

Judith Kerr Primary School

Special Educational Needs and Disabilities (SEND) Inclusion Policy

November 2017

Review Date: November 2018

Policy statement

Status and context

1. This policy should be read in conjunction with our School SEND (Special Educational Needs and Disabilities) Offer document, which is available on our website.
2. Judith Kerr Primary School is a fully inclusive two-form entry primary School which is committed to ensuring every child fulfils their personal, intellectual, emotional, spiritual, social and moral potential and are prepared for the responsibilities, opportunities and experiences of their next stage of education. We proudly cater for children with a wide range of SEND. We also recognise that many pupils, at some time in their School career, may experience difficulties which affect their learning, and these may be long or short term.
3. All Southwark Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with SEND. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching and learning which will enable them to make the best possible progress in School. See <http://localoffer.southwark.gov.uk/>.
4. At the time of publication, we have one part-time Special Educational Needs and Disabilities Coordinator (SENDCO), thirteen full-time class teachers, three part-time class teachers and ten full-time teaching assistants. These staff members provide most of the individual support to children identified as having SEND.

Aims and objectives

5. Judith Kerr Primary School aims to:
 - accommodate the needs of every pupil with SEND to the best of our ability within the constraints of our resources;
 - involve pupils with SEND and their Parents or Carers in all aspects of their education;
 - promote high aspirations for all pupils with SEND and
 - promote the best possible attainment for pupils with SEND within the constraints of their SEND.
6. To meet our aims, we will:
 - identify pupils with SEND as early as practicable;
 - provide adequate resources to meet pupils' SEND needs to the extent possible within the constraints of our budget;
 - promote a culture in which every member of staff is responsible, individually and collectively, for meeting the needs of pupils with SEND and
 - provide a SENDCO with primary responsibility for implementing the SEND Inclusion Policy.

Definition of SEND

7. A pupil has SEND if he or she has a learning difficulty or disability that calls for special educational provision to be made for him or her.
8. Special educational provision is educational provision that is additional to or different from that made generally for other children of the same age.
9. A pupil has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

10. SEND are generally thought of in the following four broad areas of need (an overview of these areas of need is in appendix one):
 - communication and interaction;
 - cognition and learning;
 - social, emotional and mental health;
 - sensory and/or physical needs.
11. In addition, the following factors may impact upon a pupil's progress and attainment but does not mean a pupil has SEND:
 - attendance or punctuality;
 - health and welfare;
 - first language is not English;
 - being in receipt of a Pupil Premium Grant;
 - being looked after by a local authority (LA);
 - being a child of active duty serviceman or servicewoman.
12. We recognise the importance of identifying children with SEND as soon as practicable in their School careers. This enables us to provide any extra support as soon as we are able. We also recognise the importance of taking action to address identified SEND as soon as practicable.

