



DOWNE PRIMARY
SCHOOL

Special Educational Needs and Disabilities (SEND) POLICY

Reviewed November 2022

Compliance

This policy complies with Section 19 of the Children and Families Act 2014.

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: Technical guidance for schools DFE Feb 2014
- SEND Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice (Jan 2015)
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the school's Special Education Needs Co-ordinator (SENDCO.) in liaison with the teaching staff and the SEND governor.

This policy should be read in conjunction with the following:

- Equality and Diversity Policy
- The Behaviour Policy
- The Anti- Bullying Policy
- The Safeguarding & Child protection Policy
- Supporting Children with Medical needs policy

Key responsibilities for Special Education Needs and Disabilities (SEND)

The Head Teacher and the governing body have delegated the responsibility for the day-to-day implementation of the policy to the SENDCo. The SENDCo. is available at parents' consultation evenings alongside individual meetings throughout the year. Please make an appointment with the school office if you wish to arrange a meeting.

The SENDCo. is Mrs Susie Howell contact number: 01689 – 853916 (School Office)

Email admin@downe.bromley.sch.uk or showell25.305@lgflmail.org

The SENDCo has qualified Teacher Status, and the National Award for SEND Co-ordination (NASENDCO.).

Miss Rebecca Dolan (Headteacher) is responsible for Pupil Premium Grant and Looked After Children (LAC) funding.

Miss Rebecca Dolan (Headteacher) is responsible for meeting the medical needs of children at Downe Primary School.

The governor with responsibility for SEND is Kim Brown.

School beliefs and values regarding SEND

At Downe Primary School we are committed to developing teaching based on the aim of creating an inclusive community within the school. We work towards removing barriers to learning to allow all children to reach their full potential.

All school staff have a responsibility for pupils with SEND. All teachers are teachers of all children, including those with special educational needs.

Staff are aware of their responsibilities towards all pupils with SEND, whether or not pupils have an Education HealthCare Plan.

Teachers understand that they are responsible and accountable for every child's progress. A positive and sensitive attitude is shown towards all pupils.

The use of support staff is aimed at maximising a pupil's inclusion, working towards independent learning whilst engaging pupils and building confidence within their peer group.

Parents/Carers know their children best and working together with parents/carers as partners is vital in helping children with SEND get the most out of their education.

Aims

At Downe Primary school every child is important and valued. We aim for everyone to fulfil their potential in all aspects of school life and to have equality of opportunity for all whilst understanding that this is not everyone being treated in the same way. We aim to ensure that we promote independence and consideration of others, whilst equipping children with the skills and attributes necessary for Secondary school and into their adult life.

We aim to meet the definition of Special Educational Needs (SEND) as stated in the Code of practice. We will assess every child as required, and we will make the appropriate provision, based on the information we have of their identified need.

We aim to celebrate the wide range of our children's achievements.

We aim to create a welcoming and supportive atmosphere for parents.

Objectives:

- To identify and provide for those pupils with special educational and additional needs as soon as possible after they start at the school, working with previous settings and other agencies.
- The school operates a "whole pupil, whole school" approach to the management and provision of support for special educational needs through high quality teaching.
- To ensure that the Special Educational Needs Co-ordinator (SENDCo.) will work alongside parents and school staff to implement the SEND policy.
- To monitor the progress of pupils to ensure all can reach their potential.

- To ensure that expectations of learning are both achievable and aspirational.
- To provide support, training and advice for all staff working with pupils with special educational needs and therefore ensure a high level of staff expertise to meet the children's needs.
- To seek and act upon advice from outside professional agencies to meet the children's needs.
- To work closely with parents to better understand the needs of their child. To provide parents with regular feedback on their child's progress and to ensure parents are fully involved in discussions and decisions about every aspect of their child's SEND.

