

WEST HAMPSTEAD SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

	Name	Signature	Date
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Checked and Reviewed by:			
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Vision statement

At West Hampstead Primary School, we believe that all pupils have the right to an education of the highest standard. Where pupils have learning difficulties and/or disabilities, we aim to provide the support necessary to enable them to access the curriculum and fulfil their potential. We make every effort for this to be achieved within the classroom alongside other pupils.

Our aims for pupils with SEND are to:

- To identify pupils needing SEND provision as early as possible.
- To provide a differentiated curriculum appropriate to the pupil's needs that will enable them to make good progress from their starting point.
- To ensure that pupils with SEND have access to a broad and balanced curriculum.
- To ensure that pupils with SEND participate fully in all the activities that the school offers.
- To keep parents fully informed about their child's progress and attainment and to involve them, as far as we can, with decisions about their child's SEND provision.
- To involve pupils with SEND, as far as we can, about decisions about their SEND provision.

Definition of Special Educational Needs and Disability (Code of Practice 2014)

A child has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of children of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

The four primary areas of SEND:

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with autism spectrum disorder (ASD), including Asperger syndrome and autism, experience difficulties with language, communication and imagination, which impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs,

including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD)

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 underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

The Inclusion Team at West Hampstead Primary School **West Hampstead Primary School - Tel no. 0207 435 8646**

Acting Deputy Headteacher, Senior Lead on Inclusion – Karen Filiz
SENDCO-Elizabeth Bernard
SEND governor – Danielle Blanchard
Inclusion leadership team – Karen Filiz and Amanda Martin (School home liaison)
Mental Health team- Karen Filiz, Michelle Housley, Lisa Gafa
Inclusion learning support assistants
LSAs with a SEND role

The role of the SENDCo

Governing bodies must ensure:

- That there is a designated teacher as SENDCo.
- Where a newly appointed SENDCo has not been the SENDCo at any other school for more than 12 months they must achieve the National Award in Special Educational Needs Coordination within 3 years of appointment.

Key responsibilities of the SENDCo include:

- Overseeing the day-to-day implementation of the school's SEND policy.
- Coordinating provision for pupils with SEND.
- Advising and supporting colleagues.
- Contributing to teacher training regarding SEND.
- Liaising with the designated teacher where a looked after pupil has SEND.

- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies.
- Liaising with potential next providers of education.
- Liaising with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Liaising with other members of the school leadership team to ensure that learning for all children is given equal priority.
- Ensuring that the records of all pupils with SEND are kept up to date.

The SENDCo is a member of the senior leadership team. They are responsible for ensuring that the school can track and record support plans and decisions for all pupils with SEND and that their parents are fully involved in this process.

SEND information on the website

Governing bodies must publish on its website information about:

The implementation of the SEND policy (see SEND policy)

Arrangements for the admission of disabled pupils (see Admissions policy)

Steps being taken to prevent disabled pupils being treated less favourably than others (see Admissions and SEND policy)

The facilities provided to assist access for disabled pupils (see Equalities policy)

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to disability.

Identification, assessment and provision

We have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. We work closely with outside agencies to support pupils with SEND in order to ensure their inclusion.

All teachers at West Hampstead Primary School are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage. High quality teaching, with appropriate differentiation is the first step in responding to pupils who may or may not have SEND. The quality of teaching and of all pupils work is carefully monitored throughout the term and where necessary support is put in place to improve teachers' understanding of strategies to identify and support vulnerable pupils.

Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress, is seen as a significant factor in considering the need for SEND provision.

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation and assessment.
- Foundation Stage Records.
- Their performance against age related expectation (Pupil Progress Meetings).
- Standardised screening or assessment tools.
- Reports or observations from outside agencies.
- Records from previous schools.
- Information from parents.
- National test results.

Some children will benefit from tailored support in class to address a specific SEND that is impacting on their progress.

Where support additional to that provided within the class is required the pupil may be placed on the SEND register and a SEND support plan will be written.

If a more sustained level of support is needed, the school will consider requesting an Education, Health and Care Assessment from the Local Authority. Parents will be fully consulted at each stage.

Education, Health and Care Assessments

Where SEND is identified as being more acute, the school or a parent may request that the Local Authority carry out an assessment for an Education, Health and Care plan.

Step One

A child's parents, young person, or a person acting on behalf of a school may request that the Local Authority carry out an Education, Health and Care Assessment.

Step two

The Local Authority must decide if an assessment is necessary. They must do this through consultation and examination of the evidence.

Step three

The Local Authority must advise the child's parents or the young person about their decision and reasons within six weeks.

Step four

The EHC assessment must be completed according to the principles of coordination and integration of services and agencies. Parents and young people should be at the centre of assessment and planning.

Agencies must share information according to agreed principles.

To complete the assessment they should seek the advice of the relevant professionals, including The headteacher, Psychological advice, Social care advice and any other advice

Step five

The Local Authority should decide from the EHC assessment whether an EHC plan is necessary. The Local Authority must notify the parents or young person of their right to appeal to the SEND Tribunal if they decide that an EHC plan is not necessary.

Step six

The LA prepares an EHC plan. This should include the following:

A focus on outcomes: short term outcomes and longer term aspirations. Outcomes need to be specific, measurable, and achievable and time bound.

Specific interventions that will make a difference towards securing the agreed outcomes.

Support for key transition points

How informal support such as family and community can be used to achieve agreed outcomes.

Step seven

The LA sends a draft EHC plan to the child's parents or the young person and they have at least 15 days to give their views.

Step eight

The LA must inform the headteacher and must arrange the special educational provision and may arrange the social care provision specified in the plan. Clinical commissioning groups must arrange the health services specified in the plan.

