Roxbourne Primary School

Special Educational Needs and Disabilities Information Report and Policy

Author	SENDCo
Link Governor (if applicable)	Chair of Governors
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School Vision

Together, we will provide a transformational education and rich opportunities which will allow our pupils to fulfil their potential.

At Roxbourne we are dedicated to ensuring that children with Special Education Needs and Disabilities are able to access the same rich opportunities as their peers. We are committed to support children with SEND to reach their full potential and secure their future dreams.

Our commitment and aspirations

Roxbourne Primary is a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).
This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEND and disabilities, in order that they can reach their full potential. It may not list every skill resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children. Children are identified as having SEND when their progress is slow or stops and the interventions and resources put in place do not enable improvement, because of the nature of their additional needs. Once this occurs, we have specific needs based plans and pupil profiles which help support their development and accelerate progress. We aim to ensure that children with SEND at Roxbourne make good progress ensuring they reach their full potential and achieve in line with or better than other schools nationally. We ensure effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all our children. Children's views are also critical in ensuring the right provision to meet their needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have excellent relationships with outside agencies such as Educational Psychology Service and Speech and Language Service, who assess children and advise parents and schools.

Legislation and guidance

This policy and information report is based on the following statutory guidance

- Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This can be summarised as

All Schools must:
• Identify children with SEND and ensure provision is made in accordance with the SEND and Disability Codes of Practice
• Appoint a SENDCO
• Invest in whole-school and targeted training for staff

• Ensure inclusive teaching and support practice is embedded throughout the school and that all teachers understand that they are 'Teachers of SEND'
• Provide information on school arrangements for SEND to parents and governors
• Consider pre-emptive (appropriate in advance) arrangements for pupils pre-SEND and future with a disability
• Publish on a school website the school SEND policy and the SEND Offer and a description of the arrangements and specialist provisions made for children with SEND.

Who are the best people at school to talk to about my child's SEND and what are their responsibilities?

- **The Class teacher** is responsible for planning a differentiated curriculum, assessing your child's progress and liaising with other members of staff who work with your child. The class teacher is your first point of reference on a day-to-day basis.
- **The Assistant Head teacher with responsibility for Inclusion/The SENDCO – is the teacher in charge of SEND,** they are responsible for coordinating all the SEND support and interventions in the school, working with staff to ensure delivery of the curriculum, keeping parents informed, holding the SEND reviews and liaising with all agencies involved in your child's care.
- **Head teacher** is responsible for the day to day aspects of the school and all the arrangements for children with SEND. The Headteacher has to report to the Governing Body on all aspects of SEND in school.
- **The SEN governor** will: Help to raise awareness of SEN issues at governing board meetings, monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this, work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

Leadership of SEND Provision

The SEND Governor and head teacher ensure that appropriate provision is discharged for pupils with SEND. They monitor the progress of pupils with SEND ensuring that the provision specified in Statements and EHC plans are made and monitor the expenditure on SEND. The SENDCO coordinates support and all interventions across the school, including from outside agencies. The SENDCO will ensure that provision is made in accordance with the SEND and Disability Code of Practice (2014).

The Code sets out the following expectations:

- High quality teaching, differentiated for individual pupils should be available to the whole class
- Class teachers being responsible for planning the curriculum and assessing your child's progress, even if he/she have additional needs
- High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress
- Where progress continues to be less than expected the class, working with the SEND Leader, will assess and monitor for a sustained period whether the child has potential specific barriers to learning (SEND)
- Where a Special Educational Need is established through the support of school staff and potentially additional agencies, the school, in partnership with parents/carers and pupil, will work through a four step graduated response:

Assess, plan, do, review, which is cyclical – half-termly reviews, as discussed with all stakeholders are carried out, leading to revisions in plans and interventions

- Where a pupil with SEND is reaching a point of transition (from Preschool to Reception and Primary to Secondary school) the school will work with the parents and pupil to ensure a smooth and successful transition.
- Most pupils with SEND have their needs met as part of the high quality teaching at our school. Where there is sufficient evidence that a pupil's needs are still not being met through the graduated response and school's own resources (including funding), a decision may be reached to request a Local Authority assessment for an **Education and Health Care Plan (EHCP)**

Partnership with Parents

Partnership with parents plays a key role in enabling pupils with Special Educational Needs to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute, to the shared view of a child's needs, and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision making processes about special educational provision

To ensure effective partnership with parents staff at Roxbourne Primary School will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

The school will have regard to the Special Educational Needs and Disability Code of Practice (April 2015) when carrying out its duties toward all pupils with special educational needs, and ensure that parents are notified by the school that Special Educational Need provision is being made for their child.

