

SEND and Inclusion Policy

Our Vision...

... that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

The Inclusion Manager is Paula Bertram who is a member of the Senior Leadership Team. She is also the SENDCo and completed the National Award for SEND Coordination in September 2016. Mrs Bertram can be contacted by phone or email via the school office:

Office telephone: 020 8440 4359

Email: office@hadleywood.sch.uk

Rationale

At Hadley Wood Primary School, we are committed to providing a high-quality education for all children. We are a Values School and seek to raise achievement and remove barriers to learning so that our children can achieve their full potential. We recognise and value that each child is a unique individual and we aim to provide support in a sensitive, caring manner to achieve personalised outcomes. Hadley Wood Primary School is an inclusive school and promotes social inclusion, irrespective of faith, nationality, sexual orientation and gender identity, gender expression or ability.

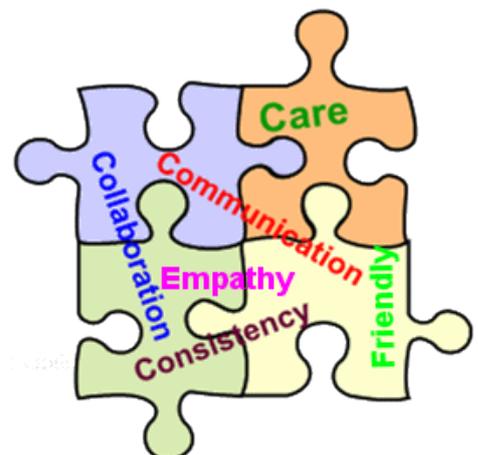
Definition of Special Educational Needs (SEND)

A child of compulsory school age 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
- 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 (SEND Code of Practice, 2015)

Learning difficulties may be caused by:

- Physical disability (PD)
- Sensory difficulties e.g. vision or hearing impairment (VI or HI)
- Speech, language and/or communication difficulty (SLCN)
- Social, emotional and mental health (SEMH)
- Autistic Spectrum Disorder (ASD)
- Multi-sensory impairment (MSI)
- Specific learning difficulties with reading, spelling, fine motor skills and/or gross motor skills (SpLD)
- Moderate learning difficulty with Literacy and/or Maths (MLD)
- Severe learning difficulty (SLD)
- Profound and multiple learning difficulty (PMLD)



The following are not considered to be SEND, but may cause the children to have barriers to their learning and so are also covered by this policy:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a 'Looked After' child
- Being a child of Service personnel



Objectives

- To provide children with SEND with the same opportunities as all children and to prevent them suffering any discrimination because of their SEND
- To identify children's needs and take early intervention with all staff sharing the responsibility for identifying, assessing and meeting the needs of children with SEND
- To ensure access to a broad and balanced curriculum through differentiated planning and appropriate modifications
- To provide access to appropriate intervention programmes according to the needs of the child
- To keep clear, up-to-date records tracking individual children, as they move through the school
- To work in partnership with parents, pupils and outside agencies
- To ensure that resources are identified and coordinated according to the needs of individual children, as outlined in the provision maps
- To coproduce with parents, teachers and pupils achievable and relevant targets for children on the SEND register
- To ensure that all governors and parents are aware of the policy

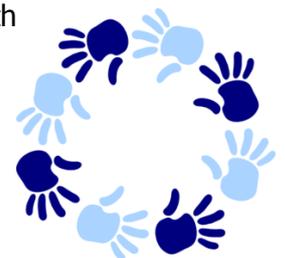
Coordination of SEND provision

The progress of every child, including those with SEND, is the responsibility of the **class teacher**. They will be supported by the Inclusion Manager, who is responsible for coordinating provision for SEND and all duties outlined in the SEND Code of Practice.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

In addition to the day-to-day management of our SEND policy, her duties include:

- Liaising with, advising and supporting teachers and support staff about children with SEND
- Managing support staff
- Coordinating provision for children with SEND
- Liaising with parents of children with SEND
- Identifying, assessing, monitoring and record keeping for children with SEND
- Liaising with external agencies including the educational psychology service, health and social services, behaviour support service and voluntary bodies
- Informing the head teacher of all developments
- Organising in service training for staff, ensuring awareness of new initiatives and developments
- Identifying and organising resources required to support SEND provision
- Coordinating and chairing the Annual Review meeting for children with statements of SEN/EHCP
- Supporting staff and parents in coproducing individual support plans (ISPs)
- Ensuring continuity of provision for children with SEND by liaising with pre-schools and secondary schools
- Attending relevant SEND courses, meetings and conferences
- Working closely with the SEND governor, who will undertake learning walks etc. to ensure cohesion between policy and practice.



