



## Special Educational Needs (SEND) Policy

### 1. WHO TO CONTACT

Our SENDCO and Inclusion Leader is **Miss Anna Swann**. The SENDCO leads on the day to day operation of our SEND procedures following guidance in the SEND Code of Practice. The SENDCO has overall whole school responsibility for SEND and inclusion and also has the role of Deputy Head Teacher. Our SENDCO has successfully completed the National Award for Special Education Needs Co-ordination (NASCO) as required and is a member of the School Leadership Team

Please direct any emails regarding SEND to the school office staff, who will ensure they reach SENDCO.

Email: [admin@hampsteadprim.camden.sch.uk](mailto:admin@hampsteadprim.camden.sch.uk)

Tel: 020 7435 4135

### 2. OUR VISION AND AIMS – WHAT WE THINK IS IMPORTANT

- We welcome difference and diversity – learning from and about diversity strengthens our community
- We value, respect and celebrate the achievements of all children
- We will always involve parents and children in planning and reviewing progress; we know that parents are the first educators of their child - we need their knowledge to plan effectively
- We know that the earlier we identify special educational needs and provide support, the more successful our children will be
- We will provide expert support and resources for children with SEND to fulfil their potential and access the curriculum
- Our starting point is to guarantee a whole school approach to making provision for children with SEND: we make sure that all staff have the knowledge and skills to support all children with SEND in our school
- We support children in developing skills of independence in learning

Hampstead Parochial is a one form entry, except for our bulge class in Cohort 2021, where we have two forms of entry. We are a Church of England Voluntary Aided Primary school committed to inclusion. Our provision for pupils with SEND ensures that every child has full access to a broad and balanced curriculum. We understand that every teacher is a teacher of pupils with SEND and our role is to close any gaps in progress. We want every child, no matter what their needs are, to be fully involved in the life of our school.

#### OUR OBJECTIVES:

- Ensure assessment is used to identify under-achievement of pupils, groups (including SEND) and cohorts, challenge under-performance and inform intervention and quality first teaching

- Improve learners ability to gain a thirst for knowledge and a love of learning and display appropriate attitudes and learning behaviour through BLP (Building Learning Power)
- Ensure that communication with parents and other stakeholders is as effective as possible
- Use resources effectively to ensure best outcomes, including the use of Pupil Premium
- Improve rates of progress in learning to ensure every child makes expected or better progress at a pace and rate which is matched to their needs
- Plan learning time, use of additional adults and environment to accelerate learning
- Deliver relevant training for staff in identification and provision for pupils with SEND
- Individual plans shared with parents of pupils with SEND are clear and personalised
- Ensure the playground is safe and accessible for all children with the additional bulge class
- Accessible and well-structured website that provides first point of contact for parents of pupils with SEND and clearly communicated the school offer.
- Ensure that attainment and progress are clearly communicated with the removal of levels

### 3. HOW WAS THE POLICY DEVELOPED?

Our SEND policy was developed in line with the new SEND Code of Practice and fully reflects this. Parents, staff and governors were all consulted about the policy. Many aspects of the policy are a result of our partnership with Camden in developing the 'Local offer.' The SEND policy will be reviewed annually to ensure the policy reflects both the school offer (see [www.hampsteadprim.camden.sch.uk](http://www.hampsteadprim.camden.sch.uk)) and the Camden local offer ([www.localoffer.camden.gov.uk](http://www.localoffer.camden.gov.uk)). The annual review of the policy will be completed in consultation with key stakeholders.

### 4. THE KINDS OF SPECIAL EDUCATIONAL NEEDS FOR WHICH PROVISION IS MADE AT THE SCHOOL

At Hampstead Parochial, provision is made for children who experience a range of difficulties. SEND falls into four categories and these are described below and are in line with those detailed in the Code of Practice 2014. It is the case sometimes that pupils may well have educational needs that fall in to more than one category.

- **Communication and interaction;** e.g. speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD), Asperger's Syndrome
- **Cognition and learning;** e.g. Specific Learning Difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, Severe Learning Difficulties (SLD)
- **Social, mental and emotional health;** e.g. attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury
- **Sensory and/ or physical needs:** e.g. Vision impairment (VI); Deafness or Hearing impairment (HI); Multi-Sensory impairment (MSI); Cerebral Palsy etc.

