



Special Educational Needs and Disability Policy

The Definition of Special Educational Needs (SEND)

In this policy 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN code of practice (DfES 2001, and revised 2015) says children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age on schools within the area of the Local Authority;

Or are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was 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.

Mission Statement

At Camelot we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

Camelot adopts a 'whole school approach' to special educational needs and disabilities.

All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with SEND can fulfil their potential and achieve optimal educational outcomes.

Aims and Objectives

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- To ensure all children can access a balanced curriculum, differentiated where appropriate.
- To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- To ensure all students are valued, given a sense of worth and helped to develop confidence in their abilities and strengths in both academic and social areas of the school experience.
- To ensure that students express their views and are always fully involved in the decision making processes.
- To provide cost effective, flexible deployment of resources to ensure all pupils' needs are met and they are used to maximum effect.
- To invest in the professional development of staff in relation to SEND pupils.

Objectives

Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school. Taking the 'graduated approach' will mean that staff will be committed to following the cycle of assess-plan-do-review as part of the identification (and provision) process.

Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Work with parents/carers to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.

Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

Create a school environment where pupils feel safe to voice their opinions and contribute to their own learning.

Responsibility for the Coordination of SEND Provision

Responsibility for overseeing the provision for children with SEND falls to:

- Walatta Trew, Deputy Head for Inclusion
- SENCO Louise Jinks

Arrangements for Coordinating SEND provision

The SENCO will hold details of all records, IEP's, targets and reports for individual pupils. This will also include:

- Keeping an up to date SEND register
- Keeping up to date records to be kept on pupils with SEND
- Compiling a whole school provision map used to monitor intervention and outside provision

All staff can access:

- The Camelot SEND Policy;
- A copy of the full SEND Register;
- Guidance on identification in the Code of Practice
- Information on individual pupils' special educational needs;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Up to date information about SEND pupils in their care and their requirements

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. Information will be stored in the SEND folder on the shared area for all teaching staff.

Provision for Pupils with SEND

The school has a range of specialist SEN facilities in place. These are:

- A speech and language therapist available one day per week
- Access to an Educational Psychologist on a needs basis
- Dedicated 1:1 speech and language sessions from trained teaching assistants
- Small groups within the classroom supervised by a teaching assistant for those pupils who find accessing the curriculum difficult
- Pastoral support where needed
- An Art Therapist available one day a week
- Wheel chair access and disabled toilets
- Access to physiotherapists and occupational therapists
- Access to paediatricians and dieticians
- Access to continence advisors
- Access to a visual impairment team
- Access to assistive technology

Allocation

The allocation of these facilities and to whom they apply can be seen on the whole school provision map. The map is informed by pupil progress meetings and is updated **each term**.

Process for identifying and supporting SEND pupils

It is the duty of all staff to identify pupils who are seen to have barriers to their learning. More specifically it is the duty of class teachers to then meet with the SENCO and request that the child is observed in class.

Pupils will also be identified during pupil progress meetings.

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
- b) Once a pupil has been identified as *possibly* having a SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

Through (b) and (d) it can be determined which level of provision the child will need.

If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the SEN register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.

Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

This recognises pupils who are identified as requiring additional and different help as well as the regular differentiated curriculum. The school will put provision in place and seek external advice or additional resources provided by the local authority when required.

Class/subject teachers collaborate with the SENCO on evidence gathering and identification.

Once the SENCO has been notified he or she will make their own assessment through reviewing the evidence of identification supplied by the teacher and classroom observations. With this knowledge the SENCO can advise the teacher in differentiation for this child within the normal classroom environment.

If progress is still slower than expected then external professionals will be called to make their own assessments of the child and provide support in the planning of extended provision, continued assessment and revised action points.

Specialist SEND advice will be sought where necessary. The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. External input may involve support and intervention, for example through specialist teaching or therapy. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions.

The teacher remains responsible for the planning and provision of the child on a day to day basis, even if this involves interventions that take the pupil away from the class. They will plan and assess the impact of interventions and links with classroom teaching and learning. The teacher will be responsible for providing assessment information and targets for SEND pupils in pupil progress meetings which will be used to plan and review provision for all pupils.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant 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 when the Southwark SEN panel believes that the school has taken every step possible to support the child but is unable to provide the level of support needed alone.

The decision to make a referral for an EHCP will be taken at a progress review.

The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Head Teacher
- Educational Psychologist
- Health care professionals
- Other professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

Education, Health and Care Plan

Following Statutory Assessment, an Education, Health and Care Plan will be provided by Southwark if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents will be consulted before the decision is made.

Parents have the right to appeal against a decision either for or against an EHCP for their child.

Once the EHCP is completed it will be kept as part of the pupil's formal record and reviewed annually by the SENCO, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the Curriculum, Information and Associated Services

Pupils with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by the Leadership Team together with the SENCO to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEN provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Extremism and Radicalisation

It is important to realise that some children who find social interaction difficult, lack empathy and struggle with understanding the consequences of their actions may be classed as vulnerable. These vulnerable children may be at risk of radicalisation and extremism and should be monitored not only for their special need, but for evidence of others exploiting their vulnerability. (See Camelot's Safeguarding Policy under Radicalisation and Extremism)

Funding for SEND Pupils

All pupils with SEND have access to additional support from the school budget. This equates to £6000. The allocation of these additional resources will be planned and prioritised on the school provision map. Pupils with EHCP plans will receive extra funding from the local authority (Southwark). This funding will be used to support the educational needs of the pupils that receive it. This may include 1:1 support in class, intervention sessions and /or therapy.

Inclusion of Pupils with SEND

The Deputy Head for Inclusion and the SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:

- Providing a broad and balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to extracurricular activities and school day trips and residential visits;
- Practicing teaching methods that suit the needs of individual pupils;
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils;
- Ensuring maximum participation within school life is available to all pupils.

Evaluating the Success of Provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

- Pupil progress meetings are held to evaluate the success of any interventions and provision
- The SENCO will monitor the progress of SEND pupils and analyse assessment outcomes which will feed into pupil progress
- Teachers have the responsibility to monitor the progress of SEND pupils adapting provision and seeking support where needed

Assessment

Pupils with SEND will be supported to be successful and independent learners. This will be done by identifying their stage of development and achievement whether academic, social, creative or spiritual, and developing their understanding and skills in order for them to achieve their potential. Referrals will be made to external services for advice and recommendations if necessary. Any assessments made by these professionals will be used to inform planning and provision for pupils with SEND.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

In Service Training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues and we do this with regular INSET sessions for teachers and support staff. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Links to Support Services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO and the child's parents.

Working in partnerships with parents/carers

Camelot Primary school believes that a close working relationship with parents and carers is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision;
- Continuing social and academic progress of children with SEND;
- Personal and academic targets are set and met effectively.

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENCO throughout the year for any reason. Parents are kept up to date with their child's progress through termly reviews and an open door policy ensuring regular contact with the SENCO. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor (Rosemary) may be contacted at any time in relation to SEND matters.

Links with Other Agencies and Voluntary Organisations

The School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behavioural Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings as appropriate throughout the year to discuss SEN provision and progress and keep staff up to date with legislation

Monitor and Review

The Governing Body of Camelot Primary School have the responsibility to monitor the implementation of the SEND policy.

Signed: _____ Headteacher

Signed: _____ Deputy Headteacher (Inclusion)

Signed: _____ SENDCo

Signed: _____ SEND Governor

Date: _____

Policy effective from:

Autumn 2017

Review due:

Summer 2018