

HAMPDEN GURNEY

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HAMPDEN GURNEY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Adopted: May 2019

Review date: May 2020

Our vision:

“Ask and it will be given to you; seek and you will find; knock and the door will be opened to you.” Matthew 7: 7

Our school vision is deeply rooted in the theology and Biblical teachings of Matthew 7:7 which speaks of the importance of prayer as a way of developing an enriched life and personal relationship with God as Father, Son and Holy Spirit.

At the heart of our school community is a commitment to prayer and worship. Our curriculum provides children with a thirst for knowledge and wisdom, a high level of challenge and a deep understanding that we are all equal and made in the image of God. Our relationships with each other, our local community and global companions leads us to want to care and serve others.

The Policy for SEND should be considered alongside other policies within school, particularly those relating to behaviour, medical needs and equal opportunities.

This policy recognises the shared responsibilities of the Governing Body, Head Teacher, SENCO and other staff relating to the fulfilment of statutory responsibilities and on the quality and effectiveness of the arrangements for SEND.

AIMS OF THE POLICY

-We aim to provide every child with access to a broad and balanced education by making appropriate provision to overcome all barriers to learning .This includes the National Curriculum in line with the new Special Educational Needs Code of Practice 2014.

-To ensure appropriate staff expertise to identify the needs of pupils with SEND as early as possible and to meet their needs in a successful way.

-To work with the Local Authority and other outside agencies to ensure a multi-professional approach to meeting the needs of children with SEND.

-To ensure support for pupils with medical conditions so that they are fully included in all school activities in consultation with health and social care professionals.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The SEND Code of Practice (DFE, 2014) outlines the following four broad areas of SEND.

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

A child or young person has special educational needs and disabilities if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- a) Has significantly greater difficulty in learning than the majority of others of the same age.
- b) Has a disability, which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in mainstream schools

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. (SEND Code of Practice 2014, DFE)

This SEND policy details how, at Hampden Gurney School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them.

IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Assessment is the process by which pupils with SEN can be identified. All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCo (Special educational needs coordinator), will ensure that those pupils requiring different or additional support are identified at an early stage. Parents and carers will be informed about these concerns before this decision is made.

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and analyse pupils' progress through: teacher observation and assessment, Foundation Stage Records, assessment tools, reports and observations from outside agencies, records from previous schools, information from parents or carers and National Curriculum results.

When a class teacher has concerns about a child's educational needs it is in his/her responsibility initially to take steps to address the issue. Parents will be consulted and specific intervention put in place and monitored for a period of time. The SENCo is also consulted at this stage and an initial concern form is completed by the teacher. If no progress is noted, the child may be added to the SEND record of need register with the consultation and involvement of the SENCo and parents/carers.

When a pupil is identified as having SEN, the school will take action to remove barriers to learning and put effective special educational provision in place. The SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised. This is known as the graduated approach.

PROVISION OF A GRADUATED APPROACH TO TEACH CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Class teachers are responsible for the teaching of all children including those with additional and special needs. The planning for children with SEND is written by the class teacher and SENCo (when appropriate). The assessment and progress of children with SEND is discussed termly. Teaching assistants are

deployed by the class teacher; they may teach 1:1 or a small group of children. Support teachers are also employed to support children with SEND either in a small group setting or on a 1:1 basis.

Children with SEND will access differentiated planning written by the class teacher/support teacher working with the children. Children with SEND will have an Individual Educational Plan (IEP) which is updated termly and contains specific targets which will be covered by all the adults working with the children and shared with their parents/carers. There will be a chance to discuss the plan with the teachers and SENCo during termly review meetings.

The above response may see us using specialist expertise if, as a school, we feel that our interventions are not having sufficient impact for the child.