Step nine

LAs must arrange for a review of the plan at least annually. The child and child's parents or young person must be invited and given at least two weeks' notice. The meeting must focus on progress towards outcomes. When it is a year of transfer, the review and amendments must be completed by 15th February.

Education, Health and Care Plans

The content of the EHC plan should include:

- The views, interests and aspirations of the child and their parents or young person.
- The child's SEN/D
- The outcome sought.
- The special educational provision required, where provision is to be delivered through a direct payment, the needs and outcomes to be met by the payment.
- Any health and social care provision.
- Any additional provision.
- The name of the school: the LA must consult with the governing body or proprietor.

Personal budgets

A personal budget is an amount of money identified by the LA to deliver some of the provision in the EHC plan. Details of the personal budget should be set out clearly within an EHC plan.

There are three options for parents:

1. Notional arrangements: the LA retains the funds but the parent/ young person directs its use.
2. Third party arrangements: funds are paid to an individual or another organisation on behalf of the parent/ young person (i.e. the school)
3. Direct payments: individuals receive the cash to purchase services themselves

Pupils with English as an additional language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. In assessing the SEN/D of children who speak English as an additional language, first language assessment will also be used where deemed appropriate to inform provision.

Interventions

The SENDCo in collaboration with the phase leader and class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil.
- Provision of alternative learning materials/ special equipment/adaptations to the curriculum.
- Group support.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to LA support services for advice on strategies, equipment, or staff training.

Monitoring the progress of pupils with SEND

Progress is the crucial factor in determining the need for additional support.

Good progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Where teachers decide that a pupil's learning is unsatisfactory, the SENDCo will be consulted at the termly Pupil Progress Meeting. The SENDCo and teacher will review the approaches adopted. The SENDCo will consult with pupils termly. There are clear policies, including the behaviour & anti-bullying policy and systems to support pupils in expressing any worries or concerns that they have.

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENDCo will maintain the records and ensure access to them.

In addition to the usual school records, the pupil's SEND file will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from any other agency involved with the child/ family

Transitions

When a pupil moves up to the next class, we organise meetings where teachers and support staff make sure that the new teacher and Learning Support Assistant (LSA) have a clear understanding of the needs of all pupils.

We also provide an opportunity for pupils with SEND to meet the new teacher and LSA before the start of the school year. Pupils will be able to visit the new classroom and get to know the new adults who will be teaching and supporting them.

Other Transitions	The key focus	Who is involved	What we do
Primary to Secondary	<ul style="list-style-type: none"> - Support for move to new building and curriculum - Support for friendships and well being - Planning support for learning 	<ul style="list-style-type: none"> - Primary and Secondary SENDCos - Head of Year 	<ul style="list-style-type: none"> - Attend Induction days - Transition meetings with parents - Transition support from the learning mentor - Invite visitors to our school - Secondary SENDCo attends Year 6 Annual Reviews
Mid-term admissions	<ul style="list-style-type: none"> - Support for coming to a new school – e.g. learning, friendships and well-being 	<ul style="list-style-type: none"> - SENDCo 	<ul style="list-style-type: none"> - Meet pupil and parents - Assess needs - Go through classroom routines and weekly timetable - Tour the school

Evaluating the success of our SEND Policy

The Assistant Head for Inclusion will report to governors on the success of this policy. Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting targets set
- Use of standardised tests
- Use of pupil self-evaluations of learning
- Evidence generated from Personal Plan review meetings and Pupil Progress Meetings.

The role of the governing body

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

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

Working with parents

Good communication between home and school is essential in order to give effective support so teachers and parents or carers need to talk regularly.

If the school places a child on the SEND register the SENDCo or class teacher will meet with parents to discuss the child's needs, the provision being planned and how parents can support their child's learning. At the Personal Plan meetings the SENDCo and/or class teacher will discuss with parents progress being made.

There may be additional meetings with professionals from external services where information is gathered in the form of work, records, progress reports and observations and shared with all parties. At the Annual Review we assess actions and targets to see if they have been met and decide on new targets for the year ahead.

The school strongly encourages parents to discuss their child's progress with their child's teacher at any point. Parents do not have to wait for the occasions listed above to talk about their children.

Links with other schools

The school works closely with other schools, including special schools and secondary schools, to ensure the smooth transition of children with Special Educational Needs. This includes meetings between the SENDCos of the schools involved, liaison and visits to the school with learning

mentors and prompt transfer of records. We are a partner school within the Swiss Cottage Partnership.

Complaints

If you as a parent or carer are unhappy about something that is happening at school you should discuss your concerns with the school in order to resolve complaints at the earliest possible stage. We will make all reasonable adjustments to ensure that parental concerns and complaints are addressed.

First of all talk to your child's class teacher, phase leader or the SENDCo.

If you are not happy that the teacher or SENDCo has been able to resolve your complaint you can make a complaint to the Headteacher. You should talk informally to the Headteacher first but if you want to go on to a formal complaint, you will need to put this in writing.

Our complaints policy and procedure is available on the school website and in the school office.

Other policies

This Policy should be read in conjunction with the school's SEND Information Report (West Hampstead Primary School's Local SEND Offer); Camden's Local Offer; West Hampstead Primary School Behaviour Policy.

The Policy is reviewed by the Governors every year and outcomes of reviews are used to inform the School Self Evaluation.

Camden's Local Offer website: www.localoffer.camden.gov.uk

Independent advice for parents and carers

SENDIASS is a Camden service that supports and advises parents and carers if they have a child with SEND. The service is funded by Camden Local Authority but it is independent in terms of giving advice.

You will find information on their website: www.sendiasscamden.co.uk

Email: sendiass@camden.gov.uk

Telephone number: 020 7974 6264