We aim to make learning accessible to all pupils and will make reasonable adjustments to ensure they have access to the curriculum.

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. Individual healthcare plans, developed in a medical planning meeting, will normally specify the type and level of support required to meet the medical needs of most pupils. 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 (SEND) 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 and the SEND Code of Practice (2014) is followed.

Pupils with medical conditions are covered under our Medicines in Schools policy, which should be read in conjunction with this. The senior leader with responsibility for medical conditions is the Headteacher.

## **5. ARRANGEMENTS FOR THE ADMISSION OF PUPILS WITH SEND**

We take account of equality issues in relation to admissions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

We will eliminate discrimination by the positive promotion of equality and by creating an environment which champions respect for all. Our admissions arrangements are fair and transparent, and do not discriminate, in terms disability. For more information see the school's admission policy and equality policy.

Our accessibility plan sets out how we plan to increase access for disabled pupils to the curriculum, the physical environment and to information. This is published on the school website and reviewed every three years.

## **6. IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEND**

We have a clear approach to identifying and responding to SEND and recognise the benefits of early identification. We aim to identify need at the earliest point and then making effective provision to improve long-term outcomes for the child or young person. The definition for SEND is where a pupil's learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Class teachers have an essential role in identification of SEND both in their direct work with pupils but also as the first point of contact for parents. Where further input is needed, concerns are shared with the SENDCO by completing an 'initial concerns form.' This outlines the specific issues, including any information from parents. The SENDCO will then decide on any action that needs to be taken e.g. implementation of classroom strategies, intervention or referral.

Parents are advised to approach the class teacher with any worries first but should be aware that certain concerns are not considered as special education needs, for example:

- short term lapse in progress and learning
- disability (although we have a duty to make "reasonable adjustment" a disability alone does not constitute SEND)
- attendance and punctuality
- health and welfare

- housing difficulties
- English as an additional language
- being in receipt of the Pupil premium
- being a looked after child

Under the SEND reforms (September 2014) “behaviour” is no longer a description of a special educational need. Concerns about behaviour should focus on underlying causes that the school will recognise through knowing the pupil well, e.g. welfare issues, literacy difficulties or speech and communication difficulties

We use the “Camden Guidance Criteria for Additional Needs and Statutory Assessment” as a guide to placing children on our SEND profile. This is based on the Children and Families Act, 2014 and reviewed annually.

Any decisions about placing a child on the school SEND profile will always be communicated with parents and will come after:

- Early conversations between parents and class teacher e.g. about lack of progress
- Implementation of support and intervention at class level (Quality First Teaching) or a more personalised approach. Please see our school’s offer for more detail.
- Any assessment or testing procedures e.g. with specialist teams such as the Educational Psychology Service
- Review of progress against the criteria in the Code of Practice (6.17)

We will ensure that pupils and parents/carers have been fully involved in the process and will continually review progress. Many pupils identified as requiring SEND support will make good progress and will exit the SEND profile. We will celebrate their success and continue to monitor them.

## **7. HOW WE MAKE PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

‘Normal’ provision would be support through a range of short-term interventions, use of resources and strategies. Our school provision map lists the range of support we have to offer all children, such as specific research-based maths and literacy interventions and access to external agency training and support.

Pupils are identified as SEND if they do not make adequate progress once they have had intervention, adjustments to provision and good quality personalised teaching. We have a graduated response to provision for pupils with SEND, in line with the code of practice.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

In deciding whether to make special educational provision, the teacher and SENDCO consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we draw on more

specialised assessments from external agencies and professionals such as speech and occupational therapists. The process for pupils with additional needs and SEND, where identified, is as follows:

- **Assess:** We will identify the specific needs of the child through formal and informal assessments. At this point we will decide whether their needs can be met through high quality differentiated teaching and short term intervention or whether there is the need for SEND support.
- **Plan:** Where needs have been identified we will select appropriate interventions from the whole school provision map (a document that outlines the range of structured interventions we run) or we may select particular resources to support a child. These interventions will be communicated termly with parents of children involved. If a child is on the school SEND profile, targets will be set with clear strategies to help deliver them on a personal plan. Targets will be discussed and agreed with the child and parents and the personal plan will be shared with all relevant adults in school.
- **Do:** Interventions will be delivered by trained adults and strategies will be implemented from personal plans. There may be some support or direct therapy from external agencies. Support is monitored rigorously by the SENDCO for effectiveness. The SENDCO keeps any formal recording or reports centrally but professionals will keep records of any intervention they carry out.
- **Review:** At the end of each term, pupil progress is reviewed by the class teacher and the leadership team. Future support will be discussed and agreed at this meeting. Subsequently, the class teacher will review progress against targets with the child and discuss both what is working well and what the next steps are for learning. If in place, the personal plan will then be reviewed and shared with parents and all stakeholders. Where a child has an education health care plan (EHCP) then there will be a statutory annual review held involving the child, parents and any professionals working with the individual.

