



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

This policy was reviewed:	Summer 2022
This policy was ratified by Full Governing Body (if applicable):	Summer 2022
This policy will be reviewed again:	Summer 2023
Governor committee responsibility:	Achievement & Families
Statutory Policy?:	Yes

Carlisle and Hampton Hill Federation

Special Educational Needs and Disability (SEND) Policy

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with all other policies, particularly the following, available to read and download on the Carlisle Infant School and Hampton Hill Junior School websites;

- [Anti-Bullying Policy](#)
- [Behaviour Policy CIS](#)
- [Behaviour Policy HHJS](#)
- [Assessment Policy](#)
- [Accessibility Plan](#)
- [Safeguarding and Child Protection Policy](#)

Contact Details for SENCos

The SENCo at Carlisle Infant School is Lorraine Blake, who has 20 years experience in primary education and has held the National SENCo qualification since 2017.

Lorraine Blake is available on 020 8979 2770 or lblake@carlisle.richmond.sch.uk

The SENCo at Hampton Hill Junior School is Tracey Bannister, who has 30 years experience in primary education with 16 years specialising in SEN.

Tracey Bannister is available on 020 8979 3019 or t.bannister@hamptonhill.richmond.sch.uk

Definition of SEND

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEND if *they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:*

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use best endeavours to ensure that such provision is made for those who need it.

Special Educational Provision is underpinned by high quality teaching and is compromised by anything less.

Special educational needs provision across the Federation

Both Carlisle Infant School and Hampton Hill Junior School are mainstream schools where all children are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

In addition, HHJS has a designated SEMH (Social, Emotional and Mental Health) provision for up to six pupils.

Inclusion

- Across the Federation, we aim to offer excellence and choice to all our children, whatever their ability or needs.
- We have high expectations of all our children.
- We aim to help them achieve their true potential through the removal of barriers to learning and the encouragement of participation.
- We want all our children to feel that they are respected and a valued part of our community.

Both schools make provision for frequently occurring special educational needs and disability. We have recently met and/or currently meet the needs of pupils with and without an Education, Health and Care Plan who have the following kinds of special educational need/s or disabilities:

- Speech and Language Disorders
- Delayed Language Skills
- Communication Difficulties
- Specific Learning Difficulties including dyslexia and dyscalculia and dyspraxia
- Motor Skill difficulties
- Social, Emotional and Mental Health Difficulties
- Autism Spectrum Condition/Disorder
- Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory Processing Difficulties
- FASD
- Hearing Impairment
- Visual impairment

There are other kinds of special educational needs which do not occur as frequently and with which the schools may be less familiar, but we can access training and advice so that these kinds of needs may also be met where necessary.

Admissions

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admissions arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with other special educational needs and will follow the usual school admissions procedures.

http://www.richmond.gov.uk/school_admissions.htm

Pupils may be referred or a request may be made for a pupil to attend HHJS, as part of the SEMH Provision. Such cases will be dealt with individually and admission will be dependent on an available place in the provision and whether the school can meet the specific needs of that child.

Identification and assessment of pupils with SEND

All teachers regularly monitor and review the progress of pupils. We use a range of assessments with all the pupils at various points from Reception to Yr6:

- Foundation Stage Profile
- Year 1 Phonic Screener
- Y3 Baseline assessments
- Core Curriculum Assessments in Maths, Reading and Writing
- Y4 Multiplication Tables Check
- Standardised Spelling and Reading and maths assessments
- Pre and post intervention assessments
- Termly Pupil Progress Meetings
- End of Key Stage SATs
- Local Authority Threshold Guidance

Intervention and support

The principle of early identification and intervention underpins our approach to those pupils who need extra help. This is often put in place, even if a special educational need has not been identified. This additional support can be sufficient to move a pupil forwards towards their expected level of progress. Examples of extra support are:

- In class support
- Small group interventions
- Specialised resources, including ICT software learning packages.
- 1:1 interventions such as Occupational Therapy or Emotional Literacy
- 1:1 support with a teacher or member of support staff in class

At HHJS and CIS all interventions are entered onto an electronic tracker.

Despite high quality targeted teaching some pupils may need continued or different support in order to make progress. For these pupils and in consultation with parents/carers, strengths and weaknesses are identified and used to design an appropriate individualised intervention programme.

In many cases these underlying needs often explain limited progress or challenging behaviour.

At times it may be necessary to consult with outside agencies to receive more specialised expertise.

