



Special Education Needs and Disability Policy

Policy Status	Final Policy
Responsibility for this policy lies with (Headteacher, Full Governing Body, Curriculum or Finance & Resources Committee)	Full Governing Body
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Our Vision

Edward Pauling pupils will be confident, aspirational and successful members of society. They will be empowered, willing and able to take responsibility for creating and realising their destiny. We will achieve this by providing them with positive role models as well as a stimulating and challenging learning environment. They will be equipped with the skills, knowledge and resilience to achieve their full potential in life, regardless of their starting point. They will leave our school with positive attitudes to learning, feeling confident and enjoying good relationships. Having benefited from positive role models in their time at Edward Pauling they in turn will become beacons for the wider world they enter as young adults.

Definition of SEN and Disability (SEND)

At Edward Pauling Primary School, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: 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, education for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is "...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities."

Key Roles and Responsibilities

The SENDCo has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support an individual pupil with SEND, including those who have EHC plans. The SENDCo may also support some children with SEND in small groups. The current SENDCo is Abigail Donnelly, and can be contacted via the school office. The SEND Governor is Rakhee Fernando. She has responsibility for monitoring SEND and liaising between the SENDCo and the Governing Body.

The school's role

The school will:

- Inform the local council if a child is likely to be away from school for more than 15 school days
- Share information about child's needs, capabilities and the programme of work given with the local council
- Help the child to reintegrate in school when they return
- Make sure they're kept informed about school events and clubs
- Encourage them to stay in contact with other children

The local council's role

If a child is going to be away from school for a long time due to illness or injury, the local council will make sure the child receives as normal an education as possible.

Monitoring and evaluation of SEND

The SENDCo and a member of the Senior Leadership Team meet regularly to monitor and evaluate the quality of provision for SEND pupils. The impact of SEND provision on the progress and outcomes for pupils on the SEN Register is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data based on their starting points
- Interventions baseline and exit data
- Progress against individual targets
- Review of children's work
- Review of a child's social and communication skills

Identification of Needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long term outcomes for children with SEND. The purpose of identification is to understand what action the school needs to take, not to fit the child into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice (2014) refers to four broad areas of need:

Communication and Interaction – these children have difficulty in communication with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition and Learning – children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyspraxia and dyscalculia.

Social, Emotional and Mental Health Difficulties – children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect an underlying mental health difficulty such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs – some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

A Graduated Approach to SEN Support

How the school decides whether to make special educational provision is part of an on-going process driven by teacher assessments and termly pupil progress meetings where the leadership team and the SENDCo identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is quality targeted teaching delivered by the class teacher and teaching assistants. Where progress continues to be less than expected, the teacher will discuss their concerns with the SENDCo, giving as much detail as possible. During this stage, high quality interventions may be put in place as a pupil's response to such support can help to identify their particular needs. Particular care is taken when identifying and assessing SEN for children whose home language is not English; sometimes a home language learning assessment will take place. Where the child continues to show less than expected progress despite intervention and therefore has a higher level of need, with parental permission, the school may seek advice from external agencies. Occasionally, an assessment will be required to identify whether the child has a specific learning difficulty.

These agencies include:

- Educational Psychology
- Speech and Language Therapy
- Behaviour support
- Physical/Sensory support
- Child and Adolescent Mental Health Service (CAMHS)
- School nurse/Paediatric health team
- Children's services
- Education welfare officer
- Occupational Therapy

At this point the child will also be placed on the SEN register. The school, with support of the external professionals, will seek to remove barriers to learning and continue to put effective special education provision in place for the pupil. This begins a cycle of **assess, plan, do** and **review** with the pupil and their family at the centre of the process.

Assess - clear analysis is made of needs based on:

- The views of the pupil and their parents or carers
- Teacher assessments and observations
- The child's current attainment
- The child's record of previous progress and attainment
- Tracking of progress and comparisons with national data
- Assessments by external agencies if appropriate

Plan - following assessment, the teacher, SENDCo, parent or carers and child will agree on a plan of action to include:

- Time limited outcomes for the pupil
- The adjustments, support and interventions to be put in place
- A date for review

All planning is pupil centred and outcomes are focussed and recorded.

Do - all the child's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. The class teacher is responsible for:

- Differentiating and personalising the curriculum
- Delivery of 'additional and different' provision for a child with SEN
- Planning, support and impact measurement for all group and 1:1 interventions delivered by support staff
- Linking interventions to classroom teaching

The SENDCo continues to support teachers in the effective implementation of provision.

Review - the quality, effectiveness and impact of provision is evaluated and this includes sharing the information with the parent/carers and seeking their views. The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

We believe in a child centred approach to information gathering and the cycle of assess, plan, do and review. The school will meet with parents and carers on a termly basis to discuss their child's progress and discuss future targets, typically these meetings will take place during parents' evening and during individual scheduled meetings. Targets are shared with the children and their successes are celebrated.