We work with a range of specialist services and believe in a collaborative approach. If there are multiple-agencies working with your child then we will arrange a 'Team Around the Child' meeting (TAC) to ensure consistency in our approach to support. Referrals are made either by the SENDCO within school or in some cases can be made by the parent through their G.P. External support is only ever sought with agreement from the parents of the child.

The school are given a delegated budget to plan and provide for pupils with additional needs. For those pupils with more complex needs who have an education health care plan, they will be entitled to high-needs block funding from their local authority.

If we can show that everything possible has been done to support the child or young person but still their needs are not being met, we will arrange an assessment to see whether, with support from a number of specialists or services, the child/young person might make better progress. This support is set out in an Education, Health and Care (EHC) plan. An application is submitted to the SEND pre-assessment panel in the Local Authority, who will consider the evidence and decide whether to proceed to a full EHC planning meeting. More information, links and resources can be found on the Camden local offer site: [www.localoffer.camden.gov.uk](http://www.localoffer.camden.gov.uk)

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers

- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision, actions that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **How do we evaluate the effectiveness of our provision for SEND pupils?**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. This occurs at 'Pupil Progress reviews', led by the Headteacher, attended by the class teacher and where possible the SENDCO.

SEND provision and interventions are recorded on a whole school provision map and on 'Personal Plans,' for those children on the SEND support list. Each class teacher has a list of pupils who are receiving intervention which are updated termly. These are updated and monitored by the SENDCO. These reflect information shared in pupil progress reviews. Interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. Learning walks, book scrutiny and pupil conferences, all help inform our evaluations of provision and feed in to the school improvement plan.

### **How do we ensure the effectiveness of teaching assistants?**

Teaching assistants play a key role in supporting pupils with SEND. Their role is to support learning and progress and help pupils develop independence. All teachers share planning and learning aims with teaching assistants and learning support assistants.

The class teacher and the SENDCO use input from teaching assistants and learning support assistants to develop personal plans for pupils with SEND. All adults involved with your child should be fully aware of individual pupil's targets.

We use external agencies to support the training and development of TAs and have weekly meetings, run by the assistant head, to offer support and review pupils' needs. Interventions run by teaching assistants are monitored termly by the SENDCO.

### **How do we adapt the curriculum and learning environment for SEND pupils?**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision delivered by the school, as far as possible, taking into account the wishes of their parents and the needs of the individual. For example, a pupil with ASD may find it more supportive to work in a quieter environment with their LSA for some tasks.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and through outside support e.g. Camden centralised training and the London Diocesan Board for Schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

Carefully monitored planning ensures the curriculum is differentiated where necessary and that support is deployed effectively. We make sure that focused group teaching is planned where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels. These achievements are shared with parents at parent consultations each term and through the personal plan which is reviewed termly.

The SENDCO is responsible for making special arrangements for tests and other assessments. For end of Key Stage 2 tests, this may be requesting extra time for pupils to complete tests or have a smaller group to administer the test to (in liaison with the class teacher).

### **How do we enable pupils with SEND to engage in the full life of the school?**

Our equality policy demonstrates our commitment to ensuring pupils can access all areas of school life, for example we make sure that our school council is representative of the population of the school. We encourage and support children with SEND to take on whole school responsibilities, for example assembly monitors or classroom buddies for younger year groups.

The school recognises 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.

Our extended schools provision is fully inclusive and provides children with SEND to achieve wider outcomes. Extended schools leaders adapt provision according to individual needs.

### **How we support the emotional, mental and social development of pupils with SEND.**

The school takes the personal development and well-being of children very seriously. We know that children are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy life styles. We also know that some children with SEND are particularly vulnerable when it comes to making and keeping friendships. We address many of these issues in our PHSE (Personal, Health and Social Education) curriculum and through Religious Education.