More detailed assessments help us to identify the need for additional resources and different approaches which would potentially enable the pupil to make better progress. These will be shared with parents, put

into practice, reviewed regularly and refined/revised where necessary. At this point when the child is identified as having a need that requires them to have some provision that is 'additional to' or 'different from' their peer group, then this will be recorded as an Additional Need on a 'Monitor' list.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain good progress without it) we will continue to monitor.

If the pupil is able to maintain good progress without the additional and different resources he or she will no longer be identified on the monitor list. The pupil will continue to receive high quality, differentiated learning along with the rest of the pupils in class.

We will ensure that all teachers and support staff who work with a pupil are aware of the support to be provided and the teaching approaches to be used.

Arrangements for assessing and reviewing pupil progress

Every pupil in the school has their progress tracked throughout the year to inform target setting.

This process identifies pupils making less than expected progress. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

In the first instance, lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement through

- using differentiated learning objectives where appropriate
- using varied teaching approaches
- adopting a range of access strategies to remove barriers to learning

A child may also receive targeted support within a small group or individualised instruction from a learning support assistant or a specialist teacher. Where progress continues to be less than expected the class teacher, working with the SENCo, should assess whether the child has SEND.

Pupils with special educational needs may have additional detailed assessments to inform targets and to measure small steps of progress. If these assessments do not show that adequate progress is being made, the actions taken and planned outcomes will be reviewed and adjusted. This process follows the *Assess, Plan, Do, Review* cycle outlined in the Code of Practice, 2014. This process is led by the class teacher and/or the SENCo.

If the level and complexity of need cannot be met by targeted intervention alone, a child may receive intervention from outside agencies, such as an Occupational Therapist, Speech and Language Therapist or an Educational Psychologist. The pupil's parents will always be involved in any decision to involve specialists. At this point the child's name will be recorded on the SEN Register.

If, despite the school having taken relevant and purposeful action to identify, assess and meet their special educational needs, the pupil has not made expected progress, then the school may apply for an Education Health and Care Plan (EHCP) assessment. This decision will be made collaboratively between parents, outside professionals and school.

Outside Agencies and Interventions

Where outside intervention or referral may be suggested the schools will assist parents in accessing the appropriate agencies, completing referrals and using reports / recommendations to inform next steps in support. Outside agencies will also be accommodated where appropriate in school to work with children with identified needs. Both schools work collaboratively and effectively with external specialist services including:

- Educational Psychologist Service
- Occupational Therapy Service
- Speech and Language Service
- Education Inclusion Support Service (EISS)
- Mental Health Support Team
- Specialist Advisory Teacher for Autism
- Educational Welfare Service
- Health and Social Services
- School Nurse
- Place 2 Be (Counselling service at HHJS)

The governing body also supports SENCo engagement with a number of external services, to maintain and develop the Federation's SEND Provision, including the following:-

- A Service Level Agreement (SLA) with the Schools' Educational Psychology service
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services
- Advice from the Education Inclusion Service

Evaluation of provision and progress

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. In addition to measurable data, the views of the pupil, parents, class teachers, specialist skills teachers and support staff will be taken into account as well as any reports from outside agencies who may be involved.

The SEN Code of Practice (2014) describes adequate progress as that which:

- *is similar to that of children of the same age who had the same starting point*
- *matches or improves on the pupil's previous rate of progress*
- *allows the attainment gap to close between the pupil and children of the same age*

For pupils with an Education, Health and Care Plan there will be an annual (and possibly interim/termly) review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made.

School approach to teaching pupils with SEND

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. Schools should 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. (SEN CoP 2014, 6.34)

Special educational provision is underpinned by high quality teaching and is compromised by anything less. (SEN CoP 2014)

Across the Federation we work to ensure that our approach to teaching and learning is of a high quality and personalised to meet the individual needs of our children. Some children need educational provision that is additional to or different from this. **This is special educational provision.**

In meeting the requirements of The National Curriculum Framework the schools employ some additional teaching approaches, as advised by internal and external assessments mentioned on page 4.

These provisions are often delivered by additional staff under the close direction of class teachers.

Class teachers will remain responsible for the pupil on a daily basis, working closely with specialist and support staff.

Support for medical needs of pupils with SEND

We have a duty to make arrangements to support pupils with medical conditions.

Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan and with regard to the statutory guidance, *Supporting Pupils at School with Medical Conditions 2014*.

