

## **SEND Policy and School Information for Grand Avenue Primary and Nursery School - Autumn 2015**

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

- Part 3 of the Children and Families Act 2014
- SEND 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 the following policies: Code of Conduct, Anti Bullying, Assessment Principles, Equal Opportunities, Safeguarding, Child protection, Home Learning, Medical needs, Parental Complaints and Disability and Access.

This policy was developed with parents/carers, representatives from the governing body and parent teachers association and parents of children with special educational needs and will be reviewed annually.

### **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 and young people 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 their 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.

### **1 The kinds of special educational need for which provision is made at Grand Avenue Primary and Nursery School**

Grand Avenue Primary and Nursery School is a 3 form entry (with 2 forms in Year 6) mainstream setting with enhanced specialist teaching arrangements for pupils with Autism.

Special Educational Needs is given a high profile in this school and the Staff and Governing Body are fully committed to the delivery of the code. The culture, practice, management and deployment of all staff and resources in school are designed to ensure the needs of all children are met. We value the abilities and achievements of all our pupils, and are committed to providing, for each pupil, the best possible environment for Learning.

Grand Avenue Primary and Nursery School recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The school recognises that all teachers are teachers of children with Special Educational Needs. All staff at Grand Avenue Primary and Nursery School, including support staff, endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

At Grand Avenue Primary and Nursery school we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: Autism, Asperger's syndrome, learning difficulties, speech and language needs, visual impairment, ADHD, global delay, dyslexia, Cerebral palsy, and Muscular Atrophy. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

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

### **Enhanced Specialist Teaching Arrangements for pupils with Autistic Spectrum Disorder (ASD)**

Grand Avenue Primary and Nursery School has enhanced specialist teaching arrangements for pupils with Autistic (ASD) Spectrum Disorder. The enhanced specialist teaching arrangements (ESTA) or enhanced provision provides extra support in the school from specialist SEND teachers who support staff alongside mainstream classroom teaching. Pupils are included in the usual school roll, within the normal admission number.

The enhanced provision means that most children with special educational needs can be taught in mainstream schools and provide more local provision for children and families reducing the need for long distance travel. It also means that the school will have greater capacity through well planned and long term investment in staff development and training and can provide outreach to other schools.

Grand Avenue Primary and Nursery School's provision supports pupils with autistic spectrum disorders. The Inclusion Manager is the person responsible for the provision and will carry out the work of the specialist teacher, alongside the higher level teaching assistant (HLTA). The specialist teacher's role is to provide advice and guidance to the whole school staff and to provide some direct support to individual pupils.

A maximum number of twenty pupils can be supported within the provision, with no more than 2 pupils per year group. Pupils will have a statement of SEND/EHCP or have a high level of need at SEND support. Other pupils may also benefit from the provision but will not be named as part of the provision.

## 2 Information about the policy for identification and assessment of pupils with SEND

At Grand Avenue Primary and Nursery School all class teachers and the senior management team monitor the progress of all pupils regularly to review their progress. We also use a range of assessments with all the pupils at various points. At Grand Avenue we measure children's attainment and progress by referring to:

- their performance monitored by the teacher as ongoing observation and assessment
- their progress against the objectives specified in the National Curriculum for the pupils age or against the level descriptors in the P scales or Foundation Stage Profile.
- Reading and Spelling tests in years 2-6.
- their performance in standardised tests:
  - Yr N and R                      Foundation Stage Profile
  - Yr 1                                Phonics screening
  - Yr 2                                Key Stage 1 statutory assessments/Phonics Screening
  - Yr 3                                Yr 3 optional tests
  - Yr 4                                Yr 4 optional tests
  - Yr 5                                Yr 5 optional tests
  - Yr 6                                Key Stage 2 statutory assessments

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational need has not been identified. This extra support will enable the pupil to catch up. Examples of extra support are social skills groups, speech and language groups, phonics groups, narrative groups, and jump ahead groups.

Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. In many cases these underlying needs often explain inadequate progress or challenging

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

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined / revised if necessary. At this point because the pupil requires additional and extra provision we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. We regularly review the impact of the additional support in place through analysis of tracking data and review of targets set. We follow the Assess, Plan, Do, Review model in our interventions.

We work with a number of agencies to support families and pupils. These include CAMHS, FASS, Educational Psychology, Behaviour Support Service, teacher for the Visual impaired, physiotherapist, and occupational therapists. We are also able to signpost parents to services such as parenting courses, family support, parent partnership officers and parent support groups.

### 3a How we evaluate the effectiveness of the provision made for pupils with special education needs with or without a statement of special educational needs / Education, Health and Care Plan

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and staff will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEND Code of Practice (2014) describes adequate progress as:

- 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
- Which allows the attainment gap to close between the pupil and children of the same age

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

### 3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked regularly. Pupils with special educational needs will also have their progress regularly monitored – in order to inform targets and to measure small steps of progress.