Pupils

Pupils with special educational needs and/or disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like. Where possible, pupils will be encouraged to participate and contribute to the assessment of their needs, strategies used to support them and the review of

progress they have made. Pupils need to know their views are listened to and that their views are valued. This will be done in an age appropriate way bearing in mind the needs and age of the pupil.

Additional Agencies who may support a child with SEND
The school is in contact with the following services and organisations:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nurse
- Children's Sensory Team – Hearing Impaired, Visually Impaired,
- Specialist Autistic advisory team
- Child and Adolescent Mental Health Service
    - Other specified counselling services
- Education Welfare Officer
- Special Educational Needs Assessment & Review Service

Transition of Pupils with Special Educational Needs between schools or between the school and the next stage of life or education
Roxbourne Primary School aims to make the transition of pupils with SEND and Disabilities smooth and successful. Transition arrangements for pupils with SEND either moving into the school, or moving on to new schools, or between key stages within school, is carefully planned and prepared for.

Liaison with regard to the successful transition of pupils with SEND and Disabilities is undertaken with receiving and Sending schools, nurseries and pre-schools prior to transfer. Contact is coordinated by the Inclusion Leader (SENDCO).

Support for transitions is given by:

- visiting the SEND pupil in their previous setting and talking to staff and agencies supporting the pupil and family
- holding a meeting at school, inviting parents and all professionals involved with the new SEND pupil to ensure that information and successful strategies are in place prior to their start
- helping pupils and parents understand and explore how the support their child is likely to receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions
- enabling pupils with SEND to visit their new classes and meet their new teachers, providing photo books of key staff and areas, if appropriate
- ensuring pupils with SEND know how they can help themselves when they have a worry or need
- having an up to date profile of the pupils needs so that new staff understand the needs and how they can support their new SEND pupil immediately

Admission Arrangements for pupils with SEND who do have an Education Health Care Plan (EHCP)

In the case of referrals from SEND Assessment and Review Service, the pupil's statement is read and considered. Wherever possible the Inclusion Leader will visit the pupil at their current educational setting. The pupil's specific needs are discussed with parents/carers and relevant agencies. Only if the school is satisfied that the needs of the child can be met within the context of our mainstream Primary School is a placement agreed. The final decision regarding placement will be made by Harrow SEND Assessment and Review Service panel.

Once a place is offered, the Inclusion Leader will make contact with parents and other professionals involved. This is to ensure that all strategy advice and resources regarding the pupil's needs are in place prior to their start.

Where possible, pupils visit the school and meet their class teacher and class teaching assistant. In some cases, a photo book is given to the pupil showing pictures of the school and key staff they will work with.

All pupils starting Nursery or Reception have a staggered progression into school. The increase in hours attended will vary according to the individual pupil's needs whether they are identified as having Special Educational Needs or not. This is developed in discussion with parents to ensure a secure, smooth, positive and successful start to school.

SEND Funding

The school's SEND provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and available resources. Funding is delegated to the school from the LA, according to the number of pupils on the SEND register. In addition children with an EHC plan (statement of need) may have specific funding from the LA.

The Inclusion Leader and the Head carries out an internal annual review of all SEND needs so that the allocation of support staff is according to the needs of the pupils. Year group teams will vary to ensure most effective inclusion and provision for all pupils.

The SEND resource budget is used to ensure that specialist resources are in place.

SEND information report

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction - autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning - dyslexia, dyspraxia, moderate learning needs
- Social, emotional and mental health difficulties – a range of needs based on raised anxiety, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs - visual impairments, hearing impairments, processing difficulties, epilepsy, a range of physical needs

