



Wallington Primary Academy

Policies and Procedures

SEND Policy

Date Adopted: 1 April 2018

This Review: n/a

Next Review: Autumn 2018

The Wallington Primary Academy SEND policy is our most important document in determining how we meet the Special Educational Needs and Disabilities of pupils within our school community. This document reflects the statutory requirements as well as our actual day-to-day practice.

In compiling this policy we have had regard to the SEND Regulations which came into force on 1 September 2014.

This Policy further complies with;

Statutory requirements of the SEND Code of Practice August 2014	Equality Act 2010 (updated Feb 2013)
Statutory Guidance on Supporting Pupils with Medical Conditions April 2014	National Curriculum KS1 & 2 Sept 2013
Teacher Standards 2013	

This Policy has been through a process of consultation with

- School staff
- Governors
- Local Authority (guidance)
- School SENCOs

The School SENCO who is also a member of the Senior Leadership Team, is **Catherine Bennett** and can be contacted either by phone on 020 8669 3978 or by email **through the main school email address** office@wallington.sutton.sch.uk

AIM

Wallington Primary Academy's aim is to provide with quality inclusive education for all our children. In order to achieve this it is essential that all staff, governors, parents and outside agencies work together towards the same goals for all our children.

At Wallington Primary Academy Primary School, we recognise that many children may have special educational needs or disabilities at some time during their school life. This does not in any way hinder their aspirations for the future.

Children can have a wide range of abilities including those with emotional and behavioural difficulties. All are expected to follow the National Curriculum and Foundation Stage Curriculum, but in a variety of ways; some need more support than others. For most of our children the degree of flexibility required is found within our existing staffing and resources. The Local Education Authority may provide additional support for children who have **an existing** statement of special Educational needs or Education Health and care Plan (EHCP).

There are clear guidelines for all adults to follow in the Behaviour Policy with regard to children with social, emotional and behavioural needs. Our aim is to consistently address inappropriate behaviour as well as recognise positive behaviour.

PRINCIPLES

Our policy is underpinned by four main principles that represent core educational values:

- **Equality**
All children should be valued equally, irrespective of ability, race, gender or religion.
- **Entitlement**
All children have an equal entitlement to a broad, balanced, relevant and differentiated curriculum and equality of opportunity within it.
- **Access**
Providing maximum access to the curriculum for children with special educational needs will require the co-operation, understanding and planning skills of all teaching and support staff, support agencies, parents and governors.
- **Partnership**
Responsibility for identifying and meeting special educational needs should be shared by all those involved with children, especially parents.

Our Objectives

all children are offered their entitlement to a broad and balanced curriculum	identify and assess children with special educational needs as early as possible	to build on the child's strengths to provide work that is matched to their abilities
include children with special educational needs in all areas of school life	involve the child, as appropriate, in the decision-making process about their SEN provision	work in partnership with parents/carers for the benefit of their children
keep clear and detailed school records of a child's needs, including actions taken and progress made	consider all available evidence and use this information to formulate Individual Education Plans (IEPs)	review progress regularly and maintain the child on an appropriate level of support
work co-operatively with all external agencies concerned, using all their available expertise	request a statutory assessment or additional support from the LA for children who have received significant, school based support, but are not making appropriate progress.	In consultation with all interested parties arrange Reviews and collect relevant documentation
have nominated staff to coordinate SEN throughout the school – Catherine Bennett	To monitor the triggers for identification of special educational needs and review the practices of the school in the light of any patterns that may emerge in accordance with the London Borough of Sutton guidelines.	To maintain a group profile of all children with special educational needs and review this on a termly basis

How will we do this?

At Wallington Primary Academy we have agreed procedures based on the **SEND** Code of Practice:

- identifying and assessing special educational needs
- planning and providing appropriate provision, support, advice and guidance
- evaluating and recording progress

Identification

The Code of Practice identifies 4 main categories of need;

Cognition and Learning	Speech and Language
Physical and Sensory	Social, Emotional and Mental Health

In addition, the aim of the new Code of Practice is to look at the needs of the 'Whole Child'. We recognise that there may be broader areas of need, not exclusively SEND and this could overlap with the following areas;

Attendance and Punctuality	EAL	Pupil Premium
Health	LAC	Service Child

Disability Access Plan (refer to site manager for details)

The school has a duty to plan strategically to increase access to school premises and the curriculum to disabled pupils. This duty includes changes to physical features, as well as the provision of physical aids and the provision of well written material in alternative formats to ensure accessibility.

Opportunity Base

Wallington Primary is proud to house a specialist provision for children with Moderate Learning Difficulties as their prime need. We take a maximum of 10 children with a high ratio of adults. All children within the Base have a statement or EHCP. Further information about this provision can be found within our Opportunity Base Policy.

Graduated Approach; A process of identification and provision

In our school we have a gradual approach to identifying and supporting children with SEN.

Step 1

- The initial stage is where the teacher highlights a child as 'cause for concern' in one or more of the SEND categories despite Quality First Teaching. This is monitored on our school SEN profile.
- A 'cause for concern' form is completed between the class teacher and SENCO/**Inclusion Support** during a review meeting and specific action identified in addition to the provision already in place.
- The teacher is accountable for the progress of all the children including the support or intervention provided by a TA or within outside intervention.