The use of outside agencies:

External specialists may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, social or mental health issues which have a substantial negative effect on the child's own learning or that of the class
- Has sensory or physical needs and requires specialist equipment or regular advice by a specialist service
- Has an ongoing communication or interaction difficulty that hinders the development of social relationships and cause substantial barriers to learning

Agencies that may be consulted or referred to at Hampden Gurney:

- Educational psychologist
- Speech and Language Therapist
- Specialist children services (e.g. Paediatricians, Physiotherapists, Occupational Therapists)
- Child and Adolescent Mental Health Service (CAHMs)
- Early Intervention and Prevention Workers
- Family Therapy
- Safeguarding and social care
- Educational welfare service

Statement of SEND or EHC Plan (from September 2014)

A very small number of children with complex and significant needs will require a co-ordinated multi-agency approach and a high level of support and intervention.

These children warrant a statutory assessment of their needs, carried out by the local authority. A statutory assessment involves a process of information gathering leading to a statutory document- either a statement of SEND (pre September 2014) or an Educational Health care Plan (from September 2014).

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. (SEND Code of Practice, 2014, DFE)

Where a child at Hampden Gurney School has needs at this level, we will, in conjunction with parents, make a request for a statutory assessment of their needs, working with the SEND Code of Practice and bi-borough guidelines.

The parents of any child who is referred for statutory assessment will be involved in making the referral and will be informed of the progress of the referral.

Provision for a child with a statement or EHC Plan is, by definition, unique and individualised. A child with needs at this level is likely to be known to multiple agencies and these other professionals will contribute to supporting the child and be invited to attend person centred annual reviews.

Children with a statement or an EHC Plan will have an IEP (Individual Educational Plan) outlining goals, actions and provision.

Progress toward IEP targets will be reviewed during review meetings, at parent's evenings and during the person centred annual review. Parents of the child will be involved in the setting of new goals and actions.

Every year it is statutory for the Statement or EHC Plan to be reviewed. At Hampden Gurney School we will be adopting the new review system: person centred annual review where the student can be present for as much or as little as they wish.

EVALUATION OF THE EFFECTIVENESS OF PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Provision is monitored in a variety of ways:

- Termly lesson observations
- Termly book scrutiny by the senior leadership team
- Termly pupil progress meetings
- Termly IEP where targets are produced and evaluated
- SENCo regularly meets with external agencies to discuss effectiveness and evaluate the service
- SENCo and governor for SEND discuss progress and attainment of children with SEND. The governor reports findings back to the governing body.

ASSESSMENT AND REVIEW OF THE PROGRESS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

SEND provision follows the same cycle as all learning in the school. Children are assessed to find out their current level, new targets are written and lessons are delivered in a variety of ways; 1:1, small group or whole class setting. The progress of the children on the SEND register is tracked on a termly basis. Interventions that are carried out by external agencies are evaluated by the therapist and the information is shared with the SENCo, class teacher and parents.

ACCESS TO THE CURRICULUM

Having SEND should not deny children their entitlement to a broad and balanced curriculum. The school goes to considerable lengths to ensure that all children are included in activities regardless of their physical abilities or special needs. PE lessons are differentiated with the use of alternative equipment or by adapting planning. After school clubs are accessible and are differentiated to allow all children to attend. Educational visits are always made accessible for all pupils.

Every effort will be made to educate pupils with SEND alongside their peers. In class provision and support are deployed effectively to ensure the curriculum is differentiated when necessary. There will be times though when, to maximise learning, we ask the children to work in small groups or in a one-to-one situation outside the classroom.

TRAINING OF STAFF IN RELATION TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The SENCO is a member of the Senior Leadership Team and is responsible for advocating for the needs of children with SEND. All staff are encouraged to attend inset and courses that help them to acquire the skills needed to work with SEND pupils. Training includes a mixture of basic awareness of a number of SEN and a variety of interventions that are available as well as enhanced training for those adults working regularly with pupils with particular SEN. The training will be provided by the SENCO and external specialists. Externally run training from specialist services is also available for all members of staff.

PARTNERSHIP WITH PARENTS

Hampden Gurney School firmly believes in developing a strong partnership with parents/carers as this will enable children with SEND to achieve their potential. We recognise that parents have a unique overview of the child's needs and how best to support them and that this gives them a key role in the partnership.

We encourage parents to make an active contribution to their child's education. Parents evenings and additional meeting time is given to ensure lines of communication between school and home remain open.

