have made sufficient progress are removed from the register.

This policy sets out the ways in which Drew School achieves these aims.

### **Identification of Pupils with Special Educational Needs**

Class teacher makes initial identification, using evidence from work samples, reports from TA/LSA and test results.

- Parents/carers can also raise concerns about their child's progress with class teachers
- The Inclusion Manager is informed.
- A meeting may be held as appropriate with parents to discuss/inform and enlist their active support and participation in deciding on the best way forward.

### **Safeguarding children with Special Education Needs**

We recognise that children with special needs and/or disabilities may be particularly vulnerable. For example, they may be:

- Less able to communicate experiences.
- Less able to remove themselves from a situation.
- Less able to identify inappropriate behaviour and actions.
- More reliant on adults.

Staff need to be particularly vigilant with regard to these children. Any incidents or concerns should be immediately dealt with in line with the Safeguarding Policy.

### **Admission arrangements**

The admission arrangements for pupils with special educational needs and/or disabilities are the same as for any other pupils.

In the case of the **mid-phase admission** of a known Special Education Needs pupil, a transition programme would be followed - this could include visits to Drew School by the pupil and parents/carers; liaison with the previous school and with other agencies involved with the pupil prior to the child starting at Drew; if appropriate a phased admission will be arranged. A baseline assessment of the pupil will take place within the first half term to assess level of achievement. When admitting a child with known Special Education Needs or disability to the **nursery or reception**, liaison with outside agencies and

transition work is undertaken.

The school will follow the normal admission criteria for pupils with SEN and disability.

### **Staff Responsibilities**

- Assistant Head teacher with responsibility for Inclusion/SENCO
- Inclusion Link Governor

The SENCO (Special Educational Needs Co-ordinator) is responsible for co-ordinating provision but the main responsibility for meeting the needs of SEN pupils and those with disabilities lies with class teachers.

### **Responsibilities of Class Teachers**

1. Raising concerns:

Class teachers are responsible for identifying children who may have special educational needs. They may be supported in this by other school -based adults with whom the child has contact or by the child's parents/carers.

#### **Possible triggers for initiating SEN procedure**

- Is the pupil making adequate progress for their ability?
- Is the pupil having difficulties learning or retaining new concepts?
- Is the pupil able to communicate effectively through language?
- Does the pupil have difficulties with fine/gross motor skills?
- Does the pupil interact well with adults/other children?
- Does the pupil relate well in small/large/whole class groups?
- Are there any medical factors affecting the pupil?
- Has the parent/carer or pupil expressed concerns?

2. Raise initial concerns with parents/carers.

3. Discuss concerns with the SENCO.

4. Ensure additional adults are kept informed about children with SEN /or disability in the class.

5. When planning, ensure needs of SEN/or those with disabilities are met and IEP (Individual Education Plan) targets are addressed.

6. Provide an appropriately differentiated curriculum and/or teaching strategies and monitor progress.

7. Liaise daily with support staff to address individual progress and next steps in learning.

8. Review previous targets and provision in advance of SEN Review

### Meetings.

9. Plan and differentiate learning for the SEN child and ensure programmes are followed. (See The Special Educational Needs and Disabilities Code of Practice 0-25 years (September 2014))
10. Contribute fully to SEN Review Meetings with the SENCO/Inclusion Manager.
11. Develop the new IEP with the SENCO/Inclusion Manager.

The role of the SENCO is part of the remit of the Assistant Headteacher responsible for Inclusion.

Responsibilities are to::

- manage the day to day operation of the SEN and disability policy
- manage Learning Support staff on a daily basis, alongside class teachers.
- co-ordinate the provision for pupils with special educational needs
- liaise with and advising colleagues
- ensure that appropriate training is made available to teaching and support staff. Keep records of the training attended.
- support class teachers in the identification of children with special needs and/or disabilities and in meeting their needs within the classroom.
- meet with parents/carers when necessary; provide support and advice to parents/carers; facilitate meetings between parents/carers and outside agencies.
- maintain the SEN and disability register.
- participate in the work of the Inclusion and Behaviour Group.
- oversee the records of all pupils with special educational needs
- liaise with pupils with SEN and disability and their parents/carers
- in-service training of staff
- liaise with outside SEN agencies, social and health care services and Local Authority
- manage a range of resources, human and material, to enable appropriate provision for pupils with special educational needs
- organise and arranging transition between key stages and with secondary schools
- analyse pupils' progress by tracking data and test results (for individuals and groups)
- renew the SEND Local offer and SEND Information Report regularly
- complete relevant documentation required for additional funding for students at school
- organise annual reviews for pupils with Statements and High Need Funding.
- support, those with Top-up Funding and High Needs Funding
- Support with the conversion of Statements to EHC plans

- support and advise colleagues
- monitor and evaluate the SEN and disability provision and report to the governing body
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements
- maintain records of interventions and actions to support SEN and or pupils with disabilities.
- organise and run termly SEN Review Meetings with class teachers and support staff.
- keep the Governing Body informed of developments and issues in SEN so they can evaluate the success of educational provision for pupils with SEN and disabilities.
- liaise at least twice yearly with the Link Governor for Inclusion.
- liaise with the Safeguarding Officer
- manage the SEN capitation and resources.

