



Torridon
Primary School

Special Educational Needs and Disabilities Policy

Adopted and signed on behalf of the school by the Governing Body Representative at the meeting on:	
Name of the Governing Body Representative:	
Signature of the Governing Body Representative:	
Date signed:	
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TORRINGTON PRIMARY SCHOOL SEN AND DISABILITIES POLICY

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INTRODUCTION

This policy was created by the school's Inclusion Lead, in liaison with the Senior Leadership Team and school staff. We believe that provision for children with Special Educational Needs (SEN) is a whole school matter and includes the Governing Body, the Headteacher, Senior Leadership Team and all other members of staff, particularly teaching staff and teaching and learning assistants, who play a vital role in supporting all children including those with SEN.

At Torridon Primary School we believe that:

- each child is an individual learner and has his/her own particular educational needs.
- every child has a right to a comprehensive and balanced curriculum which is differentiated to reflect their needs and has continuity and progression.
- learning experiences should be fun and appropriately planned and adapted to meet the child's needs to ensure progression.
- children will be encouraged to be self-motivated and independent in their learning.
- the nature of a child's Special Educational Need might be long or short term and may be in one or more area e.g. cognitive, physical, social and emotional development.
- every effort will be made to reduce the risk of 'labelling' for children with SEN. Where possible, children with SEN will be integrated to share educational experiences with children whose needs are different to their own.
- the special needs provision made by the school is a practice which is entrenched in partnership with parents and supporting agencies.

COMPLIANCE

The policy complies with Section 19 of the Children and Families Act (2014). It has been written with reference to inclusive education under:

- SEND Code of Practice 0-25 (January, 2015)
- Equality Act 2010: advice for schools DfE (February, 2013)
- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- School's SEND Information Report Regulations (2016-17)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Teachers' Standards (2012)
- The National Curriculum in England: Framework for Key Stage 1 and 2 (July 2014)
- The Safeguarding Policy

AIMS:

- To put **all** children at the centre of learning, having full access to the curriculum and being included in all aspects of school life.
- To ensure that **all** staff work to provide a wide range of provision, whilst encouraging and fostering independence.
- To enrich and enhance the social and emotional well-being of **all** children.
- To ensure that the Special Educational Needs and Disability Code of Practice (2015) and guidance are implemented effectively across the school.

OBJECTIVES

1. To identify and provide for all pupils who have Special Educational Needs.
2. To work within the guidance provided in the SEND Code of Practice (2015).
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide support and advice for all staff working with special educational needs pupils.
5. To work in partnership with parents, the Local Authority and outside agencies to ensure a multi-professional approach to meeting the needs of all vulnerable children.
6. To promote self-esteem and emotional wellbeing of all children to help them form and maintain relationships based on respect from themselves and others (National Curriculum 2014).

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

“A child 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 or disability 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special education provision was not made for them.

Children must not be regarded as having learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home”

Definition of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act (2014)

EARLY IDENTIFICATION

At Torridon Primary School, we recognise the importance of early identification and intervention and aim to identify children's Special Educational Needs as early as possible. The purpose of identification is to ascertain what action the school may need to take in order to support the child to make the best possible progress. As part of this process the needs of the whole child will be considered, not just their Special Educational Needs. Where needed, external advice may be sought to support with the identification of need.

LINKS TO SCHOOL ATTENDANCE

In order for us to assess any potential needs a child may have, it is important that he/she attend school regularly. The whole school target is 97% attendance, and a child with attendance below 90% is classed as persistently absent. If a child is persistently absent, this makes it difficult for school staff to identify whether a child's attainment is low due to underlying need or missed education. Therefore, our first step in any such situation will be to work in conjunction with parents/carers to support them in achieving regular attendance for their child. Once attendance has improved, we will be able to identify whether progress is limited due to a Special Educational Need and will be able to support the child appropriately.

AREAS OF NEED

Children's Special Educational Needs are generally thought of in the following four broad areas of need and support. This is defined in the SEND Code of Practice (2015) as:

Communication and Interaction	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>
Cognition and Learning	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility</p>

	<p>and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
Social, Emotional and Mental Health	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>
Sensory and/or Physical Needs	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Some children and young people with a physical disability (PD) requires additional ongoing support and equipment to access all the opportunities available to their peers.</p>

(SEND code of practice, 2015. pg 97-98)

A GRADUATED RESPONSE TO SEND SUPPORT



Class teachers are responsible and accountable for the progress and development of **all** the children in their class.

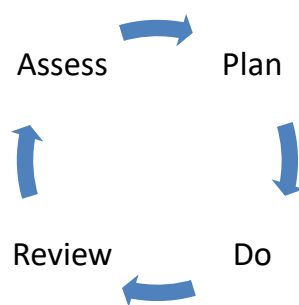
The SEN Code of Practice (2014) says that before considering if a child has a Special Educational Need the 'first response' to a pupil making less than expected progress should be 'high quality teaching targeted at their area of weakness'. Therefore, Quality First Teaching is the first step to meeting the needs of any child who has, or may have Special Educational Needs.

