

# Special Educational Needs Information Report

<b>Responsibility for this policy lies with</b> (Headteacher, Full Governing Body or Finance & Premises Committee)	Full Governing Board
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## SEN Policy

*“The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles.” (Warnock Report, 1.4)*

## Introduction

The Education Act 1996 says that a child has special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Everyone at Edward Pauling Primary School is committed to providing the conditions and opportunities to enable any child with SEN to be included fully in all aspects of school life. The Special Educational Needs and Disability policy at Edward Pauling Primary School supports the stated ethos of the school that:

“All members of the school community are respected and seen to have potential for improvement. Through effective teaching and learning, supporting and encouraging, together we can enable the fulfilment of that potential. We aim for success for all.”(Staff handbook)

## The SEN Aims for the school

The aims of the SEN policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2000).

### Roles and responsibilities

All staff in our school have a responsibility for maximising achievement and opportunity of vulnerable learners. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

There is a designated SEND Governor with responsibility for SEND at Edward Pauling Primary School who has regular contact with the SENCo and the Senior Management of the school to keep up-to-date with and monitor the school's SEND provision.

### The Special Educational Needs Co-ordinator (SENCo)

The SENCo plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. The SENCO liaises with all staff at all levels across the school to ensure appropriate guidance, support, resources and opportunities are brought together to support all individuals and groups.

Other responsibilities include:

- Co-ordinate the provision for pupils with SEND
- Responsibility for drawing up the provision map in consultation with all relevant staff.
- The SENCo collates class provision maps and evaluates and records the impact of interventions across the school.
- Responsibility for the day to day operation of the SEND policy.
- Maintain a register of children with SEND, and ensures that the records on children with SEND are up-to-date.
- Work closely with the teaching and support staff in co-ordinating provision for our SEND children.
- Liaise with and giving advice to fellow teachers and all support staff
- Responsible for all training and Inset for staff on SEND issues
- Liaise with all school staff that have responsibility for child protection, attendance, family support issues and health and medical concerns.
- Work closely with the parents and carers of children with SEND.
- Liaise with outside agencies, LEA support services, Health and Social Services and voluntary bodies.

### Intervention Monitoring

The SENCo has responsibility for drawing up the provision map in consultation with all relevant staff. She collates class provision maps and evaluates and records the impact of interventions across the school. All SEND children are included on a detailed whole-school provision map which outlines and monitors provision across the school which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school. The provision map also includes children who are underachieving but do not have special educational needs or a disability. It is the SENCo's responsibility to collate the school Provision Maps and evaluate and record the impact of the interventions across the school to inform the school's self-evaluation cycle and the Governors. The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency

- Demonstrate how support is deployed
- Inform parents, LEA, external agencies and Ousted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

#### Monitoring and Recording Progress of Pupils

At Edward Pauling we regularly evaluate and review how well our pupils make progress in relation to their starting points. We identify our school's vulnerable groups and any significant variation in progress between groups of pupils.

By using this process and linking the Pupil Progress Review, SEN Review Meetings, Reviews of all Interventions and Provision Mapping we make sure that we follow the cycle of self-review to identify needs and narrow the gap in pupil outcomes.

At some time, all pupils may be considered vulnerable, therefore our Pupil Progress meetings focus on all pupils, not a target group. Effective Pupil Progress Review meetings prioritise actions at Wave 1. Once it has been established that effective Wave 1 is not sufficient to meet the needs of this individual or group, Wave 2 and 3 interventions should be discussed. Any decisions about provision taken at this meeting can then be recorded onto the Class Provision Map. At subsequent Pupil Progress Review meetings the evaluation of the interventions detailed in the Class Provision Map should form part of the discussions. The SENCo regularly meets with staff responsible for each intervention to examine the impact and effectiveness of the programme.

#### Four Areas of Special Educational Needs

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

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory physical and/or medical

#### Identification

The school follows a graduated response to the assessment of SEND as set out in the Code of Practice. The identification of pupils with SEND is built into the overall approach to monitoring the progress and development of all pupils. Teachers are responsible and accountable through Pupil Progress Meetings and Performance Management for the attainment and achievement of all their pupils in their class, even when pupils access support from other members of staff or specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

The effective early identification of children with SEND or children who have disabilities that affect their ability to learn is essential so their needs can be planned for in the provision map and to ensure that every need is being addressed. The earlier provision is made the more responsive pupil is likely to be. The vision of our school is a place where all children are enabled to be the best they can be and reach their full potential. All staff need have a shared understanding of our whole school approach to the early identification of pupils with SEND.