#### **Responsibilities of Support Staff working specifically with SEN or pupils with disabilities.**

- Support with regular assessments of SEN or pupils with disabilities under the guidance of the SENCO/Inclusion Manager and class teacher.
- Put into practice the advice of support agencies and the SENCO/Inclusion Manager.
- Work under the guidance of the classroom teacher, following their planning.
- Liaise daily with the class teacher and provide feedback.
- Be mindful of the current IEP targets and support children in working to achieve them.
- Liaise with parents/carers.
- Develop resources as required to meet the needs of the children.
- Support class teacher in keeping records of progress and assessments up to date.

#### **Responsibilities of Governors**

- Identify a link governor for Inclusion to meet at least twice yearly with the SENCO.
- Monitor the SEN budget.
- Monitor and evaluate the implementation of the policy through regular updates from the SENCO/Inclusion Manager and Head Teacher, and visits to the school by the link governor for Inclusion.

## **SEN Register**

In light of the new SEND reform, Drew Primary School has reviewed the support given to pupils on School Action and School Action Plus under the old code of practice. SEN pupils and those with disabilities will now be categorise as 'SEN support', 'EHC (Education and Health Care plan), statement', HNF and 'monitoring' .  
(See Drew's Local offer and SEND Information Report on provision for Special Education Needs pupils)

The school maintains a register of children who have been identified as having special needs under the following groupings:

### **School Support (SS)**

Pupils identified as on School Support are those who require additional differentiation to normal class differentiation. Their needs are generally met within the classroom, although some may have individual or small group support outside the classroom.

Three times yearly, at SEN Review Meetings following school assessments, the class teacher and Special Education Needs staff will draw up a new IEP for the pupil which will identify a maximum of four short term targets and strategies which are additional to and different from the differentiated plan for the class. These targets will be shared with parents/carers. Provision will also be reviewed.

The pupil may be removed from the register if they are no longer deemed to have special needs, may remain at School Support if similar support is required, or may move to EHC Plan if advice and support is required from outside agencies and funding is required to give them 1-1 support.

### **Statements and EHC Plan Pupils**

The EHC plans replaces 'statements' under the old code of practice. The EHC assessment applies to pupils with severe and/or complex needs who are likely to require a greater level of specialised, longer term support than is available to pupils under the 'Special Education Needs support' category. The new code places emphasis on a close working relationship between Education, Health and Social services in planning the support package for pupils under the plan. Schools, parents/carers and pupils can request an EHC assessment from the local authority. Drew Primary School will ensure that the EHC plan:

- is reviewed annually, ensuring that outcomes and targets remain appropriate
- focuses on pupils achieving the outcomes specified in

- the EHC plan
- send out invitations to review meetings two weeks prior to the meeting date
- seek advice and information about the pupil from all parties including the pupil, prior to the meeting and send gathered information to all invited at least two weeks before the meeting.

### **Personal budget:**

A new term within the new code that supports EHC is the personal budget. This fund is designed to secure the outcome in the EHC plans and is accessible in the ways listed below:

- direct payment- individuals receive the cash to contract, purchase and manage services themselves
- an arrangement where the LA or school holds the funds and commissions the support in the plan- (this is called notional budget)
- an arrangement where funds are paid to and managed by an individual or organisation on behalf of the child or their parents a combination of all of the above.

### **Outside Agencies** that may work with children and staff include:

Educational Psychology Service (EPS)

Learning Support Service (LSS)

Behaviour Support Service (BSS)

Language Communication and Interaction Service (LCIS)

Service for Deaf and Partially Hearing Children (SDPHC)

Visually Impaired Service for Children (VISC)

Child and Family Consultation Service (CFCS)

Physiotherapy

Occupational Therapy (OT)

Speech and Language Team (SLT)

Child Development Clinic (CDC)

Development Advisory Clinic (DAC)

Parent Support (Newham Parent Partnership)

Community Nursing Team

### **SEN Assessment Procedures**

November: School assessments available. Review Week: the Special Education Needs Register is reviewed in the light of the assessments and any issues are discussed with class

teachers. Class teachers review IEP targets. New IEPs issued to staff and parents/carers for the Spring Term.