Teachers highlight any concerns they have to the Inclusion Lead. Where needed, the Inclusion Lead will seek advice and support from outside agencies. Continuing professional development, through training, is organised as required to enable all staff to best support children with SEN.

Before special educational provision is made, the Inclusion Lead and class teacher will consider all the information from within the school about the child's progress, alongside national data and expectations of progress.

Parents and carers will always be informed of any developments and we will work in partnership to create a provision plan. Identification of need is made within four categories identified by the Code of Practice (2015). The Inclusion Lead may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. General advice from outside specialists may also be sought.

The following format is implemented:



Assess: if your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We may ask for your and your child's input as well as getting help from external professionals where necessary.

Plan: in discussion with the class teacher, external professionals (where relevant), you and your child (where appropriate), we will decide what outcomes we are hoping to achieve. We will plan the support we will offer your child to help them meet those outcomes.

Do: we will put our plan into practice.

The class teacher, with the support of the Inclusion Lead, will be responsible for working with your child on a daily basis and making sure the support we put in place is having the impact we intended.

Review: we will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

OUTSIDE AGENCIES SUPPORT

Torridon works with a range of outside agencies including Educational Psychologists, Speech and Language Therapists, Children Looked After (LAC) Team, Specific Learning Difficulties Team and Children's Social Services. We will contact these agencies when we require any additional support and strategies for children who may be struggling within one or more area of SEN.

Torridon will involve outside agencies if the child:

- continues to make slow, limited or no progress in specific areas over a long period despite considerable input and adaptations
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematical skills
- has emotional difficulties which regularly and substantially interfere with the child's own learning
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Outside agencies will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

Children with continued outside agency support may have individual targets set by specialist. The child's targets will set out strategies for supporting their progress. These will be implemented in the normal classroom setting. The class teacher will record the steps taken to meet the needs of individual children and this will be noted and reviewed in their Teaching and Learning Action Plans (TLAPs).

EDUCATION AND HEALTH CARE PLANS

If a child has made very limited progress despite additional support and intervention being in place, the school and/or the parents or carers may submit a request to the Local Authority (LA) for a statutory assessment. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's Special Educational Needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- views of parents/carers and the child
- previous targets for the child
- records of regular reviews and their outcomes
- records of the child's health and medical history where appropriate
- attainment data
- professional reports from educational and medical professionals

If statutory assessment is successful, an Education, Health and Care plan is put in place detailing the:

- views, interests and aspirations of the child and parents/carers
- child's special educational needs
- child's health and/or social care needs which are related to their special educational needs
- outcomes sought for the child
- the provision required to support the child to make progress towards their outcomes

EHCPs AND ATTENDANCE

Please note that, without regular school attendance of above 90%, an application for an Education and Health Care Needs Assessment (EHCPNA) is unlikely to be successful. This is because the school is unable to show that a child would need provision over and above SEN support as without good attendance we cannot determine the effectiveness of support already in place for the child. Therefore, we cannot prove that the graduated approach has been exhausted. If attendance is below 90% (persistent absence), we will work in conjunction with parents/carers to support them in achieving regular attendance before an EHCP is sought. Once attendance has improved, we will be able to identify whether the child would need more provision than the current interventions and provisions in place, and, if so, an EHCP need assessment can be requested.

Where a child's low attendance may be due to a SEN or a medical need, we will seek support from outside agencies to help to improve attendance. This support may be from Drumbeat, Educational Psychology or Early Help as well as the local authority attendance, inclusion and participation service. We will also work with the parent/carer to signpost them to relevant courses and services which may be of support. Where a child already has an EHCP in place, but attendance is under 90%, we will need to communicate this to the local authority, and it will also be reported in a child's EHCP review.

ASD RESOURCE BASE

At Torridon Primary School, we have a Resource Base for children with Autism Spectrum Disorder (ASD).

The Resource Base is split into two specialist classes (Reception/KS1 and KS2). This provision is set up to specifically support children with autism who may find it difficult to manage full-time in a mainstream environment.

The children accessing the Resource Base will have:

- access to a full, engaging curriculum
- a language rich environment
- opportunities to develop socially and academically
- support to develop emotional regulation strategies
- support for sensory processing needs
- specialist support through small group teaching
- access to additional speech and language therapy

All children in the ASD Resource Base will have a place within a mainstream class at Torridon; the time children spend in their mainstream class is dependent on their individual needs and this will be reviewed regularly.

