

Review frequency: Annually

Next Review: June 2018

Approval: Full Governing Body

- We value all children equally whatever the differences in their abilities or behaviours and believe that every child matters.
- We will work with children, parents and outside agencies to ensure that special needs are understood and appropriately supported.
- Early identification and assessment of need, allocation of resources, close monitoring and the use of relevant and differentiated curriculum will support children's learning. This will be part of a planned programme of support and evaluation.
- All children will enjoy and fully participate in the life of the school, and make a positive contribution to the school community. As the children grow and develop they will become more independent and confident in their learning.

## Introduction

At George Tomlinson School we believe that all children have an equal right to a full and rounded education which enable them to reach their potential and beyond. We aim to meet individual needs and provide opportunities for children to make good progress. Children should enjoy reaching their goals and have this achievement celebrated. Our school vision statement underpins everything we do:

## Excellence through enjoyment

**Diverse**-We acknowledge, promote and celebrate our community's diversity; it is at the core of who we are as a school.

**Happy**-We care for our health, enjoy learning and celebrate our achievements in a welcoming and positive environment.

**Inspiring**-We inspire our learners through an engaging and challenging creative curriculum.

**Ambitious**-We don't allow anything to get in the way of our success. We dream big.

**Creative**-We use our imagination and express ourselves with confidence.

## Our aims are to:

- Ensure equality of opportunity and access to the curriculum for all children.
- Work in partnership with children and their families to ensure that parents are involved in the decision making process in supporting their child's education.
- Create an environment that meets the special educational need of each child
- Adopt positive and consistent strategies to help children with social, emotional or mental health issues.

- Develop skills in identifying children with specific learning difficulties and implement suitable programmes of work.
- Identify roles and responsibilities of staff in providing for children's special educational needs.
- Develop sensitivity to individual needs and a climate of warmth and support in which self confidence and self-esteem can grow.
- Involve the child in setting their own targets, developing the best strategies for success.
- Provide a focus on outcomes for children and young people and not just hours of provision/support.
- Recognise that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

### **Our Objectives are to:**

- Identify the needs of pupils with SEND as early as possible.
- Work within the guidance provided in the SEND Code of Practice 2015.
- Review and monitor the progress of all pupils regularly.
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- Work with a variety of outside agencies including Educational Psychology Service, Speech and Language Therapy, Child and Family Consultation Service (CFCS), Child and Adolescent Mental Health Service (CAMHS) and the school Nurse.
- Create a school environment where pupils can contribute to their own learning.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Outline the provision for identifying, assessing and meeting special educational needs.
- Provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEND Inclusion Policy.

### **What are Special Educational Needs?**

A child or young person is considered to have Special Educational Needs 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 have a significantly greater difficulty in learning than the majority of others of the same age or 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 is disabled if they are blind, deaf or dumb or suffer from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

A child under compulsory school age has special educational needs if they fall within the definitions above or would so do if special educational provision was not made for them (section 20 of the Children and Families Act 2014).

Special educational provision is anything that is additional to or different from, the provision made for all children within the differentiated curriculum. At George Tomlinson we aim to provide special educational provision for all pupils for whom this is required. We

will consider the needs of the whole child including any issues that may have an impact on them and respond to the four areas of need identified in the new Code of Practice 2015.

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Mental and Emotional Health**
- **Sensory and/or Physical development**

## **Identifying Special Educational Needs**

Children with SEND are identified by a number of routes, all of which are part of the overall approach to monitoring progress of all pupils:

- If a parent/carer thinks their child is having any difficulties and that they might have Special Educational Needs the first step is to speak to the class teacher and discuss their concerns. Parents can also speak with the SENDCo/Inclusion Manager or Key Stage Leader.
- Class teachers are continually aware of children's learning. If they observe that a child is making less than expected progress they will seek to identify a cause.
- The progress of every child is monitored at pupil progress meetings. These meetings give teachers the opportunity to identify children not making progress and are discussed with the SENDCo/Inclusion Manager and a plan of action is agreed.
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all.
- By using assessments on an individual basis, where we think there is the need to use them.
- Information may already be known about the child through information passed on by their previous school.
- Another member of staff might raise a concern about a child's difficulties.
- Class teachers would complete a SEND referral form to request for SENDCO observation, strategies and actions.
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician.
- We recognise that students make progress at different rates and not always in a steady linear pattern.

We welcome the participation of parents and young people in decision-making about SEND provision and work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who may have SEND. In addition we may implement some focused interventions to target particular skills. The teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff. All teachers are teachers of Special Educational Needs.

## **Level of need and response**

We recognise that a child's SEN may:

- Change over time
- Be short lived or longer term
- Relate to a single area of difficulty
- Pertain to a range of difficulties that interact
- Be fairly minor
- Be profound and complex

Therefore, we consider the following levels of need:

**No SEN** - Most children will have their needs met by the school without any SEN provision being made other than that which is normally available to all children.

