

Belleville Special Educational Needs and Disability Policy

Purpose:

The Special Educational Needs and Disability (SEND) Policy is a key part of a successful inclusive school.

There is a shared expectation that all pupils regardless of their specific needs should be offered inclusive quality teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community.

The SEND policy outlines how Belleville aims to meet the additional needs of all children.

The School may offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory and physical needs.

We aim to provide induction, training, coaching and support to help teachers achieve good practice in teaching all children. This is achieved by working with parents and children and staff by monitoring plans, lessons and books, providing interventions, and seeking external advice to ensure that all children receive the provision they require.

It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

The Special Needs Co-ordinators are :

Vicki Brand and Emily Molica

Sections

1. Principles of SEN
2. Roles and responsibilities
3. Appendices.

The term teacher refers to all adults in school from this point onward.

Section 1: Principles of SEN

Definition:

As defined by the Children's and Families Bill 2013 and SEND Code of Practice 2015.

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 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 so do if special educational provision was not made for them (Clause 20 Children and Families Bill)

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition

Special educational provision means:

educational provision which is additional to, or otherwise different from the educational provision made generally for children of their age.

Principles

1. A child with SEND has their needs met by:

- a. Early identification
- b. Specialist teaching
- c. Education Health and Care Plans (EHCP)

2. The views of the child is sought and taken into account through

- a. Children are involved in the decision making process about SEN provision

3. Parents have a vital role to play in supporting their child's education

- a. Working in partnership
- b. Valuing parents/carers views and contributions.
- c. Keeping parents/carers fully involved.

4. Children with SEND are offered full access to a broad, balanced and relevant education through:

- a. Admission Arrangements
- b. Equal opportunities
- c. Accessible.

Details of Core Principles

This section breaks down the principles above into details.

1. The needs of SEND children may be met in Belleville by:

a. Early identification

- Children will be identified as having SEND through the SEN Support Identification Process (Appendix 1)
- Children with SEND have identified difficulties in a number of categories (Appendix 2) that call for special provision to be made.
- Concerns are noted by the class teacher/Parents/carers or External Agencies.
- The class teacher in consultation with SENCO or phase/year leaders puts in place appropriate provisions within Quality First Education (Q1E).
- Parents/carers are informed of concerns and provisions but consent is not required at this stage of Q1E. At Belleville this is considered 'Whatever it Takes' provision (WiT).
- The impact of these provisions is reviewed within a short period. Where there is good progress, the child returns to regular tracking. Strategies may stay in place if appropriate long term. If some progress is made this cycle can be repeated.
- Where little or no progress is seen the class teacher and parents/carers, in consultation with SENCO/phase/Year leaders or External Agencies, agree further strategies to support the child towards agreed outcomes. These are recorded on the Initial Concerns Record (ICR) (Appendix 3).
- At Belleville this is at the level of Pre-SEN Support.
- Examples of possible interventions can be seen in Appendix 4.
- Class teachers or the SENCO may have an anonymous discussion for unrecorded informal advice with external agencies, for example the school's Educational Psychologist or Behaviour Learning Support team, Literacy Support Service etc before to aid implementation of in school support. No names will be mentioned at this stage without parental consent. If any further specialist/external action is deemed suitable, parents will be contacted and parental permission will be sought.
- Progress is reviewed within an agreed period. Where there is good progress, the child returns to regular tracking. Strategies may stay in place if appropriate long term. If some progress is made this cycle can be repeated.
- Where little or no progress is seen the class teacher and parents/carers, in consultation with SENCO/phase/Year leaders or External Agencies, arrange a Team Around the Child (TAC) to agree further strategies or to move to an Education Health and Care Plan (see 1c).

b. Specialist teaching

- Teachers adapt to the needs of the learners.
- Teachers may provide interventions that are **additional to** or **different from** those provided as part of the schools usual differentiated curriculum (Appendix 4).
- Further details on resources that may be available are stated in the **SEN Information Report** (Local offer) which is also published on the school website (Appendix 5).