Area of needs	Whole School ethos and practice	Possible focussed support for some children's additional needs	Possible support and intervention for a small number of children who may have or may not have an EHCP
Social, Mental and Emotional Health Needs	• Consistent application of the school's behaviour policy • A positive supportive and nurturing environment • Circle time/Jigsaw PSHE curriculum • Proactive use of Learning Mentor • Liaison with outside agencies – Early Intervention Team • Visual timetables on display in every class	• Identification and assessment in school • Additional advice and support from outside agencies • Adaptations to the curriculum to secure engagement and progress • Support to build relationships and engagement • Trained Learning Mentor to overcome barriers to social inclusion • Targeted support by appropriately trained TA	• Interventions are implemented, reviewed and revised • Work with parents to refer to CAMHS/other outside agencies • Targeted intervention to promote social skills and emotional resilience • Adaptations to physical environment e.g time out • Monitoring and support in unstructured time e.g breaks/ lunch • Behaviour policy adapted to meet individual needs (e.g. behaviour chart, movement breaks)
Speech, Language and Communication and Interaction	• Training for staff to meet the diversity of communication language skills • Strong emphasis on speaking/ listening and phonics teaching • Communication friendly environments	• Small group phonic support • Personalised support within the class • Language monitoring systems upon entry to Nursery or Reception and follow up provision • SALT interventions delivered by the support staff	• Access to small teaching and learning groups • Additional in class TA support • Alternative communication systems (e.g. request board, visual instruction cards) • Access to individual ICT/ adapted ICT equipment • Speech & Language Therapy planned and delivered by a qualified therapist or therapy assistant • Advice and support via Autism outreach team

	• Dual coding when teaching new vocabulary		• Pupil profiles are created
Autistic Spectrum	• Inclusive teaching in classrooms • Clear structure to the day • Positive behaviour management • Management strategies • Learning style understood • Adaptation within lessons	• Curriculum modified to take account of learning styles • Individual coaching and support from the class teacher and our Inclusion Team • Use of appropriate resources e.g. visual timetables, social stories, work station • Access to lunch time clubs	• Key adult support • Small group targeted intervention. • ICT used to reduce barriers • Monitoring and support in unstructured time e.g. breaks/ lunch • Advice and intervention from Harrow Outreach Autism Service or appropriate borough services • Timetabled Attention Autism activities • 'Workstation' activities to promote independence • Pupil profiles are created
Cognitive Learning Needs	• Adaptive teaching of the curriculum • Teaching resources are accessible and appropriate • Multi-Sensory approach to learning • Interactive environment • Use of widget as visual resource to support dual coding	• Curriculum is adapted to meet the needs of pupils • Targeted intervention programmes based on children's support plans • Specific goals- short steps • Adapted resources are provided as appropriate • Learning support in school via support staff team • 1:1 reading alongside intervention programmes • Access to personal ICT/adapted ICT equipment	• Access to small teaching and learning groups • Additional in class TA support • Additional specialist teaching support • Educational Psychology assessment / support • Access to individual ICT/ adapted ICT equipment/specific ICT software
Sensory and Physical Needs	• Referrals to Harrow Hearing Impaired Service or Visual Impaired Service • Provision of specialised equipment. • Curriculum is adapted • Seating position within class prioritised	• Modified learning environment. • Learning support via our support staff team. • Occupational Therapy and Physiotherapy from experienced TAs & Inclusion Team working from Therapy plans • Mobility and care plan management	• Individual procedures and plans for children with significant physical and or medical needs. • Additional modifications to the school environment • Additional resources to reduce individual barriers to learning • Occupational Therapy and Physiotherapy from qualified therapists and therapy assistants • Access to external advice and assessment. • Advice and outreach from Sensory Team

		● Liaison with a range of medical professionals as needed, assistance via School Welfare Team	● Pupil profiles are created

Identification, Assessment and Provision - Graduated Response (Plan, Do, Review)

All 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. High quality teaching (Quality First Teaching), differentiated for individual pupils, is the first step in our school's response to pupils who have or may have SEND.

The identification of SEND will be built into the school's overall approach to monitoring the progress and development of all pupils. Teachers will monitor, assess and record the pupil's progress and will identify those pupils not making sufficient progress despite the appropriate quality support and teaching. An Initial Concerns Google Form will be completed by the teacher and will detail concerns, evidence of differentiated/personalised teaching with evaluation of impact and parental views.