Step 2

- If a child receives 'SEN Support' they are on our SEN profile.
- There is a regular and monitored cycle of assessment, planning, delivering, reviewing and recording of provision with clear outcomes and reviews.
- The level of provision provided is in line with the School's Local Offer which can be found on both the school and LA websites.
- Parents/carers are involved through termly meetings **offered within our PAR meetings** and additional meetings with outside agencies as required for the individual child.
- The SENCO/**Inclusion Team** closely monitors the provision, costing and impact on the learning in order to make next step decisions in collaboration with the family.
- **IEP's are written and reviewed termly. The child and all staff involved are aware of the targets set and work together towards achieving them. The IEP is also shared with parents at PAR meetings and a copy given in order to be able to support at home.**

Step 3

- If the child has a Statement, an Education Health and Care Plan or Additional Support Contract, communication with parents/carers and professionals remains stringent.
- In addition to the meetings at SEN Support level, an annual review is held to set expected outcomes for the year ahead.
- Tracking, planning and assessment remain key to the success of the child's educational experience.
- Although the class teacher remains accountable for the progress of the child, the SENCO tracks and monitors every step of the way.
- The Statement or EHCP may link to other plans in place for the child such as a CAF or PEP.

Step 4

When children make progress against their targets and their SEN need becomes less, they will be removed from the school SEN Profile.

At this point the teacher is accountable for tracking the progress of the child to ensure there is no deterioration again.

If concerns arise again, the teacher will highlight this again with the SENCO and appropriate measures put in place to support.

There are occasions when a child is not making progress against the objectives within the EHCP in a mainstream setting and a more specialist provision may need to be considered in order to meet the child's needs. Parental involvement is encouraged fully and decisions about a child is not made without full discussion and input from parents/carers.

Supporting Pupils and Families

LA Local Offer & School SEND Information Report	Links to other agencies
Transition	Support Services – Sutton Information, Advice and Support Network (formerly Parent Partnership) / Family Information Service (FIS)

Sutton LA has several specialist services some of which can be accessed through a referral. Others require additional funding as well as referrals.

The Educational Psychology Service	(EP)
The Learning Support Service	(LSS)
Speech Language and Communication Needs Service	(SLCNS)
The Behaviour Support Team	(BST)
The Borough School Attendance Officer	(BSA)
The ASD support Service	(ASD)
The Sensory Impairment Service	(SIS)
Traveller Education Service	(TES)
School Nursing	

Other Health professionals may also already be involved with the child such as Physio Therapist (PT), Occupational Therapist (OT), CAMHS, Children's Services, Play Therapist, Community Paediatrician and more.

Medical Conditions

In some circumstances, there is an overlap between children with chronic medical conditions, SEN and Disability. In these cases multi-agency work is essential in ensuring pupils can fully access the curriculum and be meaningfully included.

Other Information

The Education of our children is closely monitored and evaluated throughout the school via work scans, audits, work samples, class observations, learning walks, feedback from Staff and Parents. Dependent on the outcome, appropriate provision in line with recommendations is put in place and monitored.

Training and resources

Funding – allocated to allow resources and training to be tailored to suit the needs as they present	Training/CPD policy and priorities	Ensuring universal, targeted and specialist training
Induction – ensure appropriate transition for the child and understanding of the child's needs by the staff.	LA briefings, research, projects, National organisations	

Other Roles and responsibilities

SEND Governor	Ensure the SENCO is a qualified teacher or the Head Teacher. SENCOs new to post from 1 September 2009 and who have not held the post of SENCO for a total of more than twelve months must obtain a qualification "The National Award for Special Educational Needs Co-ordination." The governing body must determine the role of the SENCO in relation to the leadership and management of the school. They must determine the key responsibilities of the SENCO. The governing body must monitor the effectiveness of the SENCO.
TAs and support staff	Liaise with the class teacher and SENCO as required to report on progress of the children. Highlight any concerns they have observed to the class Teacher initially. Liaise with outside agencies that carry out therapeutic work with the child and discuss progress and targets.
Designated Teacher for Child Protection/LAC teacher	Everyone in school has a duty of care to safeguard all children and ensure that concerns of abuse and disclosures are reported immediately in line with our Safeguarding Policy. It is the duty of the Designated Teacher (Catherine Bennett or Melanie Eley in her absence) to liaise with Children's Services. See Safeguarding policy for direct actions.

Record-keeping/review

All children have a file with their basic details kept in the main school office. In addition to this, children with Special Educational Needs have a file kept in a locked filing cabinet in Room 6. It is kept in class order and holds all historical and current information and reports of their SEN status.

In addition to this, the class teacher has an SEN/Inclusion file which holds the most recent and relevant reports and targets from outside agencies and IEP's. All of the 'teaching team' have access to this and are responsible in delivering the targets to help the child make progress. If a child has an LSA, they will also have an individual file to keep observations, work samples and behaviour logs on the child they work with. This will be used to feed into any meetings about the child's SEND needs.

If a child has a risk assessment, this is completed by a senior member of staff with the class teacher and shared with all staff working with the child. Details of this can be found within the Behaviour policy.

Complaints

Parents/Carers are advised to follow the school's complaints procedure.

In the first instance, the class teacher may be contacted. If the complaint cannot be resolved immediately, a member of the Senior Management Team is involved and subsequently the Headteacher.

Parents/Carers of children with SEND may wish to complain about provision. Due to the sensitive and emotive nature of SEND, concerns and complaints are addressed to the SENCO/Inclusion Manager who responds by meeting with the parents/carers to discuss the situation.

If this does not resolve the situation then the complaint is passed on to the Headteacher.

Bullying

As a school we have zero tolerance and a rigorous response procedure to Bullying. This can be found within our Anti-Bullying Policy.

This and all other Policies can be located via the school website.

Useful Links

<http://www.sendgateway.org.uk/>

<http://www.wallington.sch.uk/>

<http://localoffer.sutton.gov.uk/>