March: School assessments available. SEN Review Week - SENCO meets class teachers to review progress, support and IEPs. New IEPs issued to staff and parents/carers.

June/July: School assessments available. SEN Review Week - SENCO meets class teachers to review progress, support and IEPs. New IEPs produced ready for September

September: New IEPs issued to new class teachers, staff and parents/carers.

Following assessments and reviews the SENCO discusses progress of individuals on programmes and adjusts programmes and support accordingly.

### **Provision:**

Various interventions are available for the school to run. These cover literacy, numeracy, speech and communication, fine and gross motor, social skills and self-esteem. The programmes running at any time are in response to the needs of the pupils and the availability of staff.

RWI : RWI Phonics is the Wave 3 programme intervention for some pupils in KS2. It takes place during their literacy lessons and is taught in small groups by trained staff. They are assessed using the RWI reading assessment every 10 weeks, at which point the effectiveness of the intervention for each pupil is reviewed.

The RWI 1:1 tuition programme is provided for those pupils in both KS1 and KS2 who are struggling to make progress on the main programme. This is also taught by trained staff. The RWI assessment process identifies these children.

The RWI assessments are organized by the RWI Manager.

Other: Wave 3 Individual and group interventions.  
At any time, various interventions will be occurring. These will be short term with clear aims. Children will be assessed on joining the programme and after a period of time. Many of these programmes will be under the direction of external agencies who may carry out the assessments e.g. speech therapy, physiotherapy. Some of the

programmes used are: Colorful Semantics, LEG - Language Enrichment Programme, Lifeboat, Comprehension and Spelling Made Easy etc.

### **Assessment**

Pupils with SEN and disabilities in the EYFS will be assessed using the Foundation Stage Profile. P levels will be used to assess Special Education Needs pupils. Once pupils have completed the P levels they will be assessed using the school's assessment levels.

### **Monitoring & Review Procedures**

- The Special Educational Needs register will be up-dated three times a year following the assessment and review of needs process. IEPs will also be reviewed as a result of this process
- Monitoring progress for pupils on the Special Education Needs Register will take place in line with the agreed monitoring procedures. (See Monitoring Policy)
- Classroom provision for pupils on the Special Education Needs Register will be monitored in line with the agreed monitoring procedures. (See Monitoring Policy)
- The work of the SEN TAs is managed by class teachers and monitored by the SENCO/Inclusion Manager. Meetings between the SENCO/Inclusion Manager and Special Education Needs TAs are held to discuss pupils' progress, issues and concerns.
- The SEND Policy will be reviewed every year
- This policy is reviewed regularly and ratified by the governing body of the school. It is accessible to all stake holders via the school's website.

### **Curriculum access, integration and resources**

- Children with SEN or disabilities are integrated within the classroom, although they may sometimes be taught specific programmes for short periods in small groups or 1:1.
- All activities, including educational visits and outdoor events are planned to ensure they are accessible to all children, and where necessary reasonable adjustments will be made to ensure equality of opportunity.
- Regular meetings with individual parents/carers promote an awareness of school events and help to overcome any fears or misunderstandings, which might reduce a child's participation.
- Resources are specifically allocated to Special Educational Needs to

provide support and specialist equipment. The SENCO/Inclusion Manager is responsible for the strategic allocation of resources and day-to-day deployment in response to need.

- The school is fully accessible and equipped with appropriate facilities to meet the needs of most disabled children. Sometimes it will be necessary to make additional adjustments to meet the needs of a specific pupil who may join the school. (The Accessibility Plan summarises the current targets around improving access for disabled pupils and is reviewed every three years).

### **Secondary Transition (See Local offer)**

Secondary Transition Reviews are held in the Summer Term each year for pupils in Year 5 who have Statements or an HNF plan. The school's Monitoring and Reviewing Officer is invited to attend. Appropriate transition programmes are planned with the secondary SENCO, generally occurring in the final term of Year 6.

Secondary SENCOs are invited to discuss pupils and meet individual children and their parents/carers as required.

### **Complaints about Special Educational Provision**

Advice and support for parents and carers of children with SEN and/or disabilities may be obtained from Newham Parents Partnership. They run an education helpline, telephone 0203 373 2869 / 2871, or parents/carers can write to them at: Newham Parent Partnership, The Web Building, Ground Floor, 49-51 The Broadway, Stratford, London E15 4BQ.

Complaints are dealt with in line with Newham LEA procedures.

- Step 1: Talk to the teacher concerned.
- Step 2: Meet the Head Teacher. It may be necessary for some complaints to be dealt with in the first instance at this stage.
- Step 3: Go to the School's Governors. You can ask the School Office to arrange a meeting with the Governors, or you can write to the Chair of Governors. The School Office will have the address, or can send the letter for you.
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