Children attending the Resource Base will receive regular specialist support. Children will receive support from speech and language therapists, specialist teachers and teaching assistants. Within the Resource Base, children will have lessons and interventions which will focus on developing their emotional regulation, social skills and independence. This will ensure that the children have better access to the curriculum and that they will have additional input to address their specific needs.

Admissions Criteria for the Resource Base

A maximum of 2 Resource Base places will be offered per year group (Reception-Year 6) in order to ensure the effective provision of resources for all children at Torridon Primary School. Where possible this may be extended to 3 spaces depending on the year group's needs.

Children who meet our admissions criteria will:

- have a diagnosis of Autism Spectrum Disorder (ASD) and this will be their primary need
- have an Education, Health and Care Plan (EHCP)
- to be able to access up to 50% of the mainstream curriculum within their timetable
- have functional communication skills
- show potential to have independence with their learning
- will be working a maximum of two years behind on the curriculum (see below)

Year Group	Admissions Criteria
Reception	<p>Children must be at a stage of intentional communication.</p> <p>They should show interest in the activities of others and responds differently to children and adults e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.</p> <p>They will use a familiar adult as a secure base from which to explore independently in new environments e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.</p> <p>They will play cooperatively with a familiar adult e.g. rolling a ball back and forth.</p>
Year 1	<p>They will also be developing and showing evidence of being at the early stages of reading (phase 2 phonics), writing and maths.</p> <p>Children will be able to use language to express their basic wants and needs. They will be interested in others' play and starting to join in and will seek out others to share experiences.</p>
Year 2	<p>Children will be working at Pre-Key Stage 1 level 4 at a minimum and accessing phase 3 phonics as a minimum.</p> <p>Children will be using language functionally. They will be able to play in a group with adult support and will be able to initiate play within a small group. Children will also demonstrate friendly behaviour; they will be able to form relationships with familiar peers and adults.</p>
Year 3	<p>Children will be working at a Year 1 level at a minimum.</p> <p>Children will be able to independently starts conversations with peers and adults, but may require some support to extend conversations.</p>
Year 4	<p>Children will be working at a Year 2 level at a minimum.</p> <p>Children will initiate conversations, listen to others and will take turns in conversations with peers and adults with increasing independence.</p>
Year 5	<p>Year 3 level at a minimum.</p> <p>Children will be engaging in conversations with adults, and will be working towards building a social circle.</p>
Year 6	<p>Year 4 level at a minimum.</p> <p>Children are confident to speak in a familiar group, will talk about their ideas, and will start to problem solve when encountering issues within their friendships. They say when they do or don't need help.</p>

Acquiring a Resource Base Placement

Admission to the Resource Base is through the consultation process which can be sought through Lewisham's Special Educational Needs department. Parents should contact their child's SEN caseworker for more information, and refer to the admissions process here:

<https://lewisham.gov.uk/myservices/education/special-educational-needs/admissions/applying-for-a-primary-school-place-for-children-with-an-education-health-and-care-plan-2018-admissi/specialist-provision-and-specialist-schools-for-primary-school-aged-children-with-an-education--hea>

For further information about the Resource Base, or to book a tour parents can contact our administrative staff by emailing: admin@torridonprimary.lewisham.sch.uk

MANAGING PUPILS ON THE SEND REGISTER

Children will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well differentiated curriculum on offer for all pupils in the school i.e. they have a Special Educational Need as defined by the SEND Code of Practice (2015).

Where longer term support is required or the child has a diagnosis of need from an outside professional, parents/carers will be formally informed that their child has been placed on the SEND register.

CRITERIA FOR EXITING THE SEND REGISTER

Children are taken off the register after stringent analysis and collaboration with Inclusion Lead, class teachers and outside agencies if appropriate.

We will analyse:

- if progress has been made and gaps in learning have been filled and the child is in line with their peers
- if the interventions and support has been successful in raising attainment
- if a child's emotional difficulties are no longer affecting their academic progress and wellbeing
- if the child has made significant improvement (depending on their needs) and no longer requires extra support to make progress

FUNDING FOR SEND SUPPORT

All mainstream schools are provided with resources to support children with additional needs, including pupils with SEND. Most of these resources are determined by a local funding formula, discussed with the local schools' forum, which is also applied to local academies. Schools receive an allocation based on a national funding formula.

Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

HOW PROGRESS IS MEASURED

- Progress is reviewed through observations, reviewing if actions stated in TLAPs have been effective, book monitoring and through summative assessment.
- Reviews with external agencies, the parent and child.
- Additional assessment arrangements are made for children with SEN, where needed (e.g. extra time, scribes, environmental adaptations, enlarged prints, the use of technology to support writing etc.).
- Where more information may be required, we use a range of further specialist assessments tools to assess particular areas of need.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education and school trips. 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). Some may also have SEN and may have an Education, Health and Care Plan (EHCP). Where an EHCP is in place, the advice is followed for suggested provision.