Whatever the level of the child's difficulties, the key test is how far their learning needs are being met is whether they are making adequate progress. The SENCo and Inclusion Manager works closely with the School's Assessment co-coordinator, using whole school tracking data as an early intervention indicator.

Adequate progress is measured against one or more of the following:

- narrows the attainment gap between the child and their peers
- prevents the attainment gap widening
- matches or betters the child's previous rate of progress
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Ensures full curricular access

If the progress reviews do not show that adequate progress is being made, the support plan and planned outcomes will be reviewed and adjusted.

### 3c the school's approach to teaching pupils with special educational needs

**'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEND CoP, 2014)**

*High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. 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 SEND most frequently encountered. (SEND CoP 6.34)*

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people 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 and Statutory Framework for the Early Years Foundation Stage the school employs some additional teaching approaches, as advised by internal and external assessments e.g. specific interventions, precision teaching, mentoring, small group teaching, use of ICT software learning packages. These are often delivered by additional staff under the close direction of

teachers and the SENCO/Inclusion Manager. Additional staff are employed through the funding provided to the school. This is known as 'notional SEND funding'. The class/subject teacher will remain responsible for working with the pupil on a daily basis.

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. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

There is a range of pastoral, medical and social support available in school to effectively support children and families. This includes, in school support with support staff, intervention groups, ELSA (emotional literacy support assistant), significant adult role, and school councillor. We also work with a number of outside agencies, such as Educational welfare officer, physiotherapist, Educational Psychologist, occupational therapists, teacher for visually impaired, social workers, family support workers, and parent partnership officers.

The Deputy Head closely monitors pupils attendance and works closely with the Educational welfare officer to promote and increase attendance. Where a child is at risk of exclusion, Multiagency meetings are held with a number of key agencies and the parents in attendance with the aim at minimising the risks.

For children with medical needs that need medicines administered, please refer to the medical needs policy. For children that require personal care, a personal care plan will be written for that child outlining the support that will be required.

### 3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Grand Avenue Primary and Nursery School we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment 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 statements of special educational needs / Education, Health and Care Plans.

*'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 SEND and disabilities will be able to study the full national curriculum.'* (Code of Practice 6.11)

## **Identifying SEND in schools**

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors and school staff have recently made the following improvements:

- Adaptations to the building and swimming pool including a hoist fitted in the disabled toilet and a mobile hoist available in school.
- Purchasing a number of iPads to support learning.
- Purchasing resources to support the development and implementation of the new curriculum.
- Staff training in a number of areas, such as behaviour, restraint training, developing an engaging curriculum in light of the new curriculum and well being.

Governors and school staff have identified that the following aspects of the school need to be improved:

- Ongoing training for staff in meeting the needs of children with complex behaviours/conditions.

### *3e additional support for learning that is available to pupils with special educational needs*

Schools receive funding for SEND pupils. This funding is used to support and enhance high quality teaching in the school. It helps to ensure there are sufficient resources to support pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEND and is 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 the school will request 'top up' from the Local Authority in which the child or young person lives.

Some families may choose to have a personal budget rather than the top up funding being fully delegated to the school. The Headteacher and the Local Authority has the final say in the use of the personal budget within the school.

### *3f activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum*

All clubs, trips and activities offered to pupils at Grand Avenue Primary and Nursery School are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

We have an extensive range of extra-curricular activities available to pupils at our school. Information about these clubs is available on the school website. Pupils with SEND are able to access these activities. In some cases additional adult support is provided or the club has reduced numbers to cater for the child's needs. On school visits, risk assessments are carried

out and additional adult support is put in place where required to ensure access for SEND pupils. Parents have also supported their children at clubs or on school trips to assist them in accessing the learning or activity. Parents have also been important in offering guidance to school staff on support the child may require, for example in the case of a wheelchair user at a farm or a child with ASD on a residential trip.

For a small number of pupils, support is required at break and lunch times to ensure they are able to fully access these times of day successfully. Some pupils have 1:1 support or a significant adult supporting them. There are also a number of clubs available as well as a lunch time nurture group.

### *3g support that is available for improving the emotional and social development of pupils with special educational needs*

At Grand Avenue Primary and Nursery School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. PSHE and SEAL, circle time, assemblies, and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area, we also can provide the following e.g. access to a trained counsellor, support from the ELSA (Emotional Literacy Support Assistant), drawing and talking time with a support staff member, group support – Cool Connections or FRIENDS (based on cognitive behaviour therapy techniques), external referral to CAMHs and FASS (Family Advisory Support Service), time-out space for pupil to use when upset or agitated (quiet room), bereavement support and social skill groups.

Pupils with emotional and social needs because of their special educational needs will be supported to enable them to develop and mature appropriately.

We are interested in hearing parents/carers and pupils' views. We invite parents to have open conversations with staff to share their views. For children with a special educational need there is the opportunity to meet with the class teacher and SENCO/Inclusion manager not only at Parent Evenings but also at transition reviews, annual reviews, and interim reviews as required. Parents are able to provide information on the impact of the provision in place to support their child and their views on the effectiveness of the support.