We encourage children to develop confidence and resilience through our “Building Learning Power” approach which develops the ‘4 R’s’: Resilience, Resourcefulness, Reflectiveness and Reciprocity. We promote positive behaviour as part of our philosophy of learning – for example, through group and paired work. You can read more about our approach to behaviour in our policy:

[www.hampsteadprim.camden.sch.uk/policies](http://www.hampsteadprim.camden.sch.uk/policies)

We have a zero tolerance of bullying and talk about all aspects of bullying in assemblies and lessons: we have very little bullying in our school but when it does occur we work with the children involved to make sure that it does not happen again. We have a whole school policy on anti-bullying: [www.hampsteadprim.camden.sch.uk/policies](http://www.hampsteadprim.camden.sch.uk/policies)



We provide expert help for any child who is experiencing any difficulties with behaviour or relationships from well-trained staff: for example the school's SENDCO or CAMHS. We will always consult and involve parents in the decision to offer this support.

## **8. HOW WE SECURE TRAINING FOR STAFF AND ACCESS SPECIALIST EXPERTISE**

All staff, including Teaching Assistants, have regular training and guidance to meet the needs of our children. Our SENDCO has a responsibility to arrange and provide this training. Every year we complete an audit of staff training needs relevant to the SEND profile.

We provide a whole staff briefing on the procedures set out in this policy – all staff receive and sign a copy. We use the eight national Teaching Standards to develop the knowledge, skill and confidence of all of our Teachers as part of their professional development. Through our 'inclusion menu' all staff are aware of and accountable for how inclusive practice for SEND pupils features in all of the standards.

We provide basic training for all of our teaching assistants who are working with children with particular SEND, for example, slow progress in reading, number and communication. We provide specialist training for Teachers and Teaching Assistants who support children with dyslexia and autism. Members of our SEND team attend enhanced training sessions run by national and local organisations.

We work with specialists to enhance and review our practice, for example we employ a dyslexia specialist half a day a week to support individual children, model practice and carry out diagnostic assessments. Our multi-agency team provide support and training to all staff.

The SENDCO attends a Camden forum to ensure the school is aware of any resources that are accessible, to keep abreast of changes in special education and to create networks with local schools.

Our SEND Governor attends centralised training to support the SENDCO by providing challenge and having an understanding of legislation.

## **9. HOW EQUIPMENT AND FACILITIES SUPPORT CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS.**

We review our accessibility plan on a tri-annual basis and the SENDCO has the overall responsibility for the delivery of the action. The SENDCO has the responsibility for budgeting for and procuring specialist equipment e.g. writing slopes, i-pads and software. The SENDCO liaises with outside agencies to get advice on the best equipment and facilities to meet needs and how to use this. The SENDCO is also responsible for organising training of staff in the use of equipment e.g. specific apps to support SEND. Accessibility of the school – general statement of degree of accessibility – physical, acoustic, visual etc.

## **10. HOW WE CONSULT PARENTS OF PUPILS WITH SEND**

Parents are fully informed and involved in the provision and outcomes for children with SEND. As explained in sections 6 & 7, when identified as SEND, parents will be formally informed and will be an integral part of the provision cycle.

We will always involve parents and children in planning and reviewing progress. We make every effort to communicate clearly and regularly with parents and carers of children with SEND about:



- how we support their children;
- their achievements and their well-being
- their participation in the full life of our school.

We will also help and advise parents/carers on how to help their children make progress at home, for example in mathematics and reading. Although parents are invited in to the review process, staff will willingly meet to informally discuss

We welcome and value feedback on how well we are working with our parents. We try to communicate in plain English and have access to interpretation services if needed.

## **11. HOW WE CONSULT WITH PUPILS WITH SEND**

We know that the only way we really find out if a child is happy, feeling safe and taking part in the full life of our community is for the school to be certain that it hears the voices of children, especially those most vulnerable. We use a range of ways of sensitively communicating with pupils, including non-verbal methods for example; Makaton.