When the class teacher or other adult finds that a child is not responding as expected within a differentiated curriculum and is having increasing difficulties in learning or behaviour, the

teacher will seek advice from the SENCo and try alternative strategies in the classroom to resolve the problem. At this point a Cause for Concern form is given to the teacher so that the strategies used and difficulties in learning can be identified. This helps to form an assessment and to assess whether adequate progress is developed. A learning environment checklist is also completed. Information on this form is sought from parents and other members of staff, through observations and assessment of data. The analysis of data includes entry profiles, Baseline Assessments, Foundation Stage profiles, reading ages, other whole-school pupil progress data, Assessment for Learning, Undertaking and when necessary, a more in depth individual assessment - this may include a range of commercially available assessments. It may also include a bilingual assessment where English is not the first language, tracking individual children's progress over time and in lessons (copy of this form is in Appendix 1).

Where pupils continue to make inadequate progress despite high quality teaching targeted at their areas of weakness, the SENCo should assess whether the child has a significant learning difficulty and then targeted strategies and interventions are actioned. Once a potential special education need is identified, four types of action should be put into place, Assess, Plan, Do, Review -this is the graduated response called SEND support. Where a child continues to make little or no progress, despite well founded support that is matched to the child's area of need, the SENCo with the parents' consent will involve specialists, including those from outside agencies. Where a pupil is receiving SEND support the school will meet at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school.

STAGE 1: Well-differentiated, inclusive, Quality First Teaching..

Wave 1 is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching.

Characteristics of the support:

- Highly focused lesson designed with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- Regular use of encouragement and praise to engage and motivate pupils
- clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary;
- Teachers use lively, interactive teaching styles and make maximum use of visual and kinesthetic as well as auditory/verbal learning.

The routine and prolonged withdrawal from mainstream of children with SEND is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

#### Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners at stage 1 is, wherever possible, linked with existing systems and procedures:

- Classroom observation cycle
- Learning walks
- Monitoring of planning, resources, books and homework

- Discussions with pupils
- Drop in sessions
- Performance management
- Pupil progress meetings
- Data analysis

#### Stage 2: Additional SEN Support-

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2013.

#### Characteristics of the support:

- Under-achieving pupils and pupils with EAL who do not have SEND will not be placed on the list of pupils being offered Additional SEN Support.
- Intervention for pupils on the SEND list will be identified and tracked using the SEND provision map.
- Intervention for pupils who are underachieving but do not have SEND will be kept on the Underachieving Provision Map
- It may be decided that some, but not all pupils on the SEND register will require an individual provision map to ensure their special educational need is being addressed. This might be the case where outside agencies have been involved in assessing the pupil or contributing to their provision.
- It is the teacher’s responsibility to identify interventions with the SENCo and ensure effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
- The targets from the Provision Map will be transferred on to Intervention Target Sheet (ITS), which will be used as a communication tool. It will also include baseline assessments and any observational notes.
- It is the teacher’s responsibility to identify Quality Teaching Strategies (Stage 1 level of support) that will support these children in the class. These will be closely monitored.

#### Monitoring and Evaluation

- Pupil progress meetings
- Monitoring Individual Provision Maps and targets, evaluating the impact of provision map on pupils’ progress.
- Classroom observation cycle
- Learning walks
- Monitoring of planning, resources, books and homework
- Discussions with pupils
- Data analysis

#### Stage 3: Statement of Special Educational Needs or Education Health and Care Plan

Pupils Education Health and Care Plan will have access to all arrangements for pupils on the SEND list (above) and in addition to this, will have an Annual Review of their statement/plan.

- Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active Additional SEND Support.
- Our review procedures fully comply with those recommended in Special Educational Needs Code of Practice. The local authority Hounslow or Brent (depends on pupil’s home address) will make an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers it necessary for special educational provision to be

made for the child through an EHC plan. An assessment can be requested by the child's parent or the SENCo. Following a request for assessment the local authority must determine whether a statutory EHC assessment is necessary, make a decision and communicate its decision to the child's parents. The whole assessment and planning process, from the point an assessment is requested until the final EHC is issued, must take no more than 20 weeks.

### Monitoring and Evaluation

- Annual Review
- Pupil progress meetings
- Monitoring Individual Provision Maps and targets, evaluating the impact of provision map on pupils' progress.
- Classroom observation cycle
- Learning walks
- Monitoring of planning, resources, books and homework
- Discussions with pupils
- Data analysis

### Admission arrangements

In line with current LA policy a place at Edward Pauling Primary School is available to a child with SEND provided that:

- a) the parents wish the child to attend the school.
- b) the child's special educational needs can be met by the school.
- c) other pupils will not be disadvantaged.
- d) resources will be used efficiently.