- The work is well-matched to the full range of learners' needs demonstrating a range of strategies to support the children's learning.
- Triggers for interventions are underpinned by evidence about the child, regarding progress and specific difficulties and consultations with parents, appropriate personnel or external agencies (see 1a above).
- Advice from outside agencies is incorporated in the teaching.
- Support and advice from External Agencies is sought by the SENCo where deemed appropriate.
- Parental consent will be gained at this stage for any referral to external agencies for a specific child.
- Parents/Carers, SENCo, Class teacher and outside agencies, work collaboratively to decide appropriate interventions and desired outcomes.
- Targets, incorporating recommended advice are established on a SEN Support Provision Map ([Appendix 6](#))
- Provision Map targets are reviewed termly on a cyclical basis (plan, assess, do, review).
- Details and information about the child *may* be recorded on a Personal Passport, generic to both education and health which can serve as a record of the child's circumstances, needs and targets.
- Strategies and advice are followed by teachers to ensure targets are met.

c) Education Health Care Plans (EHCP)

- If a child continues to demonstrate significant cause for concern, a Team Around the Child (TAC) meeting to discuss the potential need for an EHCP will be arranged including the parents/carers, SENCO and all relevant agencies. From this meeting 'next steps' shall be agreed and managed by the appropriate agency.
- A range of written evidence is collected and submitted from all parties involved with the child's education and health provision.
- For children accessing EHCPs how best to meet their child's individual needs will be met through collaboration between the parents/carers, education, health and care professionals.
- The EHCP is reviewed annually and targets are set termly in conjunction with teachers, SENCo and parents/carers
- Current pupils with statements will continue to receive support as stipulated in their statement and reviewed annually as previous until they are transferred to an EHCP.
- Pupils with statements will have these reviewed and transferred to EHCPs at a time deemed appropriate by all TAC members. (See website for the Wandsworth proposed timeframe in which this will happen).
- Parents/carers and professionals are able to request an earlier transfer. These will be granted by Wandsworth in exceptional circumstances.

2. The views of the child are sought and taken into account through

a. involving children in the decision making about SEND provision by:

- Target setting
- Assessing progress

- Contributing to the Initial Concerns Record, SEN Support Provision Maps and annual reviews.
- Contributing to school reports where appropriate or whenever deemed suitable in supporting provision.
- Contributing to Pupil Passports.

3. Parents/Carers have a vital role to play in supporting their child's education through:

a. working in partnership with the school and other agencies through sharing

- Concerns using the Parent/Carer Concerns Form and/or Initial Concerns Record or formally or informally in meetings or discussions with the class teacher.
- Information
- Progress
- Responsibility

b. Parents/Carers contributions are sought through:

- Parent meetings, Wandsworth Parent Partnership Concerns form, Initial Concerns Meetings, SEN Support Record Meetings, Provision Map reviews, EHCP reviews, informal conversations, any written format or any other method deemed suitable by all parties. There will be recognition of the need for flexibility and the timing and structure of meetings.

c. Keeping parents/carers fully involved

The school will:

Make parents aware of procedures and how to access support in preparing for their contributions (see SEN Information Report on school website, [appendix 5](#) and Wandsworth/Family Information Service Local Offer) (www.wandsworth.gov.uk/fis).

- Make sure that parents/carers are given documents to discuss prior to meetings.
- Share information about pupil progress
- Inform parents of any changes
- Share SEN Support Provision maps with parents termly.
- Hold ECHP/Statement reviews annually

Parents may not be informed of initial anonymous advice seeking from external agencies but where further action is required all referrals and named discussions will only take place with parental consent.

4. Children with SEND are offered full access to a broad, balanced and relevant education through:

a. Admission Arrangements.

- There are not different admission arrangements for pupils with SEND who do not have statements (see admissions policy).

- Children applying with statements/EHCPs will have their needs assessed and admission agreed in line with the DFE admissions policy and SEND Code of Practice 2015, gaining priority admission if the school is able to provide for their needs.

b. Equality

- All pupils have an equal opportunity to engage in the curriculum.
- All pupils follow the expected behaviour policy as appropriate for their specific needs (see Behaviour Policy) or follow guidance and support from outside agencies where appropriate.

c. Accessible.

