



WIMBLEDON PARK PRIMARY SCHOOL

SEND Policy

Approved: Chair of Governors

Headteacher

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Definitions of special educational need and disability (SEND) taken from section 20 of the Children and Families Act 2014.

1. 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
2. a) have a significantly greater difficulty in learning than the majority of others of the same age; or
3. b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
4. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and other have towards disabled children and young people.

- **Must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- **Must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (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
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

CONTENTS

1. Aims and objectives
2. Identifying children with Special Educational Needs and Disabilities (SEND)
3. A graduated approach to SEND support
4. Managing pupils needs on the SEND register
5. Criteria for exiting the SEND register
6. Supporting pupils and families
7. Supporting children at school with medical conditions
8. Monitoring and evaluation of SEND
9. Training and resources
10. Roles and responsibilities
11. Storing and managing information
12. Reviewing the policy
13. Accessibility
14. Dealing with complaints
15. Bullying
16. Glossary

1. AIMS AND OBJECTIVES

At Wimbledon Park Primary School, we strive to remove barriers to learning and to provide necessary support to enable all pupils to achieve equitably and participate fully at school. In order to do this, many steps are taken to support pupils in their learning. We believe that every teacher is a teacher of every child including those with SEND. We maintain a primary focus on high quality inclusive classroom teaching in order that all children achieve at least at age-expected levels. However, for some children, there will be occasions when additional support is needed to help them move forward with their learning.

We aim to:

- Provide a Special Educational Needs Coordinator (Inclusion Manager) who will work in line with the SEND policy
- Ensure the SEND (2015) and Disability Acts and relevant Codes of Practice and guidance are implemented effectively across the school;
- Ensure that understanding of SEND is reflected in school policies, schemes of work, planning and record keeping; provide an inclusive education for all children with SEN and remove barriers to learning by providing high quality teaching differentiated for individual children;
- Ensure equity of opportunity for and to eliminate prejudice and discrimination against children with special educational needs and disabilities;
- Ensure that children with SEND are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers;
- Ensure these children are given appropriate support to allow them full access to the National Curriculum and all school activities;
- Identify and assess children with SEND, as early as possible, by gathering information from parents, staff and outside agencies;
- Identify and address children's needs, with a focus on outcomes and aspirations, through a graduated approach;
- Monitor closely those with SEND by review and assessment, to enable us to ensure, record and recognise achievements;
- Involve the children and their parents in developing a strong, positive partnership with the school, ensuring that decisions, planning and target setting are made together;
- Develop the existing skills of staff in the identification, assessment of and provision for pupils with SEND and to provide training and support for all staff;
- Provide appropriate training, support and advice for all staff working with pupils with SEND;
- To work in cooperative and productive partnerships with the local authority and outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners;
- Promote self-worth and enthusiasm, giving every child the entitlement to a sense of achievement and by encouraging independent learning at all age levels;
- Enable children to move on from WPPS well equipped in the skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

This policy was created by the school's Inclusion Manager, Esther Bird, with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND.

Esther Bird holds the NaSENCo award and is a member of the Senior Leadership Team.

2. IDENTIFYING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The 2014 Code of Practice says:

“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others in a mainstream setting in England.”

The Code of Practice also states that children should only be identified as having SEND if they do not make adequate progress academically, emotionally or socially, once they have received high quality teaching and intervention programmes and all teachers are responsible and accountable for the progress and development of the children in their class.

Children will have needs and requirements which may fall into at least one of the four areas set out below and many children will have inter-related needs. The areas of need are:

- Communication and interaction;
- Cognition and learning, including specific learning difficulties such as dyspraxia and dyslexia;
- Social, Emotional and mental health difficulties;
- Sensory and/or physical needs.

The purpose of identification of need is so that we can plan suitable intervention and support for the child. We will consider the needs of the whole child, not just their special educational needs.

Other factors that may impact upon progress and attainment, yet are not considered to be a Special Educational Needs are:

- Disability – the Code of Practice outlines the “reasonable adjustment” duty for all settings and school provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a looked after child
- Being a child of a serviceman/woman
- Behaviour – it is important for the school to recognise that behaviour is not an acceptable way of describing SEND and that the behaviour is the result of another need of the child.

The school will assess each child’s current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child’s other school experience

3. A GRADUATED APPROACH TO SEND SUPPORT

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from support staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

Class teachers, supported by the Leadership and Senior Leadership Teams, should make regular assessment for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly below 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.
- There is a significant change in the pupil's social and emotional well-being, behaviour or achievement.

If a child is thought to have SEND, the class teacher, together with the Inclusion Manager, will consider all the information gathered about a child's progress and attainment. These initial concerns should always be shared with the family.