The school has a duty under the SEND Code of Practice not to discriminate against a disabled child:

- In the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- in the terms on which the responsible body offers pupils admission to the school
- By refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.
- Not to treat disabled pupils 'less favourably';
- To make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage; and
- To draw up plans to show how over time, they will increase access to education for disabled pupils (school accessibility plans)

### Access to the school environment

Edward Pauling Primary School is on spread over two levels site with easy access to all areas on the ground floor for children with mobility or visual problems. There is a lift, which gives access to the second floor.

### Access to the National Curriculum

The SEN provision at Edward Pauling Primary School is based upon:

- Setting suitable learning targets
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning.

All class teachers, the SENCo and SEND support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A



rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

- Differentiation of the curriculum to match tasks to ability.
- Grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability.
- Use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- Use of TAs to provide additional support within literacy and numeracy lessons.
- Small withdrawal group and 1:1 teaching by the SEN staff.
- Accessibility to resources to support pupils with sensory or physical difficulties
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment
- Peer group support through mixed ability grouping, paired reading and “buddy” systems.
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- Use of SEAL (Social and Emotional Aspects of Learning) programmes throughout the school.
- Access to extra-curricular clubs, and to the social life of the school.
- Access to the school’s Learning Mentor and Family Support Worker for both children and parents
- In-Service training for all staff on the needs of children with SEN

Supporting children’s overall well-being at Edward Pauling:

- Opportunities for children to talk with members of staff such as Head Teacher,
  - teachers, Educational Psychologist, Learning and Behaviour Support Worker, teaching assistants or midday supervisors if they have any concerns they wish to discuss.
- Support from external agencies may be provided if deemed appropriate.
- Some pupils may be targeted in the morning for a ‘Meet and Greet’ with a known teaching assistant/teacher.
- Some pupils may be chosen to be part of a social skills group run by an
  - experienced teaching assistant. All classrooms display Zones of Regulation.
- The Personal, Social, Health and Economic (PHSE) curriculum aims to provide
  - pupils with the knowledge, understanding and skills they need to enhance their
  - emotional and social knowledge and well-being.
- We have a School Council with two representatives from each class years 1 - 6
- The school has achieved Gold Healthy School Status which evidences the work
  - undertaken within the school to support pupils’ well-being and mental health.

Access to information

Information about the school and its various activities can be provided in a range of formats, on request, for pupils and prospective pupils who may have problems accessing it in written form eg. by reading aloud, overhead projections and use of diagrams and pictures.

Information about the school is available to all on the school’s own website.

Resource allocation

Resources for non-statemented provision for SEND at Edward Pauling Primary School are funded according to an LA formula. The funding covers the cost of the staffing, resources and training needs for SEND in both Key Stages. These funds also cover the cost of supply cover for classteachers attending termly reviews and Annual Reviews.

Resources for children with an EHCP are delegated directly to the school from the LA. Each child with an EHCP is classified in a band from A-G according to his/her needs. Each child with Enhanced Early Years/SEND Support (EYAP/ESAP) funding is classified in a band from A – C. Each band carries a weighting from which the amount of delegated money is calculated. The school uses this funding to employ TAs and Welfare Helpers to work specifically with each statemented or EYAP/ESAP child. The delegated budget also pays for Specialist Teaching, in addition to the in-house SEND teaching, and some specialist equipment.

This funding for children with a statement is usually for a year. Continuation of the funding can be applied for, depending on the progress the child has made in that time. As with a statement the additional funding is used to provide support from a TA and specialist teaching as appropriate.

#### Liaison within the school

The SENCo shares information about pupils with SEND with

- Class teachers and Teaching Assistants, Administration Staff and School Meals Supervisory Assistants if appropriate
- The Headteacher and Senior Management Team
- The curriculum team co-ordinators
- Assessment co-ordinators
- The member of staff responsible for child protection issues
- The school's Welfare Officer

#### INSET arrangements

Within school there is an ongoing programme of INSET training for all members of staff. Staff also attend courses run by the LA and Medical Services. The school governors are also informed of courses on disability and SEND issues and are invited to attend.