After this, the Assistant Headteacher for Inclusion Leader/SENDCO is consulted, and a classroom observation(s) is arranged. Feedback is shared with the teacher and suggested actions are implemented. The Assistant Headteacher for Inclusion Leader/SENDCO will also consider whether the pupil should be placed on the school's SEND register and Graduated Response. All children on the SEND Register who have personal targets will receive a half-termly Support Plan which will consist of outcomes to work towards and provision mechanisms to support working towards the outcome. These are then reviewed on a half-termly basis, where the children are assessed whether they have 'met', 'met with support' or 'not met' their targets. Where there are greater concerns or concerns persist in spite of consistent and sustained support, further agency support and advice may be sought. In all instances, a further discussion will take place with the parents highlighting the school's concerns.

SEND Register

Placing pupils on the school's SEND register will be considered when pupils:

- are unable to make appropriate progress and the Inclusion Leader (SENDCO) is involved in advising on a personalised plan, specialist assessment is sought or, new strategies, or additional support from outside agencies is given
- make little progress over time & levels are significantly below age related expectations
- have serious cognition & learning/ social & emotional/Sensory/communication & interaction difficulties
- are known to an outside agency such as Speech and Language, Educational Psychologist or the Child Sensory Team because they have very specific needs
- have not made a significant improvement despite the interventions put in place to support them
- have transferred from a setting in which the child was on the SEND register

If a pupil arrives at Roxbourne Primary School with an EHCP they will automatically be placed on the school's SEND register.

Support Plans

- will focus on the key areas: Communication & Interaction, Cognition & Learning, Social, Emotional & Mental Health, Sensory & Physical (and where relevant) Independence in the community
- will detail how the child is being supported to meet the long term targets as stated on the child's EHCP (if applicable)

- will include the desired short-term outcomes for the child which build towards long-term outcomes
- will include the views and wishes of their parents
- will include the views and wishes of the child (if the child is able to access)
- will include outcomes needed to make successful transitions between phases of education and to prepare for adult life

The main source of outside agency support is from the Local Authority. This could be from the Educational Psychologist, Portage, Early Years Team, Children's Sensory Team or Health Professionals e.g Speech and Language Therapists, Occupational Therapists, Physiotherapists, Child and Adolescent Mental Health Service (CAMHS), Paediatricians, School Nurse or Social Care. School will share their assessments and concerns and outside agencies may carry out their own assessments.

Parental consent is formally required before such consultations can take place.

Half Termly Reviews

All support plans will be reviewed half termly and parents will be sent an electronic version of their child's Support Plan, and be asked for their views on the progress and support being offered. In addition to the half-termly reviews, parents are welcome to request a meeting with the class teacher or Assistant Headteacher for Inclusion/SENDCo to discuss any issues at any time. At this time, the Assistant Headteacher will monitor and evaluate the current provision for SEND being offered on the Support Plans, they will work closely with class teachers to ensure that the support will have the highest impact in the classroom. SEND provision is also evaluated through formal Appraisals, Coaching and data analysis. External professionals (Educational Psychologist, Local Authority lead specialists) also support the school in planning for and evaluating the quality of SEND provision in school. The Assistant Headteacher for inclusion/SENDCo reports to the link governor throughout the school year.

Other Support Mechanism under the Graduated Response may include:

- External/outside agencies will be contacted as appropriate.
- Inclusion Leader (SENDCO) will consider a range of approaches/materials.
- Support staff will be allocated according to the needs of the pupils.
- Parents will be signposted to contact names and telephone numbers of people they may find supportive and will be informed of the School's Information Report for SEND, found on the school website, & the Local Authority's Local Offer, found on the Harrow website.
- Pupils with SEND will have their needs met through a rigorous programme of identification, assessment, planning & support.
- The views of the pupil will be sought and taken into account when planning outcomes.
- The views of the parents will be sought and taken into account when planning outcomes.

Statutory Assessment of Needs

Where pupils do not make sufficient progress, despite the school making purposeful relevant interventions at the Graduated Response, it may be appropriate to ask the LA to carry out a Statutory Assessment of the pupil's needs. This would be to see if they are eligible for an Educational and Health Care Plan (EHCP). The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the pupil's progress over time, and will also need clear documentation in relation

to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 8 of the Code of Practice.

Education and Health Care Plans

Once a pupil has an EHCP naming Roxbourne Primary School, the Inclusion Leader (SENDCO) and Head teacher of the school will ensure that those teaching or working with the pupil are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of the year. Formal reviews of the EHCP will take place annually. If a pupil's SEND need changes, the LA will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHCP is appropriate.

For further information on EHC Plans please see the London Borough of Harrow's Local Offer.