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special education provision in place. This SEND support should take the form of a four-part cycle (assess, plan, do, review) through which earlier discussions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated response. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. For children who have an Education, Health and Care Plan (EHCP) parents will also be invited to attend an annual review (twice yearly for children under 5 years of age).

Assess

Analyse the pupil's needs using

- teacher assessment
- teacher/adult observations
- detail of previous progress and attainment
- pupil's views (where relevant)
- parental concerns
- specific assessments to ascertain strengths and difficulties
- outside agency assessments.

The above analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where members of external support staff teams are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting in order to:

- Formally let them know that their child is being placed at SEN Support level on the school's SEND register.
- Discuss any assessments that may have been completed.

- Agree any adjustments, intervention and support that may be required; the impact on progress, development and/or behaviour that is expected and a clear date for review. These will be recorded on the SEN support plan.
- Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager

Review

Reviews of a child's progress will be made regularly and formally at the end of each cycle, so that three reviews occur during the academic year. For Early years pupils these assessments will take place more frequently. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the Inclusion Manager will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or persistent SEND difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a SEND progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Manager
- Social Care
- Educational and Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by representatives from education, health and social care about whether or not the child is eligible for an assessment of need. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<http://localoffer.merton.gov.uk/kb5/merton/directory/home.page> or by contacting the Parent Partnership Service on 020 8274 5819.

4. MANAGING PUPILS NEEDS ON THE SEND REGISTER

- The Inclusion Manager will meet with each class teacher every term to discuss additional needs concerns and to review and write new targets for SEND Support Plans.
- At other times, teachers will alert the Inclusion Manager and discuss any newly arising concerns. The class teacher will raise an Early concern and discuss this with parents. Actions will be agreed and reviewed during a termly cycle.
- Targets arising from SEN meetings and reviews will be used to inform and support whole class approaches to inclusion e.g. differentiation, varied teaching styles
- The Inclusion Manager will advise and offer support on the provision mapping for SEN children
- If involved, the advice from outside professionals should be included in the support plan
- The Inclusion Manager, together with the SLT, monitors the quality and effectiveness of provision for pupils with SEND.
- SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained support staff (TAs) throughout the school. This is funded from the school's annual budget.
- Year group leaders coordinate the interventions that are being delivered in their year group and record these onto provision maps which are updated every term. These will include the intervention being delivered, which children are included within it, who is delivering it, the frequency, duration of sessions and the number of weeks it will run for. They also work with their team to measure its impact.
- With the consent of parents/carers, the Inclusion Manager may seek the advice/support of outside agencies or refer a child to specialist services. This is funded from the school's annual budget.
- Support staff, class teachers, the Inclusion Manager and outside agencies liaise and share developments in order to inform reviews and plan ahead. Specialist services may also meet with parents/carers.

Specialist support e.g. Educational psychologist, Merton Learning, Behaviour and Language Team, Speech and Language Therapist; CAMHs; Jigsaw4U; Occupational Therapist

As part of the review process, the Inclusion Manager and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions/support. We may decide to commission support and advice from external services. We work closely with these services and implement recommendations and advice into the planning, monitoring and reviewing of the child's progress. All recommendations and reports are shared with the parents and teaching staff supporting the child in the same way as other SEND support.

5. CRITERIA FOR EXITING THE SEND REGISTER

If it is felt that a child is making progress which is sustainable and they no longer need support which is additional and different from that of their peers, then they may be removed from the SEND register. If this is the case then the views of the teacher, Inclusion Manager, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off 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 continued to be monitored through the schools'

monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

6. SUPPORTING PUPILS AND FAMILIES

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. Parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. Parents and carers are seen as integral to the successful development of their child within school and their participation is actively encouraged at all levels. Parents are:

- invited to attend parents' evenings and open evenings
- invited to termly SEND meetings to review past plans and contribute to their child's new SEND support plan
- encouraged to respond to SEND support plans
- invited to co-produce their child's one page profile
- invited to attend Annual Reviews (for children with EHC plans).

Children often have a unique knowledge of their own needs and what help they benefit from. Even though some of our children are very young, we will involve them wherever possible in the assessment, planning and review process.

7. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children with medical conditions may also have SEND and may have an Education, Health and Care Plan which brings together their health and social care needs, as well as their special educational provision and the SEND code of practice is followed.

Full details of the arrangements in place in school to support pupils with medical conditions can be found in the school's 'Managing Medicine and Medical Conditions' policy.

8. MONITORING AND EVALUATION OF SEND

The provision offered to all pupils is regularly and carefully monitored and evaluated through lesson observations, book scans and sampling of staff views, pupil's views and parent views.

These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

9. TRAINING AND RESOURCES

Our Inclusion Manager attends Local Authority training and termly meetings with fellow Inclusion Managers and SENCOs from across the borough. Information and ideas are regularly shared to ensure best practice.