Administration of medicines and provision of personal care for pupils with SEND

If pupils present with medical or personal care issues, these are dealt with in a safe and discreet manner. Liaison with parents/carers is key. In-school strategies to ensure the safety and medical well-being of children include the following;

- Written permission is needed to administer medicines.
- Clear written instructions must be given for the timing and administering of medicines.
- All medicines must be handed in to the office and are stored securely. No medication is stored in classrooms.
- Pupils must ask a member of staff for medicines to be administered at the appropriate time. Pupils may also be collected from their classrooms.
- A general medical bag is taken on school trips. Individual medicines, inhalers etc. are also taken, clearly labelled.
- Details of children with severe allergies, medical conditions and needs are made known to staff.
- Staff undertake Epipen and asthma awareness training on a regular basis.
- We have a list of First Aid trained staff (this can be obtained from the school office).
- During playtimes and lunchtimes there will be a trained first-aider available who will have full knowledge of any children with SEND and particular medical conditions.

Adapting the curriculum and learning environment for pupils with SEND

Across the Federation we follow the advice in the National Curriculum Framework on how to adapt the learning environment and the curriculum for pupils with Special Educational Needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in EHCPs.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas

of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.'
(SEN CoP 2014, 6.11)

SEND and Access in Schools

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors will make regular assessments of needs in these areas and identify aspects of the school which need to be improved. For children with particular physical needs, specialist aids will be available in and out of the classroom. The schools have ramps, disabled toilet facilities, a lift and stair lift (HHJS) to allow access to all areas.

Specialist equipment to support children with SEND

Specialist equipment will be considered on an individual basis. The SENCo, Senior Leadership Team, Headteacher and Governors will make decisions about resources and facilities needed to support individual pupils so that they can access the school site, buildings and the curriculum. Advice or recommendations may also come from external agencies working with an individual child in or out of school. (refer to websites for strategies and outcomes in Schools' Accessibility Action Plans)

Funding for additional learning support

Schools receive funding for SEND pupils. This funding is used to support and enhance high quality teaching across the federation. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEND and evidenced based. The amount of support required for each pupil to make good progress will be different in each case.

In very few cases a very high level of resource is required. In this case schools will request 'top up' from the Local Authority where the child lives, in the form of an E.H.C.P.

Supporting pupils with emotional and mental health difficulties

Across the Federation we recognise that pupils;

- have different social, emotional, educational and behavioural challenges and aspirations,
- require different strategies for learning,
- need a range of different teaching and learning experiences,
- may require help to manage certain behaviours in order to take part in learning opportunities effectively and safely.

We understand that school has an important role to play in helping to support the emotional and social development of pupils with special educational needs; to help them to develop emotional resilience and social skills, both through direct teaching, for instance PSHE and class time with teachers as well as indirectly with every conversation adults have with pupils throughout the day.

Pupils with emotional and social needs resulting from their special educational needs /disability will be supported to enable them to develop and mature appropriately. For some pupils with the most need for help in this area we can provide additional resources including;

- access to a counsellor (HHJS)
- mentor time with the SENCo / other member of senior leadership team and ELSA
- external referral to Mental Health Support Team and CAMHs,
- an appropriate space for pupils to use when they are extremely upset or angry
- support to help pupils to recognise and manage their emotions and feelings.
- Zones of Regulation and Size of the Problem.

We are interested in hearing parents'/carers' and pupils' views. We welcome parents into our school and encourage them to make an appointment to meet with us to discuss any concerns with teachers, the SENCo and the Senior Leadership team. We also undertake an annual survey of the views of parents and children.

Pupils know that if they are unhappy about any treatment by another member of the school community they can speak to a member of staff at any time. Their views will always be taken seriously.

Unfortunately children and young people with SEND are more likely to be the victims of bullying than others, so it is important to ensure that they report any behaviour that concerns them. We have a zero tolerance policy on bullying and any cases will be taken very seriously. Schools monitor the frequency of incidents and take follow up actions with any children who are appearing on a regular basis.

All relevant staff will be informed of any concerns and careful observation will take place, particularly in the playground. Peer support systems are in place in the playground and we have friendship benches where pupils can go if they wish. Each class at CIS has a 'worry monster' and at HHJS there is a lunchtime Friendship Club every day.

