

# Lady Margaret Primary School



*Where children come FIRST*

## Special Educational Needs Policy

<b>Approved by:</b>	Full Governing Body	<b>Date:</b> 5 <sup>th</sup> May 2021
<b>Last reviewed on:</b>	July 2022	
<b>Next review due by:</b>	July 2023	

This policy supports the **Rights Respecting principles** adopted by Lady Margaret Primary School and is particularly relevant to the following articles:

Article 1

Everyone under the age of 18 has all the rights in the Convention.

Article 2

The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

Article 3

The best interests of the child must be a top priority in all things that affect children.

Article 4

Governments must do all they can to make sure every child can enjoy their rights.

Article 6

Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.

Article 12

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 16

Every child has the right to privacy. The law should protect the child's private, family and home life.

Article 19

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 23

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights as well as respect for their parents, their own and other cultures, and the environment.

**Compliance**

**This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 ( Sep 2014) , Section 3.65 and has been rewritten with reference to the following guidance and documents.**

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jan 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
- Child Protection & Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENCO and ratified by staff and governors. The policy has been shared with parents for comment.

**SECTION 1a: SEN contact details**

Name	Miss L Simpson	Ms A Towers
Job role	Deputy headteacher	SENCO
Status:	Qualified	unqualified

Email:	l.simpson@ladymargaret.ealing.sch.uk	a.towers@ladymargaret.ealing.sch.uk
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## **SECTION 1b: Beliefs and Values**

Lady Margaret Primary School believes that

Every teacher is a teacher of every pupil or young person including those with SEN

This policy was developed as a response to, and is reflective of the SEN Code of Practice 0-25 (January 2015).

It should be read in conjunction with the following policies

- Accessibility Plan
- Behaviour
- Child Protection and Safeguarding
- EAL and mid year provision guidance policy

## **SECTION 2: Aims and Objectives**

### Aims

At Lady Margaret Primary School we seek to

- place the pupil at the centre of our provision
- provide opportunities for pupils and parents to be fully involved with and active in the decision making process
- allow pupils with SEN to fully participate in every aspect of the school experience.
- teach children at their own level of understanding, ability and needs
- raise the aspirations of and expectations for all pupils with SEN

- focus on outcomes for pupils rather than simply detailing hours of support given
- ensure that pupils with SEN are prepared for the next stage of their schooling
- ensure pupils with SEN learn the necessary skills that allow them to be as independent as possible both at school and in the wider world
- ensure parents have a complete understanding of the needs of their children, the provision they received in school and directions for further support if required.

### Objectives

- to identify and provide for pupils who have special educational and additional needs
- to work within the guidance provide in the SEND Code of Practice, 2015
- to operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- to provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SLT to ensure that the SEN Policy is implemented across the school
- to provide support, advice and training for all staff working with special educational needs pupils
- form a supportive partnership with parents of pupils who have SEN.

The SEN/D Code of Practice 0-25, 2015 describes the following broad areas of need:

- **Communication and Interaction:** including speech and language needs, social and interaction difficulties and Autistic Spectrum Disorders (ASD)
- **Cognition and Learning:** difficulties linked to cognitive abilities, Specific Learning Difficulties such as dyslexia and dyscalculia
- **Social, Emotional and Mental health ( SEMH):** including Attention Deficit and Hyperactivity Disorder (ADHD), eating disorders, anxiety and depression
- **Physical and /or Sensory Needs:** difficulties with mobility, sight, hearing and sensory difficulties

In Section 6.15 the Code of Practice defines Special Educational Needs as follows:

*A pupil has SEN where their learning difficulty or disability calls for special educational provision that is different from or additional to that normally available to pupils of the same age.*

The purpose of identification is to work out what action the school needs to take to ensure a pupil can make progress, not to fit a pupil into a category.

At Lady Margaret Primary School we identify the needs of pupils by considering the whole pupil

which will include not just the special educational needs of the pupil.