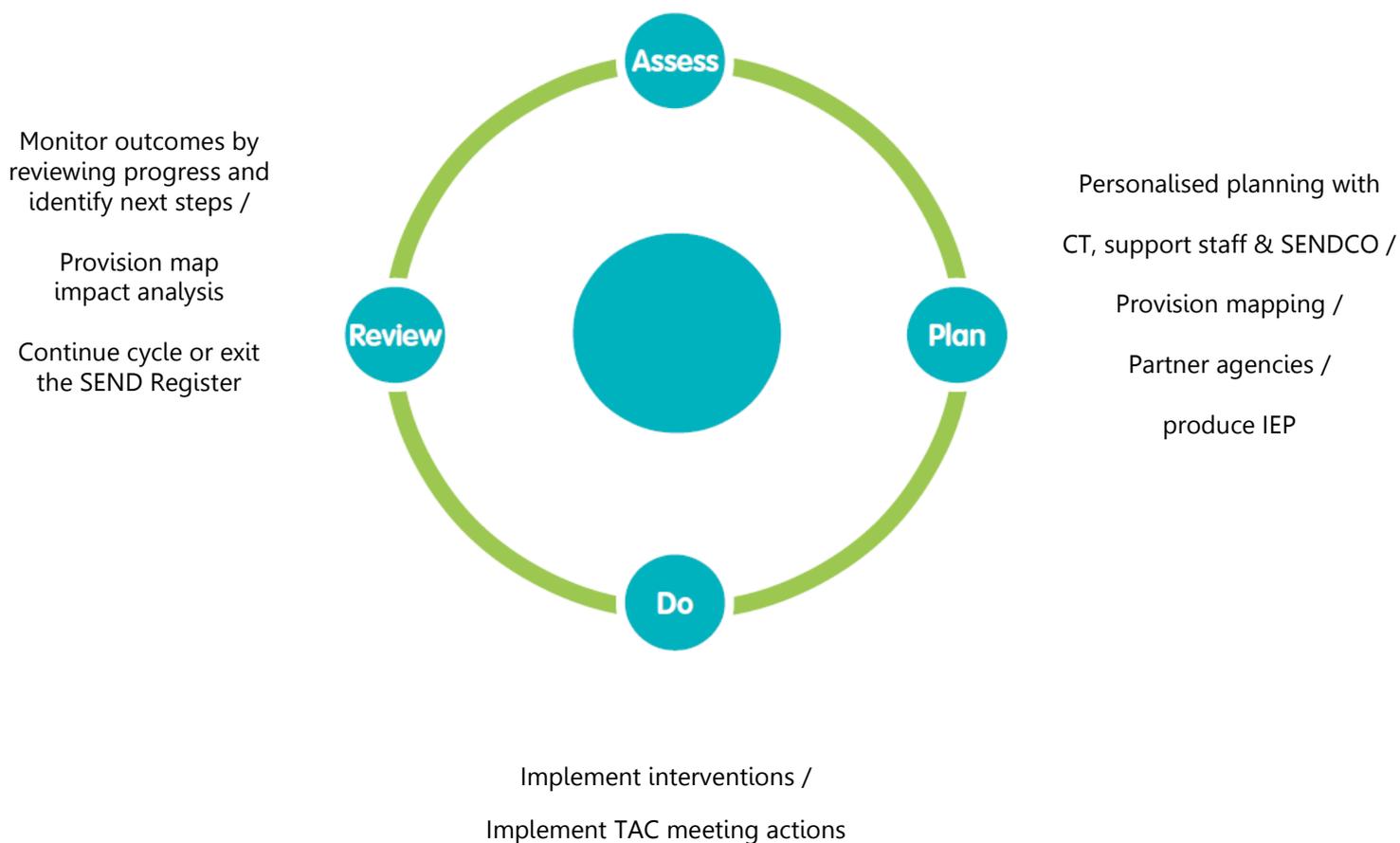
Identifying SEND

13. We ensure that our staff are adequately trained to identify pupils who may have SEND.
14. Our class teachers regularly assess the progress of all pupils and observe if any pupils may be meeting the definition of SEND discussed above.
15. If the class teacher (CT) considers that a pupil may have SEND, he or she will inform the SENDCO by completing a SEND Concerns form and their name added to the SEND concerns register. This will be brought to the Senior Leadership Team (SLT) who agree a course of action. As part of this process, the Head of School / SENDCO will speak or write to the pupil's parents or carers. If we consider that a pupil has additional needs we will explore how best to meet the pupil's developmental needs. This may be done at a Team Around the Child (TAC) meeting.
16. The additional support we provide can take various forms. For example, a pupil may receive one-to-one or small group support with a teaching assistant (TA), Learning Support Assistant (LSA) or specialist. For more complex needs, a pupil may be offered a personalised learning plan called an Individual Education Plan (IEP), which is produced by the CT in collaboration by the SENDCO, and/or receive additional support from specialists based outside of Judith Kerr Primary School.
17. Once it is agreed by everyone working with the child that they have SEND then they are placed on the School's SEND register.