- An accessible curriculum is provided for all individual pupil needs
- Most of the Meteor site is accessible to children with physical disability as it is on one level. The Webbs road site has bannisters on the stairs and additional support can be assessed as needed.
- Class allocations can be adapted to ensure rooms are accessible for children with disabilities
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has staff trained to suit children with a range of needs.
- Some classrooms have Soundfield systems in them.
- The specialised provisions provide space for the identified needs for children with these difficulties e.g. workstations for children with ASD.
- The staff working in the specialised provision are highly trained in these areas.

Section 3: Roles and responsibilities.

Overseeing the provision of SEND within the school is the responsibility of the Local Board of Governors and the Head teachers.

The Governors and Head teachers delegate responsibility to the co-ordinator for Special Educational needs (SENCo). The named responsible people are Vicki Brand and Emily Angus.

The SENCO's are supported by the Director of Inclusion from the Quality First Multi-Academy Trust to aid robust and consistent provision across the schools within the Trust.

The SENCo is responsible for:-

- The day-to-day running of the SEND policy.
- Monitoring
- Assessing
- Coordinating the provision for pupils
- Maintaining the school's SEND records for identified pupils
- Liaising with and advising teachers about SEND planning, provision, resources, approaches etc.

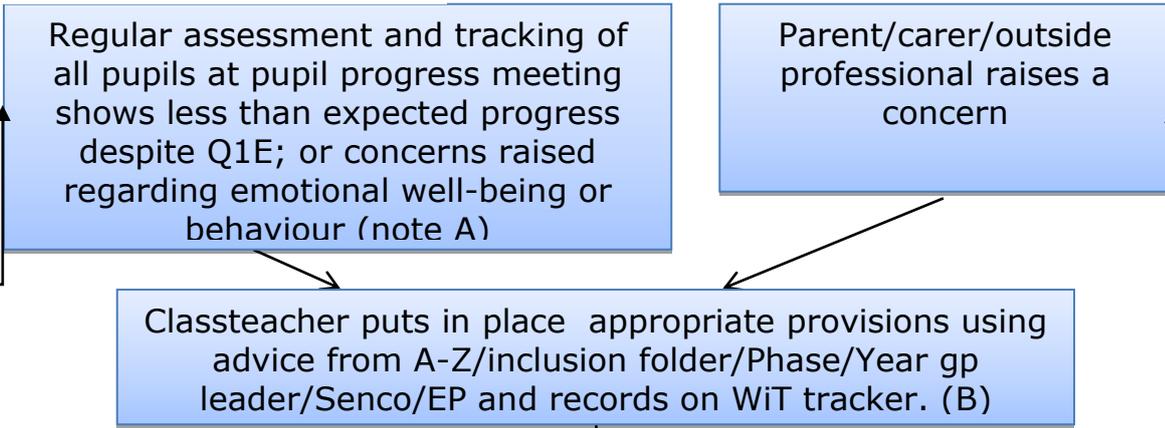
- Liaising with parents of children with SEND.
- Liaising with external agencies
- Contributing to the in-service training of staff.
- Reporting to the governing body on SEND policy.
- Managing the SEND budget set for purchasing specialist resources.

Policy agreed by Local Governing Board: Nov 2017

Next Review Due: November 2018



Step 1 Initial Concerns-WiT



Good progress.
Return to regular tracking. Keep strategies in

Review-

Some progress made. Repeat

Less than expected progress towards agreed outcomes despite Q1E targeted at areas of weakness

Step 2-Pre SEN Support

Teacher Communicate with parents (D)

Class/subject teacher leads on setting outcomes and plans Q1ET and 'extra support and other rigorous interventions' targeted at areas of weakness. (B & C)
Classteacher completes **initial concerns record**, meets with parent/carer/child and records agreed actions targets. Set review date. Record & save record as pre-SEN in tracker.