Admission arrangements

All children start school in the September of the academic year when they turn five. Prior to starting school, children and parents are invited to a play session in June when parents and children meet the teachers and teaching assistants. Parents are invited to an information meeting, also in June, about the Reception curriculum, school routines and procedures.

The Inclusion Manager accompanies the Reception staff on their home/school visits for all new families, and to SEND pupils identified prior to starting school, to facilitate a strong parent/school partnership. There will also be transition meetings or discussions with pre-school settings when a child with SEND has been identified. Initially, children attend school part-time and gradually increase to full-time by the end of September.

Identification of children with SEND

At Hadley Wood Primary School, we have developed a whole school approach to SEND. This involves identifying individual needs as early as possible and working closely with parents. Information leading to the identification of children's SEND may come from several sources. These include:

- Pre-school - liaison with pre-schools or nurseries, pre-school support from external agencies, information provided by parents and pre-school transition meetings
- In school - staff observations, attainment scores, Foundation Stage Profile, P level assessments, reports from external agencies, reports from previous schools, standardised screening and assessment tools e.g. Sandwell Early Numeracy tool
- Parents

Staff can raise concerns about a child with the Inclusion Manager at any time. Based on the school's observations of the whole child, assessment data and following a discussion between the class teacher and the Inclusion Manager, the child may need one of the following:

- Differentiated curriculum support in class
- SEN Support

If a child requires SEN Support, their special educational needs and provision can be considered within four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Parents are always consulted and will be informed of the provision in place according to the pupil's needs and their individual barriers to learning. A child may have more general difficulties with class work or have a combination of two or more areas of need. At Hadley Wood Primary School, we endeavour to identify these needs, put appropriate interventions in place and monitor progress closely. This is part of the identification process for children who may have special educational needs.



Stages on the SEND register

Concern – If a child is identified with a barrier to learning they will be recorded as a Concern and receive additional in school support to assist with overcoming or adapting to their barrier.

SEN Support - Special educational needs are met by quality first teaching and a combination of in class support and withdrawal intervention programmes, individually or in small groups. Support from one or more outside agencies may be sought e.g. Behaviour Support Service, Speech and Language Therapist, etc. A referral will need to be completed and threshold of difficulty met to access a waiting list for outside agencies.

If the school, in agreement with parents, feel that the child has exceptional needs and is not making sufficient progress, despite intervention in place, then they may request the Local Authority to undertake a statutory assessment. Once granted, this assessment may or may not lead to the Local Authority issuing an Education, Health and Care Plan (EHCP).

Statement/EHCP - Children who are classed by the Local Authority as having exceptional needs will be issued with a statement of SEN/EHCP which outlines all of the child's special educational needs and any special educational provision necessary to meet those needs. The statement/EHCP will have medium term objectives that the child would be expected to achieve and progress against. These objectives will be reviewed every year in an Annual Review meeting.

Provision for children with SEND

Intervention for children with SEND is outlined in the school's provision maps. Children will be supported by the class teacher or teaching assistant. In addition, the Inclusion Manager, who is a non-classroom based teacher, supports class teachers and teaching assistants with the provision for the children with additional needs.

The SEND register and the Concern register for each class are monitored and updated on a termly basis by the Inclusion Manager, in conjunction with the class teacher, to review the progress and provision for all pupils.

Allocation of resources to and amongst children with SEND

The organisation of resources, both human and material is the responsibility of the Headteacher with the Inclusion Manager. Enfield Local Authority (LA) provide the school with separate funding for:

- a) Predictable needs
- b) Exceptional needs

The funding for predictable needs is calculated using a formula based on Free School Meals and issued to the school. Those children who have predictable needs are those who are on the SEND register who receive SEN Support and those with EHCPs with less than 12.5 hours support.

