Uxendon Manor Primary School

Special Educational Needs and Disability (SEND) Policy

September 2024

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools
- SEND Code of Practice 0 – 25
- School SEN Information Report regulations
- Statutory Guidance on supporting pupils at school with medical conditions
- The National Curriculum in England Key Stage 1 and 2 framework document
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

The process of developing the draft of this policy was carried out by the Headteacher and Inclusion Leader in consultation with the Board of Governors and staff at the school.

The Inclusion Leader / SENCO at Uxendon Manor Primary School is a qualified Teacher with the National SENCO qualification.

Uxendon Manor School has a named governor responsible for SEND. Together they ensure that Uxendon Manor's SEND policy works within the guidelines and inclusion policies of the Code of Practice, the Local Education authority and other policies current within the school.

ETHOS OF UXENDON MANOR SCHOOL

The ethos of Uxendon Manor School is to provide a caring, friendly and inclusive environment, where each child feels valued and where each child has the opportunity to realise his or her potential. Every child is entitled to benefit from a broad, balanced, imaginative and relevant curriculum, which includes the national curriculum. In these respects a child with SEND is no different from any other child. The school strictly adheres to the Local Authority's admissions policy. It is the policy of the school to integrate children with disabilities into mainstream education wherever appropriate and within the constraints of the budget. There are no special units or facilities in the school.

At Uxendon Manor School we believe that <u>all</u> children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

EQUAL OPPORTUNITIES AND INCLUSION

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Aims

At Uxendon Manor School we are committed to using our best endeavours to provide an appropriate and high quality education for ***all*** children which enables them to

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transition to their next phase of education.

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all pupils, including those with special educational needs.

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND**.**

We aim to provide all children, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

Objectives

To achieve these aims we will:

1. Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe.

2. We will respond to learners in ways which take account of their varied needs and life experiences, moving away from an approach that locates a problem within the child, but means doing everything we can to meet a child's SEN.

3. We are committed to identifying a pupil's special educational needs at the earliest point and then making effective provision as this is known to improve long term outcomes.

4. Work in close partnership with parents to achieve these aims. We are committed to parents participating as fully as possible in decisions and being provided with information and support necessary to enable this.

5. Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates.

6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.

7. Provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.

8. Appoint a qualified teacher as Special Educational Needs Coordinator who will have responsibility for the day-to-day operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The Headteacher, Inclusion Leader, Inclusion Team, all staff and the Board of Governors will work within the guidance outlined in the SEND Code of Practice 0-25.

Identification of Special Educational Needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age**.** For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop**.**

The identification of SEN is built into the overall approach to monitoring the progress and development of ***all*** pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised by progress which:

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

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

Broad areas of need as outlined in the SEND Code of Practice

These four broad areas give an overview of the range of needs that the school plans for and not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical

The purpose of identification is to work out what action the school needs to take. At Uxendon Manor School the needs of the whole child will always be considered in this process.

There are other factors that may impact on progress and attainment that are **not** considered SEN:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after child

Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents to identify.

The graduated approach to SEN support

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through half termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. Class teachers will put in place if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupils needs and to gain parental perspective on any emerging concerns and areas of strength.

Where a pupil's needs are persistent, the class teacher will discuss initial concerns with the Inclusion Leader and/or member of the Inclusion Team. At this meeting the requirement for additional fine-tuned

assessments will be ascertained. Parents will be invited to attend a meeting and share their perspective. Where appropriate, the child's views will be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the school SEN register at 'SEN Support'. The parents will be informed if the school is making special educational provision for a child. The class teacher remains responsible and accountable at all times for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching assistant. High quality teaching, differentiated for individual pupils is always seen as the first step in responding to pupils' who may have SEN.