Good progress.
Return to regular tracking. Keep strategies in

Review(3-6wk)

Some progress made. Repeat

Step 3-SEN Support

Classteacher, working with Senco:

1. Provides SENCO with initial concerns record information.
2. Senco/CT carries out further assessment to provide clear analysis of pupil's needs. (E)
3. Agree whether the child has a learning difficulty which requires SEN Provision (F)

Not SEN currently
Underachieving
Address other causal factors eg attendance

SEN
Begin cycle 1 at SEN support and use **SEN Support Provision Map**
Formally record as SEN and **inform parents.**

Explanatory notes on SEN Support Identification Flowchart

A. The Code of Practice (January 2015) identifies less than expected progress as progress which (page 84):

- *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 in order to make a successful transition to adult life.

- B. Senco/Phase leaders to advise/support the classteacher to ensure pupil is receiving quality first teaching appropriate to their needs. eg differentiation, targeted feedback, use of in-class support. Has the classteacher been provided with advice, support and training to support this pupil?
- C. Q1E might include targeting a small group for focused teacher input 2 times per week or use of a particular resource. Class/subject teacher led interventions involving working outside the classroom can be included at this stage. This should be agreed with the parent at the Initial Concerns Meeting.
- D. 'Communicate' – ie let parents know results of your review in a timely manner, but this **might not** be a formal meeting which would probably be best held when further assessment/information in school has been carried out. Can be in playground/parent meeting/informal/formal meeting/phone call.
- E. Assessment can include: review of records and any earlier interventions; structured observations of child undertaking work in area of weakness ; analysis of samples of relevant work eg mis-cue analysis, ABC behaviour log, audio recordings; use of school screening and assessment tools; Towre/Spar/Sandwell, could include specialist assessment depending on severity/type of need.

F. Definition of SEN in Code of Practice 2015 (page 4-5)

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (This is provision over and above what is described in notes B and C above)

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, or (ie compared to national averages)

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Appendix 2 - Categories of Need.

A child with SEND may have one or more categories of need, the primary need is identified, and where possible the secondary needs identified and recorded.

- **Communication and Interaction Need (CIN)** – Includes Speech, Language and Communication (SLCN) and Autistic Spectrum Disorder (ASD)
- **Cognition and Learning (C&L)**– Includes Literacy, Numeracy and general learning difficulties, Specific Learning Difficulties (SpLD) such as Dyslexia, Moderate Learning Difficulties (MLD) and Profound and Multiple Learning Difficulties (PMLD).
- **Social, Mental and Emotional Health (SMEH)**- Includes all social, mental and emotional needs including behavioural needs with a social, mental or emotional cause.
- **Sensory and Physical (S&P)**- Includes Physical difficulty (PD), Visual Impairment (VI), Hearing Impairment (HI) and Multi-Sensory Impairment (MSI) (including ADHD)

Appendix 3



| | | | |
|---|------------------|---|--------------------|
| Step 2: Belleville Initial Concerns Record-Pre SEN | | Date: | |
| Name of child: | | Class | |
| Name of teacher: | | EAL(stage) | PP |
| Mobile Y/N (if yes) Date joined Belleville: | | Medical needs: | |
| Current Band: Reading: | Writing : | Maths: | Attendance: |
| Pupil Concerns: (please highlight & note details as required) | | | |
| Behavioural: | | Social: | |
| Literacy: | | Physical: | |
| Numeracy: | | Speech/Language/Communication: | |
| Other concerns: (Please state) | | | |
| What support has been provided to address child's needs and how effective has this been? e.g. through curriculum differentiation, modification to teaching approaches, classroom organisation, behaviour management strategies, or through provision of ancillary equipment and aids already in place, with outcomes. | | | |
| Provision | | Impact-progress and inclusion or barriers identified | |
| | | | |
| Have you spoken to parents/carers? Y/N. If no, how will review be communicated with parent/carer? | | | |
| Parents & Pupil's perspective on child's strengths/additional needs: | | | |
| What are the desired outcomes for the pupil's progress for this period? | | | |
| 1. | | | |
| 2. | | | |
| New Provision: Targeted Q1E/Interventions | | | |
| 1. | | | |
| 2. | | | |
| Review date (<6wks): | | Present: | |
| Progress towards outcomes: | | | |
| 1. | | | |
| 2. | | | |
| Review decision: | | | |
| Return to school monitoring / further class teacher led intervention / consider SEN support via Step 3 in which case list follow-up actions required: eg referral to other professionals, further assessment, TAC | | | |