These could be (but are not limited to):

- Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Pupil
- Being a pupil of Serviceman/woman

#### **SECTION 4: A Graduated Response to SEN Support**

***In this section, the process by which Lady Margaret Primary School identifies and manages pupils with SEN is explained.***

All pupils identified as having special educational needs are recorded on the special needs register, after parental permission has been gained, which is updated as needs dictate over the course of the year.

All pupils at Lady Margaret Primary School will receive quality first teaching. Quality first teaching is characterised by high quality teaching, usually delivered by the class teacher, and adapted for individual pupils and is the first step in responding to pupils who have or may have SEN.

The Senior Leadership team regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

All pupils’ progress is monitored on an ongoing basis, and pupils’ progress and achievement is discussed at least termly in a Pupil Progress Meeting (PPM). The class teacher and a member of the

Senior Leadership Team are involved in these Pupil Progress Meetings.

Some pupils, despite quality first teaching, may find it difficult to make expected progress in a variety of different areas of their learning and attainment. These pupils will receive some additional support targeted at their identified areas of needs. This may be delivered in class or may be a withdrawn or additional intervention depending on the needs of the pupil. This targeted support is monitored closely. Most pupils will make accelerated progress as a result of this additional support. Parents will be notified by the class teacher that their pupil is receiving additional support in a particular area of learning.

Some pupils may not make this expected progress in response to the targeted support. In some cases this may be due to other factors such as poor attendance. If there are no other factors that could explain a lack of progress for a pupil receiving targeted support, then a process of SEN identification will begin.

Parents will be invited to meet with the SENCO and class teacher at this point to discuss their child. Pupils who are able to explain their difficulties clearly will be asked their views at a separate meeting with a chosen adult. All information gathered from within the school about the pupil's progress, alongside national data and expectations of progress will be considered alongside the views of the parents and the pupil themselves.

During this initial meeting we may look at;

- Behaviour logs
- Observations
- Attendance records
- Exercise books
- views and observations of parents/carers
- a review of developmental progress of the child since birth
- observations done within school
- Reports received from external specialists

From this discussion, a profile of the pupil is built outlining particular strengths and also areas of difficulty that will inform which areas of need we may consider assessing the pupil in.

If we think it necessary, we may ask external professionals to assess a pupil. We are not able to assess pupils for ADHD, Autism, Asperger's syndrome, Dyslexia, Dyscalculia or Dyspraxia but may use strategies that are known to help pupils with these known conditions. To gain a diagnosis of any specific conditions a child would need a referral to an external professional.

External professionals that Lady Margaret Primary School may refer a pupil to for assessment include but are not limited to:

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- CAMHS (Child and Adult Mental Health Services)
- Physiotherapist
- School nurse
- Child Development Team
- Springhallow Outreach team

Pupils are placed onto the SEN register (SEN Support) at Lady Margaret Primary School when the provision they require to make progress, both academically or for social and emotional reasons, is significantly different from or additional to that normally available to pupils of the same age.

### **SECTION 5: Managing Pupils' Needs on the SEN Register**

To ensure that pupils with SEN make progress a cycle of assess-plan-review-do is used.

**Assess:** *The class teacher or SENCO will assess the needs of the child, drawing upon advice and recommendations from external specialists where applicable. Individual targets are written onto Provision Map by SENCO and class teacher, and reviewed termly (with parents formally once a year or informally more often if requested).*

**Plan:** *The barriers to learning are identified by class teachers and SENCO but also possibly as a result of a referral to external agencies and targeted support and evidence based interventions and additional resources are planned in response to these barriers.*

**Do:** *Support is provided as planned.*

**Review:** *The impact of the support is assessed and, if required, changes are made.*

The SENCO (Special Educational Needs Co-ordinator) will meet with the class teacher each term but will also lead the parent meeting once a year to discuss progress against personal targets, ongoing external referrals, any changes to the pupil's circumstances and any concerns or worries that anyone may have. It is also when events such as transition between schools or key stages can be discussed. If meetings are required outside these times parents can arrange a meeting with the SENCO through the school office or during parents evening.

Occasionally, an external professional may attend a SEN review meeting if it is considered beneficial to the pupil or arrange to meet parents directly to discuss support that is to be given.