A copy of the school's medical policy can be requested from the school office.

ARRANGEMENTS FOR MONITORING AND EVALUATION

School Monitoring

The success of the school's SEND policy is evaluated through the Assess, Plan, Do, Review cycle, school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the Senior Leadership Team and middle leaders
- analysis of pupil data and test results for individual pupils and for cohorts
- analysis of exclusion data
- termly monitoring of procedures and practice by the SEND governor
- the school improvement plan which is used for planning and monitoring provision in the school
- visits from LA personnel and OFSTED inspection arrangements

Governors

On a termly basis, the Headteacher in liaison with the Inclusion Lead, will provide information to the governing body regarding the number of children identified as receiving special educational support, as well as any children for whom a statutory assessment has been requested. Reports on any whole school developments in relation to SEND and will ensure that governors are kept up-to-date with any legislative or local policy changes.

The inclusion team will meet with the SEND governor to discuss SEND and any concerns and updates.

ROLES AND RESPONSIBILITIES

Provision for children with Special Educational Needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class and to be aware that these needs may be present in different learning situations.

All staff are responsible for helping to meet an individual's special educational needs and for following the school's plan and procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor) who takes particular interest in this aspect of the school.

Headteacher

The Headteacher has responsibility to:

- manage all aspects of the school's work including provision for SEND pupils
- keep the governing body informed about SEND issues
- work closely with the SEND personnel beyond the school in the local authority and in health and social care to ensure that support is joined up and that parents/carers are fully involved at every stage
- ensure all staff receive training and are aware of the need to identify and provide for pupils with SEND
- ensure pupils with SEND join in school activities alongside other pupils as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- ensure that the progress and attainment of pupils with Special Educational Needs and/or a disability are monitored and evaluated when reviewing the effectiveness of the overall support for the child
- notify parents/carers immediately if the school recommends special educational provision for their child
- report to parents/carers on the implementation of the school's SEND policy
- ensure that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

Inclusion Lead

The key responsibilities of the Inclusion Lead include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEN
- liaising with the relevant designated teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEND support
- advising and providing training for SEND topics
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with and advising other staff
- liaising with parents/carers of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up-to-date
- manage learning support staff/teaching assistants
- safeguarding
- managing the day to day running of the Resource Base

Governing Body

The governing body will ensure that:

- SEND provision is an integral part of the school improvement plan
- the necessary provision is made for any pupil with SEND and the quality of SEND provision is regularly monitored
- they have regard to the requirements of the SEND Code of Practice (2015)
- the progress and attainment of children with special educational needs and/or children looked after are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEND
- they are fully informed about SEND issues
- the policy is monitored and evaluated, receiving analyses of lesson observations and progress and attainment of children with SEND (anonymised) at Teaching and Learning Committee Meetings, promoting surveys of pupils and parents/carers, and receiving feedback from external agencies about the school's practice

Class Teachers

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'

(SEND Code of Practice, 2015. Pg. 99)

Class teachers have a responsibility to:

- provide high quality teaching that is differentiated, personalised and inclusive
- have high ambitions for all pupils including those with SEND
- track their progress
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress
- direct, oversee and manage support staff working with their SEND pupils, with the support of the school's Inclusion Lead.
- To work in effective partnership with support staff and facilitate good lines of dialogue to record and communicate pupil progress and impact of any additional support/ interventions which are provided to SEND pupils.

Teaching and Learning Support Assistants (TLSAs):

TLSAs:

- should be aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required
- will be deployed to support and deliver interventions which are selected to meet the outcomes identified for the pupil
- are required to be aware of all policies and procedures relating to the education of pupils with SEND
- should ensure that they take direction from the class teacher to ensure they work in effective partnership with them
- will facilitate good lines of dialogue to record and communicate pupil progress and impact of any additional support/ interventions they are providing to SEND pupils.

ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with their comments, should ask to speak to the Inclusion Lead or the Headteacher. For a problem that might need time to be explored, parents/carers should make an appointment.

In the event of a formal complaint parents are advised to follow the school's complaints procedure: <https://www.torridonprimary.lewisham.sch.uk/wp-content/uploads/2018/11/3-Torridon-Primary-School-Complaints-Procedures.pdf>

SUPPORTING PUPILS AND FAMILIES

Lewisham Local Offer:

<https://lewisham.gov.uk/myservices/children-and-young-people-service/services-for-children-with-complex-needs-and-disabilities/local-offer>

Lewisham Family Hubs:

<https://lewisham.gov.uk/myservices/children-and-families-information-service/family-hubs/lewisham-family-hubs>

Torridon's SEND Information Report:

<https://www.torridonprimary.lewisham.sch.uk/about-us/send/>