Identifying Special Educational Needs and disabilities

Definition of Special Educational Needs and disabilities (SEND)

Children have Special Educational Needs (SEND) if they have a **learning difficulty** which calls for **special educational provision** to be made for them. A **learning difficulty can be defined as:**

- a) when a child has significantly greater difficulty in learning than the majority of others of the same age;
- b) has a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools within the area of the Local Authority.

(SEND Code of Practice for 1-25 years, 2014)

At Downe Primary School, we recognise the importance of early identification of a child's special needs. The skills and levels of attainment of all pupils are assessed on entry to school, working on information from their previous setting. When we identify a child as having special educational need, we will work in partnership with parents to establish the support the child needs. The purpose of this identification is to establish what action the school needs to take in order to meet the child's needs, rather than placing the child in a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child.

The 2014 Code of practice identifies four broad categories of need, these four categories give an overview of the range of need that should be planned for:

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to; they have difficulty understanding what is being said to them or they do not understand or use social rules of communication. The profile of every child with SLCN is different and their need may change over time.

Children and young people with Autism Spectrum Disorder (ASD) 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.

Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties covers a large range of needs, including moderate learning difficulties (MLD) or severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum. Alongside these there may be other associated difficulties with mobility and communication, these range from mild 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.

Specific Learning Difficulties (Sp LD): This affects one or more areas of learning, encompassing a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social emotional and mental health difficulties (SEMH)

Children 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 may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and /or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them making use of the educational facilities generally provided. Children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning. Some children with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

The Bromley Banded Funding Guided is used to aid identification of need within the four categories identified in the SEND code of practice.

The school also recognises other factors which may impact on the progress and attainment of pupils; factors that may not be special educational needs but which are barriers to a child's learning. These might be:

- Disability, where reasonable adjustment under the Disability Equality Legislation can enable a child to make expected progress.
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being the child of Service Personnel

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed or an underlying cause. At Downe Primary School, we actively promote social, emotional and mental well-being through various approaches including additional support at break times, a playground sports coach and social skills groups.

A graduated response to SEN support

- High quality teaching, differentiated for individual children, is the first step in meeting the needs of any pupil who has, or may have, special educational needs. Class teachers are responsible and accountable for the progress and development of all the pupils in their class.
- Promoting social, emotional, mental health and well-being is very important. Children need to feel valued, secure and confident to make the best progress. We aim to support all children through transition procedures between schools and between year groups; through the teaching of RSE/PHSE regularly in all classes; assemblies; social skills groups and having strong positive relationships throughout the school.
- Children with SEND are assessed using age-related assessments that are compatible with their level of learning and are completed by members of teaching staff, including the SENDCO.
- Children presenting with behavioural challenges, which may reflect a social, emotional, mental health (SEMH) difficulty, have access to early support. The school works closely with other agencies to provide advice and support this. Plans drawn up with advice from experts, by the SENDCo. and teacher and shared with the parents and child may be useful to support the child.
- Before making special educational provision, the class teacher, relevant staff members and the SENDCo. will consider all of the information gathered from within the school about the child's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessments. This information gathering will include an early discussion with the child and their parents, where we will share the child's areas of strength and difficulty noting parents' concerns along with desired outcomes. Actions from this process will be identified and implemented and the child's progress will be closely monitored.

Assess-Plan-Do-Review cycle process for pupils with SEND in school:

Assess: If a child continues to face difficulties, a more detailed formative assessment to identify individual barriers to learning which also may involve assessment by an external agency.

Plan: Interventions based on the outcome of assessments are planned and a review period is agreed. The advice and recommendations of outside agencies can be incorporated into an individual support plan or class/individual provision map. This will be overseen by the SENDCo. in consultation with the class teacher and parents/carers.

Do: The class teacher remains responsible for the interventions planned and monitored with support from the SENDCo. Interventions could take the form of additional in-class support or an intervention group to address a particular need. These will be time limited and reviewed on a half term or termly basis.