The targets for children with SEND are reviewed termly and are recorded on Individual Education Plans (IEP). Input from parents is encouraged and parents are invited to attend termly review meetings.

Children with a Statement or EHCP will be invited to the person centred annual review where their ideas will be shared along with professionals working with the child and the yearly targets and focus will be jointly written and agreed between all parties.

CHILDREN'S VIEWS

Children and young people with SEND have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process; for example, taking part in person-centred annual reviews and contributing to their IEPs.

The school offer, which includes the arrangements made for children in our school with SEND, can be found on the schools website:

www.hampdengurneyschool.co.uk

ROLES AND RESPONSIBILITIES

Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs and disabilities.

They have an overall responsibility to ensure that funds and resources are used effectively.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher reports the outcome of the review to the full Governing Body.

The governor responsible for SEND at Hampden Gurney School, is Mrs Anne Larkey.

Responsibilities of the Headteacher

The Headteacher is responsible for the day to day management of all aspects of the school's work, including SEND provision. The Headteacher ensure that the Governing Body are kept informed of developments in SEND. The Headteacher will see that teaching and non-teaching staff are involved in the development and implementation of the policy for SEND, are made fully aware of the school's SEND procedures and of their roles and responsibilities in this area.

The Role of the SENCo

The SENCO's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing and maintaining the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with other schools and settings to share information and plan support. For instance transfer preparation to KS3 or pre-school children to enter EYFS
- Liaising with external agencies
- Co-ordinating and developing school based strategies for the identification and review of children with SEND

-Monitoring the progress of children on the SEND register

The SENCO is Ms Eva Valverde and you may contact her or the SENCo governor via the school office by phone or email.

The role of the class teacher

Class teachers are responsible for:

-Providing high quality teaching for all children

-Assessing pupils needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents, specialists and pupil)

-Regularly reviewing the impact of these adjustments, interventions and support through providing a differentiated curriculum

-Retaining responsibility with the child, including working with the child on a daily basis

-Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND

-Liaising with parents of children with SEND

-Ensure inclusion of pupils with SEND within the class

The role of the Teacher Assistants

Teaching assistants will:

-Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.

-Feedback to teachers about pupils' progress and work as part of a team with the SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class.

THE SCHOOL'S ARRANGEMENTS TO SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES IN A TRANSFER BETWEEN PHASES OF EDUCATION

1. Transfer from home to school: Managed by the EYFS co-ordinator and SENCO. There will be a home visit prior to starting and a gradual integration towards full time nursery.
2. Transfer from Nursery to Reception: Managed by the EYFS co-ordinator and SENCO. There will be a home visit if the child is new to the school and a visit to the current nursery.
3. Mid phase admission: Managed by the SENCO. There will be organised visits for the child to visit our school, including visiting during lunch times and play times. When necessary, the teacher will visit the child's current setting.
4. Transfer from year to year group: Managed by the SENCO. Meetings with the new class teacher and teaching assistant or Learning Support Assistant. Transfer of documents with child's history.
5. Transition to secondary school: Managed by the SENCO. The SENCO of the secondary school to meet with our school's SENCO to discuss the child's SEN and what provision is required. Child to visit the secondary school throughout the last half term of Year 6. Visits will include over a lunch time and playtime as these are vulnerable times for the child.

COMPLAINTS PROCEDURE

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the class teacher, SENCO or Headteacher, who will be able to advise on formal procedures for complaint.

REVIEWING THE POLICY

This policy will be reviewed by the governors on an annual basis.

APPENDICES:

- Hampden Gurney School's offer (To comply with SEND Code of Practice, DFE 2014)
- Initial concern form
- IEP template

For a guide to the services that are available for children and young people who have special educational needs and disabilities, visit Westminster's 'local offer'.

You can view details of the Westminster Local Offer by visiting their website:
<https://www.westminster.gov.uk/local-offer>

SEN RECORD OF CONCERN

To be completed by the class teacher

DATE _____

PUPIL _____

CLASS _____

TEACHER _____

TEACHING ASSISTANT _____

Concerns (Please give brief details of main areas of concern)

Parents' or carers' views (These should be collected during the period of concern)

Child's view (Where appropriate)