Please refer to the Code of Conduct policy to see the strategies used by the school to promote positive behaviour and tackle any forms of bullying. Children and young people with SEND are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. Staff receive training in effectively supporting pupils and a range of strategies are in place to prevent bullying. Peer support systems are in place in addressing bullying behaviour, as well as raising awareness of SEND for everyone in the school community.

### **4 The name and contact details of the SEND Co-ordinator**



The SENCo at Grand Avenue Primary and Nursery School is Carrie White. She is a qualified teacher and has the National Award for SEND Co-ordination. Carrie has been SENCo at Grand Avenue Primary and Nursery School for 4 years.

The Inclusion Manager (and Deputy Head) at Grand Avenue Primary and Nursery School is Shona Pitcher. Shona Pitcher is a qualified teacher and member of SLT and has been a SENCO continuously since before 1 Sept 2009 and is not required to undertake the National Award for SEND Co-ordination. She holds a Masters in Leadership and Management in Education and carried out a specialism in ASD (Autistic Spectrum Disorders).

Carrie White and Shona Pitcher are available on 0208 399 5344 or via email at [office@grandavenue.kingston.sch.uk](mailto:office@grandavenue.kingston.sch.uk).

*5 The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured*

All teachers and teaching assistants have had access to the following awareness training:

- Supporting Children with an ASD
- Mental health in Young Children
- Positive Approach to Behaviour Management (Family links course)
- Dyslexia in the mainstream classroom
- Restraint/Positive handling
- Behaviour and ASD pupils
- Differentiation in PE (teachers)
- Bereavement

At Grand Avenue Primary and Nursery School we value training and staff development to enable staff to support children with special educational needs. We carry out a whole school audit of needs and focus on areas that we want to develop as a whole school alongside our School Development Policy. We also look at individual staff needs as part of the Appraisal process and source training and support for individual staff members. For children with more complex needs, we ensure training is available for staff in meeting those needs.

Individual/group staff training has included:

- Use of hoists
- Dyslexia BDA L3
- Meeting the needs of ADHD pupils
- ASD and girls
- ASD and communication
- Positive behaviour management
- Working with parents
- Makaton
- Running FRIENDS groups

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are other schools such as special schools, Educational Psychologist, Speech and language therapist, occupational therapists, and Teaching and Learning Advisors.

*6 How equipment and facilities to support children and young people with special educational needs will be secured*

Specialist equipment will be considered on an individual basis.

*7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education*

All parents of pupils at Grand Avenue Primary and Nursery School are invited to discuss the progress of their children 3 times a year and receive a written report two times per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this and normal provision improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to address these needs better. From this point onwards, the pupil may be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

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

*8 The arrangements for consulting young people with special educational needs about, and involving them in, their education*

When a pupil has been identified as having special educational needs 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. This usual involves some type of pupil voice – where a pupil works with a trusted adult and answers questions to gain their views on school and learning. We also use a whole school computerised survey (PASS) to gain pupils' views. Some pupils also have a communication profile and again these are written in conjunction with the pupil. For children with a high level of SEND or for those that are very young, this work is carried out with the parents or carers.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The same arrangements for the treatment of complaints at Grand Avenue Primary and Nursery School are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class teacher, SENCO/Inclusion Manager, Deputy Head or Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body. (See the Complaints Policy on the school website)

10 How the governing body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following:-

- A Service Level Agreement with Educational Psychology service
- Premium level membership to SPARK (the School Performance Alliance Richmond and Kingston)
- Link to the Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the Education Inclusion Service
- Membership of professional networks for SENCO e.g. NASEN, and SENCO forum
- School Nurse
- Support from Educational Welfare Officer

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

EnhanceAble, a local voluntary sector organisation, delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-19/25).

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEND policy and practice.

They can be contacted on: **HELPLINE: 020 8547 6200** Website: [www.enhanceable.org](http://www.enhanceable.org)

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Grand Avenue primary and Nursery School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. In the early years, home visits are carried out and pupils will be observed in their nursery setting if appropriate. Where a child transfers from another school, the SENCO/Inclusion Manager will contact the previous school to discuss implications of transfer and support that will be required. Meetings with the parents and other professionals may also be arranged.

We also contribute information to a pupils' onward destination by providing information to the next setting. For children transferring mid-year or before year 6, the SENCO/Inclusion manager will contact the new school and discuss provision for the pupil. For children transferring at the end of year 6, there is a thorough transition process, which includes transition lessons, circle times, additional visits, new school staff invited to reviews and SENCO/Inclusion Manager transfer meeting.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on [http://www.kingston.gov.uk/info/200328/local\\_offer/998/our\\_draft\\_local\\_offer/3](http://www.kingston.gov.uk/info/200328/local_offer/998/our_draft_local_offer/3) and parents without internet access should make an appointment with the SENCO/inclusion Manager for support to gain the information they require.

We will publish information on our website about the implementation of the policy for pupils with SEND. 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.

Approved by the GB on .....

Next review on.....