**SEN Support** - Some children will have SEN and will have their needs met, using the approaches to support and intervention set out in this policy. These children are listed on the school SEN record of need.

**Statement of SEN or EHC Plan (from September 2014)** – a very small number of children, with complex (i.e. in more than just Education, just Health or just Social Care) and significant needs will require a co-ordinated multi-agency approach and a high level of support and intervention.

### The Graduated Approach

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to let them know that their child has been identified as having SEND, discuss assessments that have been completed and agree a plan. Action will be taken to help remove any barriers to learning and consideration as to any necessary support that should be put in place. Parents will be informed and the child added to the school's Inclusion Register. The SEND support will take the form of a Graduated Approach, a four-part cycle through which earlier decisions and actions are revisited, refined and revised in order that we gain a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. We create a Provision Support Plan (PSP) with all professionals' targets. This is reviewed termly with parents.



### Process and Recording of SEND

Once a child has been identified as needing SEND support the following actions may be implemented:

- The pupil will be recorded on the SEND / Inclusion Register as SEND support.

- At termly progress meetings, individual support will be identified and recorded on the Provision Support Plan.
- An Early Help Assessment may be completed for parents.
- Referrals made to outside agencies e.g. Speech and Language Service, Educational Psychologist, Occupational Therapist etc. for specific support.
- Annually, a one-page-profile will be used for some children to record their strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. The information may be updated during the year
- The named SENDCo will maintain individual SEND records for each pupil containing copies of any referrals made to outside agencies, reports from any professionals and any relevant correspondence.
- Application may be made to the LA for additional funding and support from the High Needs Block.

Parents and pupils will be involved and kept informed at all times. All parents are welcome at termly parents' evenings and will receive a written report at the end of each year to formally record progress and achievements.

The amount of support offered will be linked to the pupil's type and level of need. Children on the SEND register will not automatically receive individual support. Where a pupil has an Education, Health and Care Plan or Statement, resources will be allocated in line with this but individual support is not always necessary. George Tomlinson Primary School believes that children make greater progress when they work as part of small groups in order to engage with other children and adults and become more independent learners and individuals.

### **Referral for an Education, Health and Care Plan**

If a child has continued, lifelong or significant difficulties they may undergo a Statutory Assessment Process which can be requested by the health professionals school or be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including the parents, teachers, SENDCo, professionals i.e. Educational Psychologist, Speech & Language Therapist etc., Social Care and Health professionals.

The plan is a legal document describing a young person's needs, the provision to meet those needs and the most suitable educational placement. A plan will only be issued when the local authority considers the special needs of the child cannot be reasonably provided for with resources normally available to mainstream.

Information will be gathered relating to the current provision, action that has been taken, and the progress being made. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. This decision is made by Assessment Planning Review Officers (APRO) in the SEN team at the local authority. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

The EHC Plan will provide the same statutory protection as a statement of SEN; however it will extend the rights of children and young people with complex needs because it will cover from birth to 25, if young people continue in education. Statements of Special Educational Need that are currently issued to children will be phased out from September 2014 over a period of 3 years and be replaced by Education, Health and Care (EHC) plans.

Further information about EHC Plans can found via the SEND Local Offer: <http://walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page>

EHC plans / Statements will be reviewed at least annually at a Person Centered Review (PCR) to which the pupil, parents, teacher and APRO will be invited.

### **Evaluating the success of provision**

In order to make consistent, continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

### **Children with social, emotional and mental health needs**

If a child is felt to have long term social, emotional or mental health needs the class teacher will consult with the SENDCo/ Inclusion Manager who may complete an Early Help Assessment with the family in order to support the child.

Behaviour is not classified as a SEND. Any concerns relating to a child or young person's behaviour will be described as an underlying response to a need.

If a child shows consistent unwanted behaviours, the SENDCo may offer a range of social skills or therapeutic interventions or make a referral to the Social Inclusion Service and place the child on a Behaviour Plan (BP). All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. If the behaviours continue the child might be referred to CFCS or for some directed work in school with a Social Inclusion Developments Worker. If parents and school are concerned that the child may have mental health needs, we assist the parents with a referral to CAMHS.

### **Supporting Pupils at School with Medical Conditions**

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. 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 Plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

### **Accessibility**

- The school has an Accessibility Plan.
- We work closely with parents of children with disabilities or medical conditions to ensure that we have put into place any strategies that will make access easier to both the building and the learning environment.

- We consult with medical and educational specialists in ensuring that the provision we offer is as inclusive as possible.

### **Admission arrangements**

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans/Statements and those without.

### **Transition Arrangements**

We understand how difficult it can be for children and parents as they move into a new class or a new school and we will do what we can, according to the individual needs of the child, to make transitions as smooth as possible. This may include additional meetings for the parents and child with the new teacher or additional visits to the new classroom environment in order to identify where the toilets are, where the pegs are etc.