The SENCo regularly attends courses on SEND issues run by the LA. She also attends school INSET sessions about other areas of the curriculum so that she is aware of current practices in these areas and any future developments which may affect children with SEND. She attends the local SENCo meetings which are run by the SEN advisory team to discuss local and LA issues which affect SEND provision.

The Teaching Assistants employed by the school also attend courses run by the LA, school INSET sessions specifically for their needs, and whole staff INSET, when appropriate. The School Meals Supervisory Staff also attend specific training to support pupils with SEN.

Training has been provided to all staff on:

- Equality , Diversity and Inclusion
- The SEND code of practice and SEND support the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with occupational difficulties
- How to support pupils with speech, language and communication difficulties
- Educational Psychologist, Primary Behaviour Team, Speech Therapist have all given their expert advice/training on areas pertinent to their specialism to teachers & Learning Support Assistants.
- The school has contact with SEN specialist teachers/Behaviour Support
- Team/Hounslow Primary Centre who provide advice to staff/students to support the success and progress of individual pupils.
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Learning Support Assistant.

Links with other schools

The SENCo arranges visits to Early Years setting when they are informed of a child with SEND who will be coming to our school. When a child has a statement or identified need, the SENCo is usually invited to attend the child's Annual Review held during the summer term in the Early Years setting. Transition arrangements are put in place for these pupils. Separate transition arrangements are also put in place for transition for pupils with SEN joining Key Stage 1 or Key Stage 2 from another school.

At Y6 transition, the SENCo provides information to the local feeder Secondary Schools which have been selected by parents of children with SEN. For statemented pupils the SENCo arranges a meeting with the SENCo from the chosen Secondary School, the class teacher, the parents and the child during the summer term prior to transition and ensures the secondary school is aware of the child's needs so transition will be planned for carefully and be successful.

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and

the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive and accessible.

- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

#### Partnership with parents

Parents of children with SEND are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's provision map each term and are invited to review progress towards the targets at the class Parent's Evenings or at termly review meetings. Class teachers and the SENCO have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information or help for their child.

#### Considering complaints

If parents believe that their child has a learning difficulty or social emotional issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's class teacher. If the parents think that the child should be given more support they should raise their concerns with the SENCO and the Headteacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEND.

#### Monitoring the success of the SEND Policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEND will be shown by:

- Ongoing teacher and TA observations of the child in the daily classroom setting
- Differentiated short-term planning by the classteacher to meet the child's needs
- Records and evidence of the child's work showing progress towards curriculum objectives
- Evidence of progress towards targets at the IEP reviews
- More age-appropriate scores on standardised testing
- Records and evidence of the child's progress towards improving behaviour
- Discussion at an appropriate level with the child about their progress
- Discussion with parents about the child's progress
- Discussion with outside agencies about the child's progress
- Successful requests for additional funding at statement and ESAP levels

#### Evaluating the success of the SEN Policy

The success of the policy will result in the needs of all children with SEND being met by:

- Having a whole system in place for early identification of children with SEND
- Making use of good practice in planning for, teaching and assessing children with SEND.
- Regularly reviewing of the child's progress against targets set.
- Providing additional intervention if progress is not adequate.
- Receiving appropriate funding from the LA to support the child's needs
- Considering the wishes of the child at an appropriate level.

- Having a positive and effective partnership with parents.
- Encouraging a multi-disciplinary approach whenever possible.

**Signed by.**

**Headteacher:** ..... **Date:** .....

**Chair of Governors:** ..... **Date:** .....

Links with other services

LA

- Schools Special Needs Officer for children with SEND
- Educational Psychology Service
- Specialist teachers from Hounslow Education Authority Inclusion

Service Other External Staff

- Specialist teachers from Special Schools

The Medical Services

- Community Paediatrician
- Community Nurse
- Consultant Child Paediatricians
- Clinical Psychologist
- CAMHS
- Physiotherapy Service
- Occupational Therapy Service
- Speech Therapy Service

Glossary of abbreviations

ASD	Autistic Spectrum Disorder
CAMHS	Children and Adolescent Mental Health Service
COP	Code of Practice
HI	Hearing Impairment
INSET	In –Service Training
KS	Key Stage
LA	Local Authority
MLD	Moderate Learning Difficulties
PD	Physical Disabilities
SA	School Action
SAP	School Action Plus
SATs	Standardised Attainment Tests
SEN	Special Educational Needs

SENCo	Special Educational Needs Co-ordinator
SENDA	Special Educational Needs and Disability Act
SLD	Severe Learning Difficulties
TA	Teaching Assistant
VI	Visual Impairment

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