Working together the Inclusion Leader and Inclusion Team, class teacher, parents and child (where appropriate) will select appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. This will be delivered by staff with sufficient skills and knowledge. This SEN support will take the form of a four part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEN of a child. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the Inclusion Leader and Inclusion Team where needed, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Individual Plans

Strategies employed to enable the child to progress will be recorded within an Individual Plan which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the child can be successful.
- The review date
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

The school can involve specialists at any point to ask for advice regarding early identification and effective support. Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies**.** Parents will always be involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child them self**.** Specialist agencies will only be contacted where parents are in agreement. It is the Inclusion Leader and Inclusion Team's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child.

Examples of specialist agencies used by and that are available to be used by the school

- Educational psychologists

- Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Service specialist teachers
- B.O.A.T (Brent Outreach Autism Team)
- Specialist teachers for children with Hearing Impairment (HI) or Visual Impairment (VI), including multisensory impairment, and for those with a physical disability
- Speech and language therapists
- Occupational therapists and physiotherapists

Where pupils are made subject to a Statement of SEN or/an EHC plan, the school will work in close partnership with any specialist agencies named on the plan to provide support and specialist advice.

The Education Health and Care Plan process

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available, the school, in consultation with parents, will consider requesting an Education, Health and Care assessment from the Local Authority. To inform this decision, the Inclusion Leader and Inclusion Team will have close regard to the local authority's criteria for funding for an EHC Plan assessment.

Removing pupils from the SEN register

In consultation with parents, the child will be considered for removal from the SEND register where he / she has made sustained good progress that:

- betters the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,
- or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- SEN Support is no longer required to ensure this progress is sustained.

Supporting parents/carers of children with SEN

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this by**:**

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing all information in an accessible way
- The Inclusion Leader and/or members of the Inclusion Team will be available for meeting by appointment through the school office, phone on 0208 907 5019 or by email inclusion@uxendonmanor.com
- Publishing how the school implements the SEND Policy on the school web site following the information set out in the SEN information regulations and as part of the school's contribution to the Local Offer.
- Class teachers meeting with parents, in addition to parent evening appointments, to discuss concerns regarding pupils' progress at the earliest opportunity, raised either by the class teacher or the parents themselves.
- Class teachers will invite parents of pupils with SEN in their class and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of or in addition to parents' evening meetings and may be supported by the Inclusion Leader and/or members of the Inclusion Team.
- The School will ensue that teaching staff are supported to manage these conversations as part of their professional development.

- Support and guide parents in ways that they can help with their child's learning and development at home.
- A record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff.
- Signposting parents to wider support, information and services pertinent to their child's SEN by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service.
- Consulting with a representative group of parents of pupils with SEND when reviewing the school's SEN Information Report and the SEND policy. A paper copy will be made available to parents on request and will be available on the school website:
- Planning in additional support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.

Supporting pupil voice

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions. How the school will do this:

- Self-knowledge is the first step towards effective self -advocacy so, with their parents, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, pupils with SEN are involved in monitoring and reviewing their progress are and as fully as possible in making decisions about future support and provision.
- All staff will actively listen to and address any concerns raised by children themselves.
- Pupils with SEND are encouraged to stand for election to the School Council.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
- Seeking pupils' views through regular questionnaires / group interview activities undertaken by the Inclusion Leader and/or members of the Inclusion Team and/or SEN Governor, considering adjustments to keep in the light of analysis.

Supporting pupils at school with medical conditions

At Uxendon Manor School we recognise that pupils at school 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.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice is followed. Arrangements in place in school to support pupils at school with medical conditions are detailed with the school's policy for supporting pupils with Medical Conditions

Monitoring and evaluation of SEN

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEN. This is done through scrutiny of data related to the achievement of pupils with SEN, work scrutiny, observation and sampling of parent and pupil

questionnaires. The school's SEN Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant data as part of the Board of Governors' process of monitoring the effectiveness of the school's SEND Policy.

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake an induction process on taking up a post. This includes a meeting with the Inclusion Leader and/or members of the Inclusion Team to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's Inclusion Leader regularly attends the SENCO Network meetings in order to keep up to date with local and national updates in SEND.