For more details, see the schools' [Anti-Bullying Policy](#)

Staff training and specialist expertise

All staff undergo a programme of Continuing Professional Development tailored to their role in the schools. All staff are regularly updated on current practices regarding SEN teaching and changes in the SEN Code of Practice 2014. Training includes:

- Specific intervention programmes and their delivery in /out of the classroom
- Awareness training relating to a variety of learning, behavioural, sensory and physical difficulties
- Awareness training relating to medical conditions
- First Aid training
- Individuals' training in specific areas of special needs, such as Emotional Literacy Support Assistant (ELSA), Specific Learning Difficulty (SpLD), Speech and Language Therapist (SALT), Attention-Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), Sensory Processing Disorder (SPD), Phonological Awareness.

In addition, individual members of staff have had enhanced and specialist training giving the school in-house expertise in areas including dyslexia, ELSA, behavioural management and numeracy teaching for SEN, including use of the Numicon programme.

Where a training need is identified beyond the expertise held in school we will find a provider who is able to deliver it. Training providers include;

- Staff from special schools
- Specialist intervention teachers
- Educational Psychologist
- Speech and language therapist
- Occupational therapists
- Physiotherapist
- Dyslexia specialists

Consulting with Parents of pupils with SEND

Class teachers, the SENCo and support staff are available to discuss pupils' needs and progress throughout the year with a minimum of three scheduled meetings to review a child's progress and plan next steps.

Parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend the annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

Consulting and involving children in their education

When a pupil has been identified as having special educational needs/disability because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning, where appropriate.

Across the Federation, children are clearly at the centre of the teaching and learning process. Throughout the school strategies include;

- Teachers will adapt activities to suit different needs.
- Teachers work one to one with pupils to assess their work and discuss areas for development.
- Regular home-school communication (including diaries at HHJS) to maintain that dialogue with parents and teachers.
- Regular curriculum events for parents/carers and pupils to inform regarding new initiatives and curriculum changes.

Complaints from parents of pupils with SEND

The treatment of any complaints across the Federation follows the same procedure.

We encourage parents/carers initially to discuss any concerns with their child's class teacher, the SENCo, Admissions and Inclusion Officer or Headteacher to resolve the issue before considering a formal complaint. If after following this procedure parent/carer wishes to complain, they should do so to the Chair of the Governing Body. Our [Complaints Policy](#) is available.

Support services for the parents of pupils with special educational needs

The details for parent support is now SENDIASS (SEND Information, Advice and Support Service), impartial advice and support on all matters relating to Special Educational Needs and or Disability Telephone: 020 8831 6179 Email: RichmondKingston@kids.org.uk Website: www.kids.org.uk

Supporting pupils in transferring between phases of education

Across the Federation we work closely with all educational settings before transfer, to seek and share information that will make the transfer as seamless as possible.

Strong links within the Hampton Hill and Carlisle Federation mean that our transfer procedures are high priority with on-going liaison between staff relating to pupils' needs.

Prior to Transferring from nursery to Carlisle Infant School

- Contact is made with the children's nursery providers and CIS staff may visit.
- Nurseries provide Nursery Transfer Forms as well as verbal feedback about individual needs.
- Many nursery providers visit Carlisle Infant School with their children prior to transfer.
- Stay and Play visits for parents and children.
- Individual meetings with class teacher.

Prior to pupils moving from Yr2-Yr3

- Transfer meetings are held to discuss all pupils.
- Pupils take part in reciprocal visits spending time with pupils and teachers
- Additional meetings and visits may be arranged for pupils with particular needs to ensure a confident and smooth transition.
- Parents/Carers are invited to New Parents evenings and can meet with the SENCo and future class teachers to discuss their child's needs.
- Any documentation including assessments from outside agencies, statements, medical reports and any other written information is requested to ensure we have a full picture of the child's needs before they arrive.
- Parents are encouraged to offer information which may help in settling their child into school.

At the point of transfer to secondary school

- Parents are given assistance with early applications in Y5 for children with EHCPs, at their Annual Review.
- Several visits may be arranged, with LSA support if requested, to the new setting and staff from the secondary schools are welcome to visit HHJS.
- The SENCO at HHJS will liaise with the SENCOs of the Secondary schools.

If a setting other than a mainstream setting is required or requested parents must make an application via the Borough.

Local Authority's Local Offer

The local authority's local offer of services relating to children with SEND is published at

http://kr.afcinfo.org.uk/local_offer

Parents without internet access or requiring advice should contact the school SENCo, Admissions Officer or the Borough's SEND Team for support to gain the information they require.

Our website contains information about the implementation of the offer for pupils with SEND and their families across the Federation. This includes details of;

- Services provided by the school
- Named staff and their responsibilities relating to children with SEND
- Signposts for families to services outside of school
- Information about how school can access certain support services

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014