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENDCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

### **Roles and Responsibilities**

Provision for pupils with special educational needs is a matter for the school as a whole. We believe that every teacher is a teacher of every pupil and therefore has responsibility for identifying and supporting pupils with SEN. Every teacher is a teacher of SEND.

### **Training**

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- Regular in-service training on SEND including specific needs i.e. ASD, ADHD, Dyslexia, Speech and language, Cognition and learning, Attachment difficulties, safeguarding etc.
- The school's SENDCo/Inclusion Manager regularly attend the LA's SENDCo network meetings in order to keep up to date with local and national updates in SEND.
- The school has Nasen (National Association for Special Educational Needs) membership.

**The Head teacher and Governing Body** determine the school's general policy and resources allocation. The SENDCo keeps the Governing Body fully aware of SEND issues. It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015. The SEND governor meets with the SENDCo termly to discuss actions taken by the school.

The Governor with particular responsibility for SEND is Debbie Strowbridge.

**The key responsibilities of the SENDCo include:**

- Overseeing the day-to-day operation of the school's SEND policy.
- Monitoring and evaluating the special educational needs provision and reporting to the governing body.
- Co-ordinating provision for children with SEND.
- Supporting the class teacher in the further assessment of the children's particular strengths and weaknesses and advising on the effective implementation of support.
- Contributing to and managing the records of all children with special educational needs.
- Maintaining the school's SEND /Inclusion register.
- Managing the school-based assessment and completing the documentation required by outside agencies and the LA.
- Liaising with the relevant designated teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND Support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of children with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the LA and LA support services.
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned.
- Maintaining resources and a range of teaching materials to enable appropriate provision to be made.
- Supporting and advising support staff.
- Facilitating Person Centred Reviews for children with Statements of Educational Needs or Education, Health and Care Plans.
- Organising, facilitating and reviewing Behaviour Plans for children at risk of exclusion.

### **The teaching staff should:**

- Be responsible for meeting special educational needs within their classroom.
- Use the SENDCo strategically to support the quality of teaching.
- Evaluate the quality of support.
- Focus on outcomes for children,
- Have high aspirations for every pupil,
- Set clear progress targets for pupils and be clear about how the full range of resources which are going to help reach them.
- Involve parents in planning and reviewing progress using Provision Support Plans.

### **Support Staff**

Teaching assistants and Early Years Practitioners (EYP) have been trained in the four different areas of SEND. This is to ensure there is a trained support staff in each key stage with some specialism to deliver specific interventions. All Support Staff may work with children with SEND. Please see SEND interventions grid under SEND for details on our website.

### **Links to support services other agencies and voluntary organisations**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Alternatively any one of the support services may raise concerns about a pupil which would then be brought to the attention of the SENDCo who will then inform the child's parents.

The SENDCo is the designated person responsible for liaising with the following:

- The Education Psychology Service
- Social Inclusion Service
- Behaviour Support Service
- Social Care
- Speech and Language Service
- Social & Communication Clinic
- Child Development Team (CDT)
- Occupational Therapy (OT)
- Physiotherapy
- School Nurse
- Whitefield Academy Trust Outreach Service
- Child and Family Consultation Service (CFCS)
- Information, Advice & Support Services (previously) Parent Partnership
- Virtual School for Looked After Children
- Early Help Team
- BACME (Behaviour Attendance and Children Missing Education)

### **Local Offer**

The Local Offer is a guide to all the services that are available for children and young people in Waltham Forest with special educational needs and/or disabilities aged from birth to 25. The Offer is available at: [walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page](http://walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page)

### **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

### **Complaints procedure**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who

feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should speak to the SENDCo or Head Teacher, who will be able to advise on formal procedures for complaint.

### **Review Framework**

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 2015 section 65 (3)(a) of the Children and Families Act 2014 and has been written with reference to the following guidance and documents.

- Equality Act 2010: advice for schools DfE May 2014
- SEND Code of Practice 0-25 2015
- Schools SEND information Report regulations (2014).
- Statutory guidance on supporting pupils at school with medical conditions December 2015.
- The National Curriculum in England Key Stage 1 and Key Stage 2 framework document 2015.
- Safeguarding policy
- Accessibility Plan
- Behaviour Policy

The Special Needs and Disabilities Co-ordinator and Inclusion Manager is: **Mrs. Parisa Angeletos**

Designated teacher for Looked After Children (DT LAC) is Mrs. Parisa Angeletos

Email: [school@georgetomlinson.waltham.sch.uk](mailto:school@georgetomlinson.waltham.sch.uk)

Telephone: 020 85393577

Fax: 020 8988 2549

### **Reviewed and updated June 2017**

SENDCo signature.....

Headteacher's signature.....

Chair of Governor's signature.....