How we support pupils with SEND

18. We use a four-part cycle of "Assess, Plan, Do, Review" to support pupils whom we have identified as having SEND. As part of this process, we invite Parents / Carers (and, when appropriate, pupils) to contribute their views.

Pupil progress meetings / SENDCO observations / one-to-one discussions, where School asks for Parent or Carer (and, when appropriate, pupil) views / TAC meetings, where pupil's strengths and needs are discussed/ assessment by partner services



Provision for SEND support and Education, Health and Care Plans (EHCP)

19. Informed by the SEND code of Practice we address pupil's individual needs using a 'graduated response'. This means we provide an escalated response to meet the child's individual needs from SEND support through to an EHCP.
20. Quality first teaching is always the first step to responding to pupils who may or may not have SEND.

SEND category	Individual Pupil	Group/Paired	Whole School
SEN Support	<p>CT's address pupils needs through:</p> <p>Good quality classroom teaching and learning;</p> <p>Curriculum access support including ICT resources where appropriate;</p> <p>Providing information to pupils and their parents or carers on strategies to help remove barriers to learning.</p> <p>A structured programme delivered by a teacher and/or TA/LSA concentrating on specific areas, for example, speech and language, fine motor skills, etc.</p> <p>Access to external agency assessment, intervention and consultation.</p>	<p>SEND0, TA, or LSA and other staff members to deliver interventions to small groups of pupils with SEND.</p>	<p>CT, TA or LSA access to SENDCO for support and advice.</p> <p>A differentiated curriculum.</p> <p>Implement School policy.</p>
EHCP Request and Assessment	<p>The support is the same as SEN support, except that the pupil will undergo assessments from one or more external agencies to ascertain whether the pupil's needs warrant an EHCP.</p>		
EHCP	<p>Pupils who have an EHCP can expect a support package drawn up between the class teacher, teaching assistant and SEND0 at the beginning of the academic year.</p> <p>Structured programme(s) delivered by a class teacher and/or teaching assistant concentrating on specific areas, for example speech and language, fine motor, etc. (as described on the EHCP).</p> <p>Access to external agency assessment, intervention and consultation.</p>	<p>SEMH (Social Emotional Mental Health) group intervention work can be developed if appropriate and included in an EHCP (TA/LSA to implement in a small group of 2 or 3 pupils with SEND).</p> <p>Small group, paired or 1:1 interventions may be offered as part of the package of care devised e.g. Emotional Literacy support.</p>	

Roles and responsibilities of all staff to promote inclusion for all

Staff	Roles and Responsibilities
Head of School	<p>The Head of School will:</p> <ul style="list-style-type: none"> ○ set the current year’s SEND budget and SEND provision based on information collected from baseline assessments, audit of need, evaluation of last years’ programmes, etc. ○ line-manage the SENDCO
SENDCO	<p>The SENDO will:</p> <ul style="list-style-type: none"> ○ develop School support provision and manage implementation of the SEND Inclusion Policy; ○ keep the Head of School and Governing Body informed of developments as and when necessary and at least annually; ○ liaise with outside agencies as described in the School SEND Offer document available on our website; ○ manage statutory assessment requests and provision for EHCP pupils; ○ arrange training for staff members in relevant SEND areas, for example, SEND assessment and intervention; ○ develop strong relationships with parents and carers of pupils with SEND; ○ undertake monitoring and evaluation of pupils with SEND. ○ Ensure class provision maps are produced by CTs and analysed for their impact
Class Teacher	<p>The CT will:</p> <ul style="list-style-type: none"> ○ identify pupils who may have SEND and complete a SEND Concerns Form so that the SENDCO can perform a more detailed evaluation of such pupil’s needs; ○ liaise with the SENDO to plan additional support for SEND pupils ○ liaise with support staff to oversee implementation of support for SEND pupils ○ Update the class provision map, including impact of interventions
Teaching Assistant (TA)/ Learning Support Assistant (LSA)	<p>The TA / LSA will:</p> <ul style="list-style-type: none"> ○ implement the agreed provision and record progress; ○ liaise with CT / SENDCO as needed; ○ carry out assessment of specific interventions and programmes to aid future planning.