Pupils should make good progress towards achieving the targets/outcomes set. A copy of the targets/outcomes set will be given to parents/carers.

## Statutory Assessment

If the school and parents, in consultation with external agencies, note the pupil requires more than £6000 worth of SEN support, a request is made to the London Borough of Ealing SEN assessment service, or the borough in which the child resides, for a statutory assessment. The SENCO will complete an ERSA form (Ealing Request for Statutory Assessment), or similar documentation for relevant authority, which will then be submitted to Ealing SENAS (Special educational needs assessment service), along with relevant reports and advice from external professionals. Pupils undergoing assessment remain at SEN Support during this time. Note the school has a finite amount of Educational Psychology time each term and pupils will be put forward according to need, as determined during SENPlan meeting each term.

If the London Borough of Ealing considers that the pupil needs additional support beyond that which can be provided by the school, they will issue an Education and Healthcare Plan ( EHCPlan- previously a statement).

A pupil with an EHC plan receives additional funding from Ealing to allow the school to provide the pupil with additional support for the specific needs identified.

A pupil with an EHC plan will have:

- key stage objectives identified from the areas of need outlined in the EHC plan.
- termly targets recorded on the Provision Map document. These should be in line with EHCPlan objectives and advice from outside professionals.
- an ongoing provision map recording the cost of additional support and interventions the pupil is receiving which is maintained throughout the year and submitted to the local authority at the annual review of the EHCPlan.
- A number of different support staff may work with the pupil in a variety of different settings depending on need.
- A variety of different assistive technology resources may be used to support the child with their learning, depending on needs.

The EHC plan is reviewed annually at the Annual Review. All adults involved with the pupil (including health professionals, members of the LA, school staff and parents) are invited to discuss the year's progress, amending the plan where necessary. When appropriate, the pupil will be present at the Annual Review. Transition reviews are carried out at the end of reception, year 2 and year 5 to ensure targets are updated in line with new expectations for a change of key stage. An emergency annual review might be called if school feels the needs of the child cannot be met by the current level of provision as outlined in the EHCPlan or if a change of provision is required. A recommendation for an EHCPlan to be ceased can be made to the LA with agreement from all external professionals and parents if sustained progress is made and the child's special educational

needs are not seen to be a barrier to their future progress and achievements.

### **SECTION 6: Exiting the SEN register**

If a pupil is found to be making rapid and sustained progress then support will be reduced whilst progress is carefully monitored. If the pupil is able to continue to make progress with no significant provision different from or additional to that of their peers, then a decision would be made to remove the pupil from the SEN register. This process would be discussed with parents at every stage and views of parents and the pupil would be considered throughout.

### **SECTION 7: Supporting pupils and families**

Parents of pupils with SEN /D will be directed to the Ealing Local Offer which sets out the services available to them within Ealing.

Lady Margaret Primary School provides a SEN Information Report on the SEN/D section of the website. This report gives further details about the SEN/D support we, as a school, provide.

Please see the SEN/D section of the school website which will contain links to other agencies that can offer support and advice to parents of pupils with SEN/D.

Admission arrangements can be found within our Admissions Policy. This is available on our website or from the school office.

Pupils with SEN/D are supported to access assessments (statutory and school led) by the class teachers and phase leaders, working in partnership with the SENCO.

Pupils with SEN/D are supported during periods of transition in many ways, including but not limited to:

- meet the teacher sessions for pupils and parents
- social stories
- transition books
- additional visits to a new classroom / teacher
- transition plans
- handover meetings between staff within school and at new schools
- staff training
- support from the SENCO and / or senior members of staff

- Visits and mentoring sessions from secondary schools

## **SECTION 8: Supporting pupils at school with medical conditions**

Lady Margaret Primary 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 pupils with medical conditions may also have SEN and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. In these cases, the SEND Code of Practice (2015) is also adhered to.

Pupils who have medical conditions at school will have a Health Care plan which all staff will be aware of. Health care plans state the nature of the child's medical need and the steps that need to be taken within school to manage the need. For further details, please refer to the **managing medication and supporting pupils with medical conditions policy** which can be requested from the school office.