Parents of children with an EHC plan will have an annual review to discuss their targets and aims for the future. Each child will be asked to share their views of school and their learning through differentiated activities.

SEN Provision

SEN support can take many forms. This could include:

- Evidence based interventions
- Extra support from a teacher or a learning support assistant
- Making or changing materials, resources or equipment
- Working with a child in a small group
- Maintaining specialist equipment
- Observing a child in class or a playtime and keeping records of how this child communicates and interacts with others
- Helping a child to take part in the class activities
- Making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with the child, or play with them at playtime
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- Access to a nurture group
- An altered timetable

Managing the needs of Pupils on the SEN Register

Each child with SEND is an individual and their learning is tailored to meet their particular needs. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- The progress and development of all pupils including those with SEND
- Regular liaison with parents and the SENDCo
- Effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- Supporting the SENDCo in reviewing targets for pupils with SEND

Teaching assistants are responsible for:

- Ensuring the day to day provision is in place for the pupils they support
- Implementing agreed strategies and programmes and advice from specialists
- Record keeping and resources
- Maintaining specialist equipment
- Regular communication with the class teacher and the SENDCo

The SENDCo is responsible for:

- The SEND policy and its implementation
- Co-ordinating support for pupils with SEND
- Updating the SEND register and maintaining individual pupil records
- Monitoring the quality of provision and impact of interventions
- Attending network meetings and updating staff
- Referrals to and liaison with outside agencies
- Liaising with and advising staff
- Maintaining regular contact with parents or carers
- Co-ordinating annual reviews
- Supporting staff in identifying pupils with SEND
- Maintaining links and information sharing with receiving schools

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt they are able to maintain this with quality first teaching, they may be removed from the SEN Register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care Plan (EHCP) assessment

A small number of children, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these children, a request will be made to Hounslow to conduct an assessment of Education, Health and Care needs. This application will be made in conjunction with the parents or carers. This assessment may result in an Education, Health and Care Plan being provided. This brings together the pupil's health and social care needs as well as their special educational needs.

Supporting parents, carers and children

We provide support in the following ways:

- Edward Pauling Primary School operates an open door policy for parents and carers seeking support and advice. A member of the senior leadership team or the SENDCo will always make themselves available to speak to a parent or carer
- Individual arrangements can be made for phased entry into Reception classes
- Additional time and special arrangements can be made for Key Stage Two SATs
- Emotional Literacy Support Assistants (ELSA)
- Support for transition between classes
- Play Therapy
- Transition visits for vulnerable Year 6 children transferring to secondary school
- Inviting the SENDCo of the receiving secondary school to the final Year 6 annual review or termly review meeting.

Specialised Support

Emotional Literacy Support Assistants (ELSA)

At Edward Pauling Primary School, we have two qualified Emotional Literacy Support Assistant (ELSA) who works under the guidance and supervision of the Hounslow Educational Psychology Service. Our ELSA is available to work with vulnerable children or those who require emotional support.

Supporting pupils with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to the curriculum, including school trips and Physical Education. Where it is the case that a medical condition meets the criteria of disability, the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the curriculum for pupils with a disability. E.g. extra adult on trips, use of the school lift, alteration of furniture, reasonable variation of uniform. Specific staff will have training to support particular needs e.g. technical knowledge to maintain auxiliary aids and equipment or managing diabetes. The welfare officer is responsible for the administration of medicines, health care plans and protocols. When a child is unable to attend because of illness or injury, our school and LA will provide support to make sure their education doesn't suffer.

Storing and Managing Information

Children records and SEN information may be shared with staff working closely with SEND children to enable them to better meet the individual pupil's needs. Children's SEN files are kept in a locked filing cabinet or saved on the school system. Individual SEN files are transferred to receiving schools when pupils leave Edward Pauling Primary School. GDPR guidance is followed closely.

Complaints

We urge parents and carers with any concerns regarding the SEND policy or the provision made for their child at Edward Pauling Primary School to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCO. If parents and carers feel their child's needs are still not being met, they should make an appointment to see a member of the Senior Leadership Team.

The following documents have informed this guidance which parents may find helpful:

Appendix 1: Special educational needs and disability code of practice: 0-25 years

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

Appendix 2: Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Appendix 3: Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Appendix 4: Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Appendix 5: London Borough of Hounslow Local Offer

https://fsd.hounslow.gov.uk/synergyweb/local_offer/

Appendix 6: Illness and your child's education - GOV.UK

<https://www.gov.uk/illness-child-education>

You can get a copy of our policy in a number of ways:

- The school website, follow the link: *About Us* to the SEND section.
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.