The funding for exceptional needs comes directly from the Local Authority for children with EHCPs with 12.5 hours or more.

Intervention programmes

- Reading booster – Reception to Year 6
- English booster - Reception to Year 6
- Maths booster – Reception to Year 6
- Targeted Teaching – Reception to Year 6
- Social skills – as appropriate to the needs of individual children
- Mini Motors – (Fine and Gross motor skills) – Year 1 to Year 6
- Phonics groups – Reception to Year 3
- Speech and language groups - Reception to Year 6
- Fine Motor Skills/Handwriting – Reception & Year 1



Assessment and review of children with SEND (see Assessment Policy)

The Headteacher and the Inclusion Manager monitor and discuss the progress of all pupils every half term and with class teachers and teaching assistants on a termly basis. Children with SEND are reviewed and progress discussed. The Inclusion Manager reports to the Governing Body termly and liaises with the SEN Governor, whose role as a critical friend is to ensure that the school is following its statutory duties regarding the provision for pupils with SEND.

All children who are on the SEND register will have Individual Support Plans (ISPs) in place, which are reviewed termly. Where behavioural needs are extreme, and a child may be at risk of exclusion, a Pastoral Support Plan (PSP) will be implemented which will be reviewed every eight weeks in a multi-agency meeting. Looked After Children will have Personal Education Plans (PEPs) in place. These plans will be produced in a meeting with parents and will include short-term outcomes, provision in place to help meet those outcomes and a space for review of those outcomes. Parents are provided with copies of these plans.

All children with SEND are reviewed termly and those who have overcome their barriers to learning and are attaining levels in line with their underlying ability will be discussed with parents and they may move to the 'Concerns Register' where their progress will be monitored. They will continue to receive additional support, either in class or via an intervention programme as specified on Class Provision Maps. Pupil progress may be sufficient that a child no longer requires additional support and therefore will be removed from the 'Concerns Register.'

All parents whose children are receiving additional support will be informed of their child's provision during the academic year. This will be via a letter from the Inclusion Manager and by class teachers during parent consultations in October and February.

Children with an EHCP have a formal annual review which parents and all external agencies are invited to attend. A sufficiently long period of notice for these reviews is given to ensure maximum attendance.

Access to the curriculum and integration of children with SEND

Hadley Wood Primary School has an ethos that promotes inclusion. There are children with barriers to learning throughout the school, therefore all teachers are teachers of children with SEND and all staff play a vital role in ensuring the full integration of pupils with SEND. High quality, differentiated teaching for individual pupils is the first step in responding to pupils who have or may have SEND.

The school ensures access to a broad and balanced curriculum (including the Foundation Stage and National Curriculum) in the following ways:

- Staff have awareness of teaching and learning styles
- Staff use a variety of teaching strategies
- Staff are aware that additional intervention support cannot compensate for a lack of good quality and differentiated teaching
- Flexible deployment of support staff e.g. individual support, group support, in class support and withdrawal intervention programmes
- Variations in expectations of achievement for individual children
- Classrooms are dyslexia friendly and autistic spectrum disorder friendly e.g. the use of visual timetables and coloured overlays where necessary



Specialist provision and facilities

- There is a ramp between the KS1 and KS2 playgrounds.
- We have a small nurture room where children with emotional problems children can take 'time out' with an adult.

An accessibility plan is reviewed every three years to ensure that an inclusive curriculum is provided and that the school continues to strive to ensure that the physical environment is suitable for all pupils and adults who use the school. We acknowledge that the school is not ideal for wheelchair users, but whenever the opportunity arises we aim to improve access.

Supporting pupils at school with medical conditions

In addition to the above, the school recognises that pupils with medical conditions may need support to ensure full access to the curriculum. A Care Plan records the child's medical needs and procedures to support them in school. These pupils will not require SEN Support unless their medical need affects their learning. Please also refer to the Supporting Children with Medical Conditions Policy.