Working in partnership with Parents and Carers

21. Parents and Carers are involved with SEND in the following ways:

- the School promotes partnership with Parents and Carers to support children with SEND to achieve their full potential, as the best outcomes are achieved when Parents and Carers are fully involved in the process from the outset.
- the School recognises that Parents and Carers hold key information and have knowledge and experience to contribute to the shared view of a child’s needs and the best ways of supporting them.
- all Parents and Carers will be invited to discuss their child’s SEND needs at Parents’ Evenings or at other times, in the form of TAC meetings, depending on the needs of the child and we may contact Parents / Carers by phone, email or letters.

Supporting pupils with medical conditions

22. We recognise that pupils with medical conditions should be properly supported so that they have full access to education, including School trips and physical education. Some children with medical conditions may be disabled and where this is the case the School will comply with its duties under the Equality Act 2010.
23. Some pupils may also have SEND and may have an EHCP which brings together health and social care needs, as well as their special educational provision. When this is the case, we take account of all of the child's special needs and do our best to cater for them.
24. For further information on supporting pupils with medical conditions please see our Administration of Medicines and Supporting Pupils with Medical Conditions Policy. Both of these are available on our website.

Transition arrangements

25. We appreciate how difficult it is for children and Parents / Carers as children transfer to a new class or School and we provide additional support, according to the individual needs of the child, to make movements (transitions) as smooth as possible. This may include:
 - meetings for the Parents and child with the new teacher;
 - visits to the classroom environment or new School to prepare the child and
 - opportunities to take photographs of key people and places in order to make a transition booklet.

Monitoring and evaluation of the support we provide

26. We regularly monitor the quality, impact and value for money of the support we provide to pupils with SEND. We do this by performing the following qualitative monitoring activities:
 - monitoring through observation the quality of planning, teaching and learning;
 - creating and reviewing the impact of provision maps;
 - looking at pupils' work;
 - talking with Pupils, Parents and Carers and other relevant people regarding individual pupils' SEND and how they feel the pupils' needs are being met;
 - seeking external agency feedback about their perceptions of the School's SEND provision and
 - Inclusion efforts.
27. We also use the following quantitative self-evaluation methods
 - all children's progress, including those with SEND, is tracked across the School using the School's assessment procedures and data collection;
 - we collect and analyse patterns of SEND by SEND category, gender and ethnicity. If a disproportionate number represent a particular SEND category, gender or ethnicity, SLT will explore possible causes and discuss whether any action needs to be taken. These actions will be included and monitored as part of the School Development Plan and
 - the member of the School's governing body responsible for SEND is Jean Ploetscher. She reports to the governing body twice annually regarding the current state of SEND provision at Judith Kerr Primary School.

SENDCO

28. Our SENDCO is John Bonnici. He can be reached on 020 7738 6481 or by email: senco@jkps-cfbt.org.

29. **Compliance**

30. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:
 - Equality Act 2010: Advice for Schools from the Department for Education Feb 2013;
 - SEND Code of Practice 0-25 (Sept 2014);
 - Schools SEN Information Report Regulations (2014).
31. This policy was approved and passed by the Governing Body on
32. This policy is a working document and will be reviewed annually. The next review of this policy is scheduled for November 2018.

Appendix one

Communication and interaction:

Pupils 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 often change over time. They may have difficulty with one, some or all of the different parts of speech, language or social communication at different times of their lives. Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have specific difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning:

Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate adjustments. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and with associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health:

Pupils may experience a wide range of social and emotional difficulties which show themselves in many ways. These may include becoming socially 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 undiagnosed. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs:

Some pupils 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 vary over time. Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Pupils with an MSI have a combination of vision and hearing difficulties. Some pupils with a physical disability (PD) require additional support and equipment to access all the opportunities available to their peers.