We believe that our staff are our most valuable resource. We are committed to providing relevant training and development for all staff, teaching and support. In order to meet these needs, we make full use of advisors and consultants, colleagues in mainstream and special schools, members of the multi-professional team and our own in-house expertise. Teaching staff are asked to identify training

needs as part of the appraisal cycle. Newly qualified teachers are provided with SEND training as part of their induction.

All support staff have ongoing training provided by the Inclusion Manager and the Local Authority in accordance to the needs of the children attending our school.

10. ROLES AND RESPONSIBILITIES

Role of the SEN Governor

The SEN Governor will support the Inclusion Manager, champion the issue of special educational needs within the work of the governing body and have specific oversight of the school's arrangements and provision for special educational needs. Governors ask questions to quality assure the SEND provision in school.

SEN Learning Support Assistants

Line managed by a member of the Leadership Team, the role of Learning Support Assistants and Teaching Assistants is to support children with special educational needs, ensuring that the child can integrate as fully as possible in the activities generally undertaken by the other children in the class. Duties will include running specific programmes and activities to assist the child's individual learning and social needs and implementing targets on the child's SEN Support Plan in liaison with the class teacher and Inclusion Manager.

Safeguarding

Inclusion Manager, Esther Bird, is the designated safeguarding lead. In her absence, Paul Lufkin and Lisa Kingsbury take on the role of safeguarding lead.

PPG/LAC funding

The member of staff responsible for managing PPG/LAC funding is Lisa Kingsbury.

Medical Needs

The responsibilities for providing for pupils with medical needs overall resides with the Executive Headteacher/ Head of School, but is detailed in the Managing Medicines and Medical Needs Policy.

11. STORING AND MANAGING INFORMATION

Full details of how documents and information are stored and managed can be found in the school's 'Data Protection Policy.'

12. REVIEWING THE POLICY

This policy will be reviewed every 2 years by the Governing Body.

13. ACCESSIBILITY

All children will be provided with an access to a broad and balanced curriculum within the school with regard to their intellectual, physical, social and emotional ability.

14. DEALING WITH COMPLAINTS

Arrangements for considering complaints by parents about special educational provision will follow the same procedure for complaints as set out in the "Complaints Procedure" which is on the school website.

15. BULLYING

Please see our “Anti bullying statement” on the school website.

Should you wish to contact the school’s Inclusion Manager, please call the school office on 0208 946 4925 and ask to speak to Mrs Bird, Inclusion Manager or email ebird@wimbledonpark.merton.sch.uk

The following links may be useful for future reference;

Please refer to the Merton SEN jargon buster if there is any unfamiliar terminology within this document

www.merton.gov.uk/sen_jargon_buster.doc

Wimbledon Park Primary School SEN information report, 2018:

https://fluencycontent-schoolwebsite.netdna-ssl.com/FileCluster/WimbledonParkFirst/Mainfolder/Content/School_information/Learning_support_SEN/documents/WPPS%20Local%20Offer%202014.pdf

The SEN code Of Practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

16. GLOSSARY

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms and acronyms:

| | |
|----------------------|--|
| Annual review | The review of an EHCP that a local authority (LA) must make within 12 months of issuing a plan and then annually |
| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit and Hyperactivity Disorder |
| ARP | Additionally resourced provision. An ARP is a provision within a mainstream school designed to provide specialist and targeted support for children with long term SEN. |
| ASC | Autistic Spectrum Condition |
| CAMHS | Child and Adolescent Mental Health Service |
| CP | Child Protection |
| DBS | Disclosure and Barring Service - helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) |
| Development Matters | Definition of early childhood development stages used in the Early Years to tracking, understand and support each individual child's development pathway. |
| DLA | Disability Living Allowance |
| DLD | Developmental Language Delay |
| EAL | English as an Additional Language |
| ELSA | Emotional Literacy Support Assistant |
| EP | Educational Psychologist |
| EWO | Education Welfare Officer - This is a person employed by the local authority to provide support in relation to attendance. |
| EHCP | Education and Health Care Plan |
| FSM | Free School Meals |
| HI | Hearing Impairment |
| LAC/PLAC | Looked After Child/Previously Looked After Child |
| LSA | Learning Support Assistant, working 1:1 with a child with a statement or EHCP |
| MLD | Moderate Learning Difficulty |
| OT | Occupational Therapist |
| SEMH | Social, emotional and mental health |
| SENCO | Special Educational Needs Coordinator |
| SEN/SEND | Special Educational Needs/and Disability |
| SLT/SaLT | Speech & Language Therapy |
| SpLD | Specific Learning Difficulty |
| Statutory assessment | A specialist assessment process to identify SEN requested by the parents supported by the school. The assessment process results in a statement of the child's SEN being agreed. |
| TaMHS | Targeted Mental Health Service |
| TA | Teaching Assistant |
| VI | Visual Impairment |