We make sure that we listen to children in our school and respond to what they say in a number of ways, including:

- clear policies and systems to support children in expressing any worries or concerns that they have: giving children the right to choose a preferred adult to talk to
- talking to children and/or groups of children after lesson observations to understand their experience of the lesson
- inviting children to make personal contributions to their Annual Review meetings, for example, through a video montage or power point presentation.
- doing an annual pupil questionnaire – giving children their say
- encouraging children to respond to feedback given through developmental marking
- agreeing with them individual targets
- making sure that our school Council is inclusive and represents the whole of our community
- ensuring that our safeguarding procedures are strong and that all staff are well trained

## **12. OUR COMPLAINTS PROCESS**

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 Headteacher or SENDCO, who will be able to advise on formal procedures for complaint. Alternatively, see our complaints policy on the website [www.hampsteadprim.camden.sch.uk](http://www.hampsteadprim.camden.sch.uk)

## **13. HOW THE GOVERNING BODY IS INVOLVED IN MEETING NEEDS OF SEND PUPILS AND SUPPORTING FAMILIES**

The governing body, in co-operation with the Headteacher, maintains a general oversight of this policy. The governing body has appointed a governor with responsibility for Inclusion.

The governing body recognises that it must:

- do the best to ensure that the necessary provision is made for any child, who has special educational needs
- ensure that, where the 'responsible person' - the Headteacher or the SENDCO – has been informed by Camden's Children Schools and Families that a child has Special Educational Needs, those needs are made known to all who are likely to teach her or him
- ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special Educational Needs

- consult with Camden’s Children Schools and Families and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of co-ordinated Special Educational needs provision in the area as a whole
- ensure that the children join in the activities of the school together with children who do not have special Educational Needs, so far as it is reasonably practical and compatible with children receiving the necessary special education provision
- have oversight for the efficient use of resources
- have regard for the Code of Practice when carrying out their duties towards all children with Special Educational Needs

#### **14. WHO TO CONTACT FOR IMPARTIAL INFORMATION, ADVICE AND SUPPORT**

Camden has a number of organisations and groups that can help provide you with information and support. The Parent Partnership Service is now known as SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)

This Service provides information, advice and support for parents/carers of children and young people with SEND, young people and children with SEND about education, health and social care. The Service provides legally based, impartial, confidential and accessible information, advice and support and will be able to offer face to face, telephone and electronic information and advice as well as casework and representation when needed. More information can be found on the local offer website or by contacting SENDIASS directly:

Highgate Newtown Community Centre  
 25 Bertram Street  
 London  
 N19 5DQ  
 020 7974 6264

#### **15. THE SCHOOL’S TRANSITION ARRANGEMENTS**

We have a clear plan for different phases of transition outlined clearly in our local offer. We plan to help new children feel safe and settle in but also prepare all children carefully for moving into a new phase of their education. We understand that this can be particularly challenging and stressful time for pupils with SEND and their parents.

When a child moves up to the next class, we organise “Hand-Over” meetings where teachers and support staff make sure that the new teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children. We also provide an opportunity for parents and their children with SEND to meet the new teacher and TA before the start of the school year.

If a child has a statement of SEND or an EHC, they may be entitled to a learning support assistant. The school is responsible for the recruitment of this additional adult and the allocation of support. The adult support may change throughout the child’s time at Hampstead Parochial as their needs and the curriculum changes. We will always communicate any changes with parents and carers.

New children and their parents will be able to visit the new classroom and get to know the adults who will be teaching and supporting them. When a child comes to our school in the middle of a term, we plan a range of support – depending on the particular needs of each child. This often involves a team of “Buddies” to help her/him settle in to the new class and provide help to find their way around the school.

## 16. CAMDEN'S LOCAL OFFER

Camden's local offer gives for children and young people from birth to 25 with special educational needs and disabilities. The purpose of the Local Offer is to help parents/carers and young people to see more clearly what services are available in their area and how to access them. Our school offer shows how we meet the requirements for a Camden school in our provision for SEND and gives information about this is structured in our school.

The purpose of our school's local offer, published on our website, is to inform parents and carers about:

- how we welcome into our school children with special educational needs and/or disabilities;
- how we support them in all aspects of school life and remove barriers to achievement;
- how we work in close partnership with parents/carers and children;
- how we make effective provision for all of our children with special educational needs and disabilities – SEND.

Reviewed by Governing Body	Spring Term 2017		
Next Revision ( Please highlight as appropriate)	Annual	<u>Bi-annual</u>	Tri- annual
To be reviewed	Spring Term 2019		