Step 3: Pre SEN → SEN Support Action Plan:

List individual assessments to be completed to support identification of need, including behaviour plans Include standardised assessments (reading/spelling age as well as criterion-referenced assessments)

| Test | Date | Outcome |
|---|------|---------|
| | | |
| | | |
| Comments/actions based on assessments: | | |
| Observation of child? Yes/No- If yes date: Comments: | | |

Note of meeting – pre SEN support - This form will be shared with all professionals & parents/carers involved with child

| | |
|--|----------|
| Date of meeting: | Present: |
| What are the parents' views? | |
| What does the pupil think? | |
| What are schools views? | |
| What are pupil's strengths/preferred learning styles? | |
| What are the desired outcomes for the pupil's progress for this period? 1. 2. | |
| Conclusion: Return to school monitoring / further class teacher led intervention / move to SEN support (in which case a provision map needs to be completed and reviewed according to Provision Map procedures. | |

Appendix 4

Examples of possible types of provision based on Code of Practice needs

| <u>Cognition and Learning (C&L)</u> | <u>Social, Mental and Emotional Health (SMEH)</u> | <u>Communication and Interaction (C&I)</u> | <u>Sensory & or Physical (S&P)</u> |
|--|---|--|---|
| Literacy | Circle of Friends | Speech and Language | Pre- writing skills – fine OT Programme |
| Catch up | Social Skills | Attention and listening skills | Sensory Integration – OT programme |
| Direct Phonics | Making friends & taking turns group. | Targeted SALT Support | Gross motor OT sessions for physical development coordination and strength. |
| Acceler read/Accelerwrite | Anger Management Group | Chatterbox | Handwriting – Write from the start |
| Focussed in class Lit. support. | Playground Support | ASD support /Garratt Park | Soundfield System |
| Focussed spelling | Mentoring/ Counselling | Talkabout | Occupational therapy |
| Daily Individual Reading. | BLSS/Victoria Drive | Social communication Skills | BBC Dance Mat |
| Paired Reading | CAMHS | Speech and Language Therapy | |
| Rapid Read/write | Educational Psychologist assessment | Lego Therapy | |
| Letters and sounds | Bereavement Counselling | | |
| Targeted support e.g. LSS-literacy and Dyslexia support | Therapeutic Play | | |
| Maths | CBT | | |
| Maths targeted support e.g.NSS | | | |
| Springboard Maths | | | |
| Rapid maths | | | |
| Focussed LSA Support | | | |
| General Cognitive Educational psychologist assessment. | | | |

Appendix 5- SEN Information Report- See Website for full details of services on offer and procedures to follow to access support. (www.belleville-school.org)

Appendix 6

SEN Support Provision Maps

Provision maps are completed at the beginning of each term and are reviewed at the end. Targets are shared with parents/carers and children and provision maps are signed and shared. Targets are S.M.A.R.T. (Specific, Measurable, Attainable, Realistic and Time Constrained.).

Provision maps are completed in conjunction with the SEN Support Record.

Guidance for completing Provision Maps:

- Number the provision map.
- Identify the Primary need
- Ensure the provision map is reviewed and signed by teacher, parent and child termly.
- Record the NC/ P level - state area
- Write up to 3 SMART targets
- Record provision relating to targets
- Highlight term of provision
- Record frequency, days/times and who is responsible for providing.
- Keep all provision on same sheet with a continuous record for each year of support.
- Keep evidence of children's work against targets.
- Assess and review targets termly.