Partnership with parents/carers

At Hadley Wood Primary School, we wish to work closely with parents/carers in a spirit of mutual support, encouragement and consultation. We value the information and knowledge parents can offer us about their child and notify parents from the earliest stages when a concern has been identified. We encourage active participation of parents/carers by providing guidance on how learning can be supported at home through workshops and parent consultations. Class teachers have an open-door policy and are available at the end of the school day to discuss concerns. The Inclusion Manager and the Headteacher are also available to deal with concerns and provide advice; however, it may be necessary to make an appointment.



Data Security

Data on children with SEND is stored on the secure Managed Learning Environment or the Management Information System. The Inclusion Manager occasionally uses an encrypted data store to transfer information or sends it via the encrypted transfer system.

Complaints procedures

Complaints from parents/carers about provision of SEND should, in the first instance, be raised with the class teacher or Inclusion Manager who will try to assess and resolve the situation. Formal complaints will be dealt with by the Headteacher through the school's complaints procedure.

The Complaints Policy can be found on the school website.

Arrangements for In-Service Training

The Inclusion Manager attends regular SEN conferences and SENCo partnership meetings with local schools and colleagues to keep up to date with developments in the field of SEND.

All members of staff are encouraged to attend SEND training where a need is identified for an individual child or for a group of children in their class. Training during staff meetings is provided by the Inclusion Manager and specialist agencies e.g. Speech and Language Services, Behaviour Support Service, etc. as appropriate.



Links with external agencies

External support services play an important role in helping the school to identify, assess and make provision for children with SEND. Outside agencies may be contacted for a child on the SEND register. A referral will need to be completed and threshold of difficulty met to access a waiting list for a service.

The following services are those most commonly consulted by the school:

- Speech and Language Therapist
- Behaviour Support Service (BSS)
- Child and Adolescent Mental Health Service (CAMHS)
- Education Welfare Officer (EWO) for attendance and punctuality concerns– half termly visits
- Social Services
- School Nurse
- Occupational Therapy Service (OT)
- Enfield SEN advisory service

Links with other schools

Transition meetings are held with pre-schools for children entering the school who have SEN Support. Transition meetings are also held with secondary schools for children leaving the school who have SEN Support or Statements/EHCs. When children transfer to, or are admitted from, another Primary School, their records are forwarded/requested in order to ensure continuity of provision.

We also have links with the following specialist teachers/outreach services:

- Peripatetic teachers for Visually Impaired children
- Peripatetic teachers for Hearing Impaired children
- Peripatetic teachers for Physically Disabled children
- Autistic Spectrum Disorder outreach teacher from Russet House School
- West Lea outreach service
- Oaktree outreach service
- Waverley outreach service
- Language Units

A referral will need to be completed, and threshold of difficulty met, to access a waiting list for a service.

Success criteria

The SEND policy will be monitored regularly to ensure that:

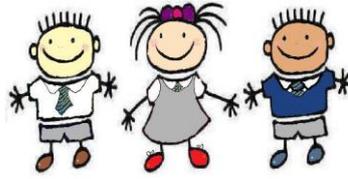
- 1) The ethos of the school is reflected in the provision so that children's individual differences are recognised and valued
- 2) There are effective systems for identifying, assessing and monitoring children with SEND involving all relevant members of staff
- 3) There is close liaison with parents
- 4) All plans drawn up (ISPs, PSPs and PEPs) are shared with parents
- 5) There is utilisation of outside support services and agencies as appropriate
- 6) There is efficient management of record keeping for children with SEND
- 7) There is raised self-esteem of children with SEND
- 8) There is consistency of support in order to enhance continuity of learning



This policy has been developed in coproduction with parents and should be read in conjunction with the following:

- SEND Information Report
- Enfield's Local Offer
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Behaviour Policy
- Supporting Children with Medical Conditions Policy
- Learning and Teaching Policy
- PSHE Policy
- Complaints Procedure
- Assessment Policy

Policy written: April 2018
Policy review: May 2020



Confident Capable Caring



We would like to thank the following parents for their support with co-authoring this report:
Gemma Paramor (Parent Governor), Melena Marneros (Class 2020), and Mrs Bhavsar (Class 2022).