## **SECTION 9: Bullying**

We recognise that pupils with SEN can be at particular risk from bullying and monitor this closely and deal with problems swiftly.

## **SECTION 10: Monitoring and evaluation of SEN**

SEN and Inclusion is a high priority for Lady Margaret Primary School. Progress of pupils who are achieving significantly below age related expectations is tracked against learning objectives from other year groups, as appropriate. The work for these pupils is differentiated to meet the specific learning objectives they are working on and progress is tracked on an individual basis and discussed at pupil progress meetings each term.

The Senior Leadership Team (SLT), together with governors, senior leaders of learning, middle leaders and external consultants implement a robust monitoring schedule to ensure the regular and thorough evaluation of the quality of provision for ALL pupils.

Monitoring at Lady Margaret Primary School may include, but is not limited to:

- observation of learning and teaching
- work scrutiny
- pupil voice

- reading with children
- learning environment
- audits of specific areas
- staff views
- parent views

Monitoring and evaluation promote an active process of continual review and improvement for all pupils.

In addition, parents of pupils with SEN are invited to complete a questionnaire about SEN provision to inform specific planning and development of SEN practice.

### **SECTION 11: Training and resources**

Funding for SEN support and provision is provided through the school's delegated budget. SEN support can be provided in the form of resources, training (staff and pupil), devices or aids in addition to staffing costs for additional learning support provided to a child.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development provided by Ealing, specialist schools and support services including the speech and language and occupational therapy service. The school does not provide ABA support to pupils with Autism but works closely with Springhallow outreach service to help pupils make sense of their surroundings and learn to work within social norms.

All staff and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEN/D provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attends the Local Authority SENCO network meetings in order to keep up to date with local and national update in SEND.

The school subscribes to NASEN which provides up to date research articles and news that may inform practice.

### **Special educational needs and EAL**

- EAL pupils are not children with SEN and our school recognises that most EAL pupils needing support with their English do not have SEN needs, but have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.
- Some EAL pupils may have a special educational need and in such cases pupils have equal access to school SEN provision, in addition to EAL support.

- EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND policy.
- EAL children can attend Induction for a maximum of 16 weeks, if the EAL coordinator has concerns that a child may have a special educational need this will be communicated to the teacher. An email will then be sent detailing this discussion to the class teacher, Senco and the EAL lead.

## **SECTION 12: Roles and responsibilities**

### **SENCO**

The SENCO plays a crucial role in the school's SEN provision. This involves working with the headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to teachers and other staff
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, LEA support services, Health and Social Services and voluntary bodies.

Additionally, parents must be given clear guidance to the means by which they can contribute to coordination, and how they can provide additional information when and if required. Parents of pupils with SEND are given access codes to Provision Map that they can access and provide their own comments.

### **Governing Body**

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that the school has a SENCO who is a qualified teacher
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the SEN Code of Practice 2015 when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN policy
- Reporting to parents on the school's SEN Policy including the allocation of resources from the school's devolved/delegated budget

### **Class Teacher**

The SEN Code of Practice 2015 clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Providing high quality teaching for all the pupils in their class
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for SEN pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop targets for SEN pupils. The extent of the SENCO's involvement is at the discretion of the school.
- Working with SEN pupils on a daily basis to deliver the individual programmes required
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy

### **Headteacher**

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENCO/SEN team
- Informing parents of the fact that SEN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

**Designated Teacher with specific Safeguarding responsibility** – Ms L Simpson

**Members of staff responsible for Managing Pupil Premium Grant (PPG) / LAC funding** – Mrs H Rai/  
Ms L Simpson

**Name of members of staff responsible for managing the schools responsibility for meeting the medical needs of pupils** –Mrs M Chana/ Mrs A Towers

### **SECTION 13: Storing and managing information**

Records and documents relating to children with SEN/D are stored in accordance with the school's Data Protection Policy.

### **SECTION 14: Reviewing the policy**

This policy will be reviewed annually.

**SECTION 15: Dealing with complaints**

Details of how to make a complaint or raise a concern can be found with the School Complaints Policy. This is available from the school website or from the main office.