Review: The effectiveness of the intervention will be monitored regularly by the class teacher with individual targets being reviewed as part of the school's cycle of monitoring progress. Further advice will be sought from outside specialists where necessary.

Managing Pupils on the SEND Register

If despite support, children do not make expected levels of progress or are unable to transfer their learning when support is reduced, the decision may be made to place a child on the SEND register, in consultation with parents. Whilst some children may remain on the SEND register throughout their school career, we recognise that the SEND register is a flexible document, where children who are consistently managing to overcome their difficulties may be removed and other children identified as necessary. A child will be taken off the SEND register through consultation with parents and school agreeing that the child's needs have been met and support can be reduced following a graduating scale. The child's progress will be continued to be monitored regularly as part of the termly tracking for all children.

The SEND register provides an updated record of all children currently receiving additional SEND support. It helps the SENDCo. to monitor closely the progress of pupils with SEND and to ensure that the provision is making an impact in helping them overcome their difficulties. It also helps to decide the current profile of SEND and therefore identify training needs.

Pupil Resource Agreements (PRA)

While the needs of the majority of children will be met from within the school's resources, some children may have a higher level of need which may need additional funding. This funding is available from the Local Authority High Needs Block. To access additional funding, the school must provide a provision map that shows costings and demonstrates how advice and recommendations from external agencies have been implemented along with the outcomes of support. Indications of how additional funding will be used to support the child achieve desired outcomes are a necessary part of the process. Where additional funding is agreed, a Pupil Resource Agreement (PRA) will be put in place. A Pupil Resource Agreement (PRA) is a non-statutory agreement, and parents do not have the same statutory rights as they would with an Educational Health Care Plan (EHCP). A PRA will be written by the school's Educational Psychologist in consultation with the SENDCo., parents and child when outcomes and levels of support will be agreed.

Thresholds for funding are related to need and can be found in The Banded Funding Guide. Levels of resources in Bromley schools can be viewed on the Bromley local offer website

https://www.bromley.gov.uk/downloads/file/4747/school_banded_funding_guide

Pupil Resource Agreements (PRA) are reviewed annually, in the summer term, where outcomes are assessed and if necessary additional funding will again be applied for and decided by the additional needs panel.

Education, Health and Care plan (EHCP)

An Education Health and Care Plan will be considered by the Local Authority:

- If a child has long-term, significant and complex difficulties that require support from a range of agencies in addition to education.
- Requires education in a specialist setting to meet their Special Educational Needs.

The decision to make a request for an assessment for an Education, Health and Care Plan (EHCP) would normally be taken at a progress review meeting in consultation with the parents, class teacher and SENDCo. An extensive range of written evidence and relevant documentation about the child is needed to support the request for assessment. This evidence may include:

- a) Outcomes and information from external support agencies, such as Educational Psychology, Speech and Language Therapy, Community Paediatrician etc.
- b) Current and past levels of school support and provision (including a costed individual provision map);
- c) SEND review meeting notes;
- d) Health information and medical history;
- e) The child's current and past attainment levels and examples of current school work.
- f) Evaluation of provision and intervention support already provided by the school and its impact on a child's progress.
- g) Parent and child's wishes, viewpoints and needs.

A panel of people from education, health and social care will decide a child's eligibility for an EHC plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

Further information about EHC plans can be found via the Bromley SEND Local Offer: https://www.bromley.gov.uk/info/8/special_educational_needs/1256/education_health_and_care_ehc_plans

Or by contacting Bromley parents' voice on <https://www.bromleyparentvoice.org.uk/>

If a child has an EHC plan it will be formally reviewed annually. Any additional support offered will continue to be reviewed termly, taking into account the views and contributions of the school teaching staff, parents, external agencies and the child.

Supporting Children and Families.