Example: SEN Support Provision Map: new form

| | | | |
|----------------------------------|-----------|----------------------|-------|
| Belleville Primary School | Key Stage | Provision Map cycle: | Date: |
|----------------------------------|-----------|----------------------|-------|

Name of Child:

Class:

| | | |
|-------------------|----------------------------|-----------------|
| PP/EAL/CLA/Mobile | SEN Support/EHCP/Statement | Teacher/TA/LSA: |
|-------------------|----------------------------|-----------------|

| Stage | Communication and Interaction | | Cognition and Learning | | | | Social, mental and Emotional Health | | | Sensory & Physical | | | |
|-------------|-------------------------------|-----|------------------------|-----|-----|------|-------------------------------------|---|---|--------------------|----|-----|----|
| SEN Support | SLCN | | Lit | Num | Gen | | S | M | E | PD | VI | MSI | HI |
| EHCP/S | SLCN | ASD | SpLD | MLD | SLD | PMLD | S | M | E | PD | VI | MSI | HI |

1-Primary Need, 2-Secondary Need, 3-Tertiary Need

*Awaiting Screening

| Provision /Resources | Staff/Pupil Ratio | Staff involved/when | No's weeks | No's times a week | Minutes | Start date – finish date |
|----------------------|-------------------|---------------------|------------|-------------------|---------|--------------------------|
| Provision | 1:1 | Staff member | 12 | 2 | 30 | Autumn |
| | | Day/time/location | | | | Spring |
| | | | | | | Summer |
| | | | | | | Autumn |
| | | | | | | Spring |
| | | | | | | Summer |
| | | | | | | Autumn |
| | | | | | | Spring |
| | | | | | | Summer |
| | | | | | | Autumn |
| | | | | | | Spring |
| | | | | | | Summer |
| | | | | | | Autumn |
| | | | | | | Spring |
| | | | | | | Summer |
| | | | | | | Autumn |
| | | | | | | Spring |
| | | | | | | Summer |



SEN Support Provision Map Targets:

Belleville Primary School

Key Stage :

Provision Map cycle:

Name of Child:

Class:

| | | | | |
|------------------|---|------------------------------------|------------------------------------|----------------------------------|
| Date: | Year group (Band) working at: | Reading: B, B+, W, W+, S, S+, E | Writing: B, B+, W, W+, S, S+, E | Maths: B, B+, W, W+, S, S+, E |
| Targets | | Outcome/Progress towards target | | |
| 1. | | 1. | | |
| 2. | | 2. | | |
| 3. | | 3. | | |
| Review date: | | Present: | | |
| Review decision: | Pupil remains at SEN Support Yes/No Further action required: | | | |
| Signed: Teacher: | | Parent: | | |

| | | | | |
|------------------|--|------------------------------------|------------------------------------|----------------------------------|
| Date: | Year group (Band) working at: | Reading: B, B+, W, W+, S, S+, E | Writing: B, B+, W, W+, S, S+, E | Maths: B, B+, W, W+, S, S+, E |
| Targets | | Outcome/Progress towards target | | |
| 1. | | 1. | | |
| 2. | | 2. | | |
| 3. | | 3. | | |
| Review date: | | Present: | | |
| Review decision: | Pupil remains at SEN Support: Yes/No Further action required: | | | |
| Signed: Teacher: | | Parent: | | |

| | | | | |
|-----------------------|---|------------------------------------|------------------------------------|----------------------------------|
| Date: | Year group (Band) working at: | Reading: B, B+, W, W+, S, S+, E | Writing: B, B+, W, W+, S, S+, E | Maths: B, B+, W, W+, S, S+, E |
| Targets | | Outcome/Progress towards target | | |
| 1. | | 1. | | |
| 2. | | 2. | | |
| 3. | | 3. | | |
| Review date: | | Present: | | |
| Review decision: | Pupil remains at SEN Support Yes/No Further action required: | | | |
| Signed: Teacher: | | Parent: | | |
| Additional Provision: | | | | |