Funding for SEN and allocation of resources

The school's core budget is used to make general provision for all pupils in the school including pupils with SEN. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the 'notional SEN budget'.

The amount in this budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN.

Most children with SEN need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEN needs more than £6,000 worth of special educational provision, it can apply for an Education, Health and Care plan and ask the local authority to provide top-up funding to meet the cost of that provision.

Roles and responsibilities

Class Teacher

- Class teachers will put in place if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support.
- Use the graduated approach to SEN support. 3 cycles of Assess, Plan, Do, Review should be undertaken by class teacher before progressing to SEN register.
- The class teacher will talk with parents to ensure there is a shared understanding of pupils needs and to gain parental perspective on any emerging concerns and areas of strength.
- Where a pupil's needs are persistent, the class teacher will discuss initial concerns with the Inclusion Leader and/or a member of the Inclusion Team. An Initial Concerns form should be completed if children not progressing.
- The class teacher will seek child's views about his/her learning.
- The class teacher will complete and review Individual Plans for pupils with significant needs including those with a Statement or EHC plan
- Ensure effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners

Support Staff

- Will implement programmes and interventions as directed by the class teacher
- Will keep detailed records of work undertaken so class teacher/DH and Inclusion team can monitor those children they are not working with directly. This includes: Intervention tracker, Home/school book, Speech and Language forms, Phonics assessments, Observations

- Will contribute to and help the class teacher complete and review Individual Plans for pupils with significant needs including those with a Statement or EHC plan
- Will report to the class teacher or Inclusion team concerns arising in class about individual pupils

Inclusion Leader and members of the Inclusion Team

The key responsibilities of the Inclusion Leader and the Inclusion Team is taken from the SEND 0- 25 Code of Practice and include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with and advising other teachers on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Arranging and attending meetings including Annual Reviews
- 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 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.

The Headteacher

- the Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Headteacher and the governing body will delegate the day to day implementation of this policy to the Inclusion Leader and the Inclusion Team
- the Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
    - analysis of the whole-school pupil progress tracking system
    - maintenance and analysis of a whole-school provision map
    - pupil progress meetings with individual teachers
    - regular meetings with the Inclusion Leader and Inclusion Team
    - discussions and consultations with pupils and parents
    - The Headteacher will ensure that the Inclusion Leader and members of the Inclusion Team have sufficient time and resources to carry out their functions. This will include providing them with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

The Board of Governors

The Board of Governors will, in line with SEN Information Regulations,

- Publish information on the school's website about the implementation of the school's 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.

- A member of the Board of Governors is appointed to have specific oversight of the school's arrangements for SEN and disability and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.
- The Headteacher, Inclusion Leader, Inclusion Team and the Board of Governors will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

Complaints Procedure

Parents may seek advice for making a complaint or resolving a disagreement. In the first instance they may speak to the class teacher, then the Inclusion Leader or a member of the Inclusion Team. Next they would speak to the Headteacher. If they then wished to take the matter further, they could contact the Parent Partnership Service who can offer impartial advice – Tel: 020 8937 3434. More details can be found in the school's 'Complaints Policy'.

Storing and managing information

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use.

Accessibility

The DDA, as amended by the SEN and Disability Act, placed a duty on schools and LAs to plan to increase over time the accessibility of schools for disabled pupils. At Uxendon Manor School we regularly review our accessibility plan.

Bullying

At Uxendon Manor School we do everything we can to mitigate the risk of bullying of vulnerable learners in our school. The schools 'Behaviour Steps' and 'Rewards for Positive Behaviour' is visible in every classroom to remind children about acceptable behaviour. Support is available for children to discuss problems they are having and they will be supported in resolving issues. In addition, the school has several Mental Health First Aiders who can offer help and support.

Reviewing this policy

This policy will be formally reviewed annually and published on the schools website.

Uxendon Manor Primary School

Policy:	Special Educational Needs and Disability
Person Responsible:	Inclusion Leader / SENCO – Manisha Devakumar
Presented to Governors:	**October 2024**
R**eview Date:**	**October 2025**