Parents will be actively supported to access information regarding SEND from any of the following:

- Local Authority Local offer on Bromley website. www.bromley.gov.uk/info/10122/children_and_young_people_with_disabilities
- Downe Primary School SEND Information Report on our school website. www.downepriamaryschool.com.
- The school policy for managing medical conditions in school.

- Information Advice Support Service (formerly known as Parent Partnership) for impartial advice.
https://www.bromley.gov.uk/info/8/special_educational_needs/64/information_advice_and_support_service_iass

Email: parentpartnership@bromley.gov.uk.

Blenheim Children and Family Centre, Blenheim Road Orpington BR69bH

Tel: 01689 881024 or 01689 881023.

- Bromley Parent Voice (BPV) <https://www.bromleyparentvoice.org.uk/>
02088776 3170 or 07803 287 838

We regularly consult and liaise with additional support services such as:

- Speech and Language Therapy (SALT)
- School Nurse
- Sensory Support Services (Visual and Auditory)
- Social and Communication Team
- Educational Psychology Service
- Inclusion Support Advisory Team (ISAT)
- Occupational therapy (OT) and physiotherapy (PT)
- Phoenix Centre/Community Paediatric Services
- Bromley Y and CAMHS (Child and Adolescent Mental Health Service)

These support services can be accessed by:

- School referring a child to an outside agency for further advice after discussing and consent of parents.
- Parents seeking a referral from their GP.
- An outside agency advising parents of additional referral in order to support their child's needs.

Support for transition

Children with SEND can become particularly anxious about “moving on” so we seek to support successful transition by ensuring:

- Transition from class to class and across the key stages is carefully managed with children given the opportunity to visit their new class and familiarise themselves with their new teacher, seating arrangements and class routines before starting in a new class. As we are a school with mixed age classes, the existing class members act as buddies to welcome their new class members.
- Transition to Secondary school is managed by sharing information with the class teacher, Head of Year and SENDCOs from both primary and secondary schools. Additional arrangements can be made for children to visit their new school in order to familiarise themselves before the start of term.

Supporting children at school with medical conditions

The school recognises that children at school with medical conditions need to be fully supported so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and in such cases the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs and may have an EHC plan which brings together health and social care needs, as well as their special educational provision, and so the SEND Code of Practice will also be followed.

Monitoring and Evaluation of SEND Provision

Regular and careful monitoring and evaluation of the quality of provision offered to all children is ensured by regular audits and by sampling parent, child and staff views. Governors are involved in this process.

Training and Resources

The training needs of all staff are regularly reviewed so that they are able to meet the needs of the most common barriers to learning. All staff are encouraged to take advantage of training and development opportunities. All teachers and staff undertake induction on taking up a post at Downe Primary School and this includes a meeting with the SENDCo. to explain the systems and structures in place regarding the school's SEND provision and practice as well as to discuss the needs of individual children. The school's SENDCo. regularly attends the Local Authority SENDCo forums to keep up to date with local and national developments in SEND.

Admissions policy for children with SEND

No child will be refused admission to school on the basis of his or her special education need. In line with the Equality Act (2010) we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Downe Primary school operates on the principle of equal opportunities for all children.

Accessibility

- The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools to plan to increase over time the accessibility of schools for disabled children and to implement their plans. See the School's Accessibility Plan.
- Parents and carers can email or call the office at the beginning of the day to highlight day to day concerns. These messages will be promptly passed on to class teachers. More detailed concerns can be discussed at an agreed time after school.
- Arrangements and risk assessments are agreed to ensure that pupils with SEND can participate in wider school activities and clubs and learning off site.

Storing and Managing SEND information

All information gathered on children with SEND is confidential. Paper copies of a child's SEND record are kept in a secure location and electronic records are held on the school's computer network. Reports submitted by external agencies will be shared with the parents, relevant teachers and support staff. Permission will be sought from parents/carers before sharing information with support agencies or making a referral.

Reviewing the SEND policy

The SEND Policy will be reviewed every three years or annually if there are new requirements for SEND.