Additional Agencies who may support a child with SEND

The school is in contact with the following services and organisations:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nurse
- Children's Sensory Team – Hearing Impaired, Visually Impaired, Autistic Spectrum
- Education Welfare Officer
- Early Intervention Services
- Family Action (Parent Partnership)
- Special Educational Needs Assessment & Review Service

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

At Roxbourne Primary School we are committed to ensuring that children with SEND are able to engage in a wide range of rich opportunities that transform their academic outcomes and provide exciting and memorable experiences. To ensure this the school is committed to.

- All of our extra-curricular activities and school visits are available to all our pupils, including our after school enrichment activities
- All pupils are encouraged to take part in our residential programme from Y3-6
- All pupils are encouraged to take part in:
    - sports day
    - school plays
    - workshops
- Risk assessments and pre-visit checks are completed to ensure that children with SEND are able to attend school trips and activities are modified to ensure they can participate
- The requirements for SEND children are accounted for and modification planned for as part of the school's accessibility plan.

- Along with other key groups, participation levels of SEND children in after school enrichment activities is monitored
- SEND children's attendance is monitored as a key group

Support for improving emotional and social development

The school uses the provision of our Pastoral Lead to meet the emotional and social needs of all children including those with SEND. Where there are concerns regarding the emotional wellbeing of children with SEND our Pastoral Lead can support the child as well as the class teacher and family to ensure that their needs are well met.

We provide support for pupils to improve their emotional and social development in the following ways:

- A PSHE curriculum with topics focusing on wellbeing and respect
- A PSHE overview which incorporates National and International events such as Children's Mental Health Week
- Opportunities for Circle Time to address issues that may arise in class regarding wellbeing and to promote equality
- We have a zero tolerance approach to bullying

If the School feels that there is a significant need to support a child based on mental health needs there would be clear and consistent discussion with parents. If required the school would seek further support and have the capacity to refer to the following additional agencies

- Harrow Horizons
- Child and Adolescent Mental Health Team
- Children's Services/Early Support

Training requirements for staff members

- Staff training is reviewed inline with the school's Continual, Professional, Development cycle where the overall training needs of the school is reviewed and training schedule developed. Where there is a need for whole school training, this will be offered by school staff or external professionals
- Where the are individual/smaller needs single staff or groups will access training to ensure that they can meet the needs of the children that they work with most closely
- In the event of a change of staff working with children with EHCP, handover meetings are scheduled to ensure a smooth transition (e.g. a new academic year)
- The school regularly sends surveys to staff to gain feedback on training needs that they feel they would like to engage in
- Early career teachers and NQTs will also access training developed by the Local Authority or training route provider
- The school works closely with allocated therapists and specialists to gain feedback on support in class and intervention groups and how best develop practice (Educational Phycologist, Speech and Language Therapist, Occupational Therapist, Physiotherapist)

Securing equipment and facilities for those with SEND

If required the school can use and acquire funds to obtain facilities/provision and equipment for those with SEND through the following mechanisms

- The use of EHCP top up funding
- School budget (Capital Works/capital Projects)
- Bid funding from Local Authority, Charities or additional agencies

What happens if my child with SEND makes very little progress at school?

- Parents are encouraged to have ongoing contact with class teachers, SENDCO and any other professionals, if they have concerns about attainment, achievement, progress or happiness in school. This is part of a graduated approach to assessing progress against very specific targets.
- Where a child with SEND does not make progress over time, despite planned support, including support and advice from outside agencies and there is evidence that the child has severe and complex needs that cannot be met through the school resources, further assessment may be required. We will ask the Local Authority to undertake a statutory assessment of the child's SEND either as set out in the SEND Code of Practice or through a request for an Education Health and Care Plan (EHCP)
- Governor Involvement: All schools have a designated SEND Governor responsible for making sure the necessary support is available for every child who attends the school

If you need to complain

Parents have the following rights of redress, should the school, Governors or Harrow Local Authority fail if the School in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEND and Disability Tribunal (LA decision)
- A claim against the responsible body (Governing Body or LA) for disability
- Appeal to the SEND and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)

Contacts for relevant stakeholders

- Assistant Headteacher for Inclusion/SENDCo (rcopas@roxbourneprimaryschool.co.uk)
- Link Governor for SEND (lmichael@roxbourneprimaryschool.co.uk)

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions