



# SEND Policy

September 2021

UNICEF Article 28: "Every child has the right to an education..."

This SEND policy is a key document to support the finest inclusive practice in our school.

It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their full potential and best possible learning outcomes and engage successfully in all aspects of the wider school community.

It complies with the statutory requirements and guidance set out in relevant legislation and documents.

The policy is available on our website or hard copies are available from the school office.

Our Special Educational Needs and Disability Coordinator (SENDCO) takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEND support. Our SENDCO also contributes to the strategic development of SEND provision.

Our SENDCO is Mrs S Pollington and she can be contacted via email or through the school office:

[office@howard.croydon.sch.uk](mailto:office@howard.croydon.sch.uk)

The SENDCO is a qualified teacher and she has gained the National Award in Special Educational Needs Coordination. Mrs Pollington is a member of the Middle Leadership Team.

## **Section 1: Our values and vision in relation to SEND Provision**

This policy reflects and builds on the three principles identified in the SEND Code of Practice:

- The views, wishes and feelings of the child or young person and their parents/carers
- The importance of the child or young person and their parents/carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents/carers, in order to facilitate the development of the child or young person and to help them achieve the best possible educational outcomes and other outcomes, preparing them effectively for adulthood.

This policy should be read in conjunction with other policies as everything we do at Howard Primary School is with the aim of ensuring inclusion for all children.

### **Aims of this policy:**

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision
- To ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment

- To work in close partnership with parents, Croydon Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision
- To ensure a high level of staff expertise to meet pupils' need through universal and targeted training/continued professional development
- To promote independence and resilience in pupils with SEND so that they are beginning to build the skills necessary for successful transition to secondary school and then on into adulthood
- To ensure all children at Howard have a voice and that they are confident and able to use that voice to state their feelings, thoughts and needs
- To ensure that parent/carer views are considered

## **Section 2: ADMISSION ARRANGEMENTS FOR PUPILS WITH SEND**

Howard Primary School admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage pupils with a disability or special educational need.

Howard School recognises that the Code of Practice requires a school to admit all pupils who have a Statement of Special Educational Need or Education Health and Care Plan (EHCP) where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the Statement/EHCP unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child or
- the attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LA will work closely with the school so that any decisions on placement for a pupil with a Statement or Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from the Croydon Special schools.

The SENDCO in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEND entering the school (See Section 6: Transition)

## **Section 3: Identifying Special Educational Needs**

Howard Primary School uses the definition of SEN and disability as set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (**January 2015**).

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, considering information from any previous settings or agencies as appropriate

- Termly tracking of all pupils to monitor rates of progress and attainment
- Concerns raised directly by parents or other agencies

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language – if necessary a translator will be used to assist
- Family circumstances
- Economic disadvantage

Howard Primary School acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional SEND support the SENDCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

#### **Section 4: Meeting the needs of pupils with SEND**

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer **Additional SEND Support**.

Parents will be formally notified that their child will receive this additional support and placed on the **SEND register** where his/her progress and provision can be monitored more closely.

#### **The SEND Register**

The register provides an updated record of all pupils receiving additional SEND support so that:

- progress and achievements of pupils with SEND can be more closely monitored
- there is an overview of the range and level of need across the school
- school provision reflects and is responsive to current profile of need

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.

Once identified as requiring additional SEND support, pupils will receive a planned package of support to remove barriers to learning and put in place effective special educational provision. This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEN Code of

Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

## **The Graduated Response (Assess-Plan-Do-Review):**

### **ASSESS:**

Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents/carers and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as a speech and language therapist. The SENDCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

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

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change over time.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

### **PLAN:**

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- Be outcome focused with the desired benefit or difference from any intervention it clearly identifies and to support the evaluation of any impact of any provision
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes. *The full range of additional interventions are set out in our school provision map and can be read as an appendix to our inclusion policy.*
- Highlight the ways parents can be involved to reinforce and contribute to progress outside of school
- Give details of the role and input of external agencies when they are involved with a pupil
- Be recorded on individual support plans or in our individual pupil's SEND Passport.
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will receive a copy of this plan which will clearly show the period it covers and when it will be reviewed.

**DO:**

Class/subject teachers, with the support of the SENDCO will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

**REVIEW:**

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend along with pupils when this is appropriate.

Depending on the level and complexity of need this review may be included in the general school cycle of parental consultation meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies, a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupil's response to the support and view of their progress where this is applicable
- Views of parents/carers and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs.

If not already involved, and with the agreement of parents/carers, the SENDCO will make a referral to specialist agency.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEND is included in Appendix 3.

**Removal from the SEND Register**

If a pupil makes good progress and achieves the outcomes set they will no longer require additional SEND support and his/her name will be removed from the SEND register. Parents will be notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

**Education Health and Care Plans:**

The additional needs of most of the pupils with SEND at Howard Primary School will be met by interventions and resources from the school.

In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENDCO, in consultation and agreement with parents/carers and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHCP).

Full details of the process for requesting an EHCP can be found on the Croydon SEND offer website (details in Appendix 3).

The EHCP will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, considering the views and contributions of parents/carers, pupils and external agencies.

### **Section 5: Meeting the needs of pupils with medical conditions**

In compliance with revised statutory guidance arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plan (IHC).

The IHC plan will detail the type and nature of support that will be available. The plan will also be:

- Produced through collaboration with parents/carers, pupil as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed at least termly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEND the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Full details on the arrangements to meet the needs of pupils with medical conditions are set out in a separate policy. Howard Primary School always uses the information on the DfE's website regarding medical administration and each pupil is treated as an individual as their medical needs are unique to them. <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

### **Section 6: Transition Arrangements**

Arrangements to support pupils with SEND moving into the school, or moving to a different school.

Howard Primary School is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENDCO.

For pupils joining the school in our Reception classes the SENDCO will make every possible opportunity to seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan' which sets out clearly how the move will be managed. This is likely to be the case where the child has a Statement or EHC plan.

For pupils moving to secondary school or to a different primary school, the SENDCO will contact the new school to share relevant information. The SENDCO will attend the Transition to Secondary School meeting in the Summer term to share information with the relevant Secondary School. As above, where the child has significant needs or has a Statement or Education Health and Care Plan, there will be a formal transition meeting with parents/carers, pupils, representatives from the new school and other key professionals to ensure there is continuity of the range and level of support offered.

## **Section 7: Funding and Resources**

Howard Primary School receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEND support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The school leadership through consultation with the SENDCO and Governing Body decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole school. This is a finite sum and is not adjusted through the year to take into account of any changes in the cohort of pupils with SEND.

## **Section 8: Training**

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with a range of SEND within everyday teaching.

We also have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEND.

The SENDCO attends the termly Croydon briefing sessions to keep abreast of local and national policy and initiatives to enhance SEND provision.

## **Section 9: Roles and Responsibilities**

See SEND Information Report on the school website:

[ADD NEW LINK](#)

**The SENDCO is Mrs S Pollington**



The SENDCO has the day to day responsibility for the operation of the SEND policy and the provision in school. This includes the role of supporting Senior Leadership Team (SLT) with line management of teaching assistants who give support to individual and groups of pupils with SEND. The SENDCO provides guidance and support to all staff in relation to meeting the needs of pupils with SEND. The SENDCO has a key role in developing positive partnerships with parents/carers and other external agencies in order to fully address the needs and support progress for pupils with SEND. The SENDCO will also take a key role in supporting the transition of pupils with SEND to different settings.

## **The Governing Body**

The code of practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEND have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEND.

The Governing Body will ensure the school meets all its statutory duties, ensure that additional funding is deployed effectively and the views of parents/carers and pupils are fully considered.

## **The lead governor for SEND at Croydon School is Ms Lucy Matthews**

The lead governor will meet at least termly with the SENDCO to review and evaluate effectiveness of the schools' SEND provision and contribute to plans to develop and enhance this provision.

The lead governor will also ensure that updates on the quality and impact of SEND provision are regular items on the Governing Body's cycle of meetings.

Other key staff who are actively involved in supporting and coordinating SEND provision and part of our wider inclusion team include:

- Designated teacher for Safeguarding: **Jackie De Saulles**
- Designated teacher for Looked After Children: **Jackie De Saulles**
- Lead teacher for effective deployment of pupil premium funding and sports funding: **Jackie De Saulles**
- Attendance Officer: **Sue Carter**

Outside agencies such as Educational Psychologist, Welfare Officer, CAMHS (Child and Adolescents Mental Health Services)

Speech and Language etc. will be used when their input and expertise will support the pupil and/or their parent/carer.

## **Section 10: Monitoring and evaluating SEND Provision**

The school undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision, the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents/carers and pupils.

### **Section 11: Dealing with Complaints**

Parents/Carers are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents/carers should speak to the class teacher with further discussions with the SENDCO as required and/or follow the school's complaints procedure.

Where these initial attempts to resolve the issue are unsuccessful, parents/carers will be encouraged to seek advice and support from the local parent and carer SEND Information, advice and support service (SENDIAS). This is an independent and impartial service. Parents/Carers will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the educational psychologist (EP).

If issues remain unresolved, parents/carers can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by Croydon LA but operates independently. They can provide a quick and non- adversarial way of resolving disagreements.

If concerns are still unresolved, parents/carers will be asked to make a formal complaint and are directed to the School Complaints Procedures.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SEND team. Parents will be contacted directly to receive information about the mediation services available.

### **Section 12: Anti Bullying**

We recognise that pupils with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils at Howard Primary School whether they have SEND needs or not are encouraged to report any incidents of bullying to any member of school staff whom they feel comfortable talking to. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

### **Section 13: Disability Access Arrangements**

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take over time to increase the accessibility of pupils. This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information
- Being a Victorian building does lead to difficulties in access for some pupils and adults with certain mobility needs. However, wherever possible access is planned for and whenever building works take place access and mobility issues are a priority.



## APPENDICES

### Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25 (May 2015)
- Equalities Act 2010 School Admissions Code of practice Supporting pupils at school with medical conditions (June 2014)
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012 Working together to safeguard Children (2013) Keeping Children Safe in Education (2014)

#### Croydon's local offer for SEND:

<http://www.croydon.gov.uk/education/specialeducationalneeds/seneducation/>

### Appendix 2: Definition of Special Educational Needs

#### SEND Code of Practice 2015

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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 other pupils of the same age, or
- Have 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 of post 16 institutions

#### Equality Act 2010

A disability is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition includes:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer

### Appendix 3: Links with Local and National services and organisations to support implementation of the SEND policy:

<b>Croydon Educational Psychology Service</b>	020 8604 7300
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<b>Croydon CAMHS</b>	0203 228 000	<a href="http://www.slam.nhs.uk">www.slam.nhs.uk</a>
<b>Occupational Therapy</b>	020 8274 6854/50	
<b>Children's Physiotherapy</b>	020 8274 6853	
<b>SALT (Speech &amp; Language Therapy)</b>	020 8714 2594	<a href="http://www.croydonhealthservices.nhs.uk">www.croydonhealthservices.nhs.uk</a>
<b>Community Paediatricians</b>	020 8274 6300	
<b>Peripatetic Visual Impairment Service</b>	020 8760 5784	<a href="mailto:linda.james@croydon.gov.uk">linda.james@croydon.gov.uk</a>
<b>Peripatetic hearing impairment service</b>	020 8760 5783	<a href="mailto:luisa.saddington@croydon.gov.uk">luisa.saddington@croydon.gov.uk</a>
<b>Croydon Locality Early Help</b>	<a href="mailto:earlyhelp@croydon.gov.uk">earlyhelp@croydon.gov.uk</a>	
<b>Croydon Primary Behaviour Support Team</b>	020 8686 0393	
<b>Primary Fair Access Panel</b>	020 8726 6162	<a href="mailto:Valerie.Burrell-Walker@croydon.gov.uk">Valerie.Burrell-Walker@croydon.gov.uk</a>
<b>Secondary Fair Access Panel</b>	020 8726 6162	<a href="mailto:Valerie.Burrell-Walker@croydon.gov.uk">Valerie.Burrell-Walker@croydon.gov.uk</a>
<b>Parents In Partnership</b>	0208 663 5626	<a href="http://www.pipcroydon.com/">www.pipcroydon.com/</a>
<b>SENDIAS (SEND support for parents and carers)</b>	020 3131 3150	<a href="mailto:parentssupportherts@familylives.org.uk">parentssupportherts@familylives.org.uk</a>
<b>Contact a Family</b>	0808 808 3555	<a href="http://www.cafamily.org.uk/advice-and-support/">www.cafamily.org.uk/advice-and-support/</a>
<b>Council for Disabled Children</b>	0207 843 1900	<a href="http://www.councilfordisabledchildren.org.uk/">www.councilfordisabledchildren.org.uk/</a>

<b>Approved by:</b> [Name(s)/Roles]	<b>Date:</b> [Date]
<b>Last reviewed on:</b> [Date]	
<b>Next review due by:</b> [Date]	

## Howard Primary School

### COVID 19 Amendment

Date: 20<sup>th</sup> May 2020

1. Schools are required to make 'reasonable endeavours' to deliver support to children with SEN at SEN Support (recorded as K on SIMS) and for those with an EHCP
2. Since May 2020, the UK government has suspended the legal duty to deliver the full content of provision detailed in section E and F of any EHCP. However, it has stated schools' obligation to deliver point 1. This is likely to be extended until schools re-open fully to all children in September 2020.
3. At Howard Primary School we are ensuring delivery of point 1 by:
  - offering suitably differentiated materials via class blogs, class dojo and IT systems such as Mathletics, TeachYourMonsterToRead (TYMTR), etc (teachers' responsibility)

- offering and delivering suitable work on paper form to those pupils who do not have a computer (teachers' responsibility)
- organising and delivering Speech and Language support, Occupational Therapy (OT) support and emotional regulation support (SENCO, TAs and external agencies' responsibility)
- applying for new EHCPs, Annual Reviews, reports from Educational Psychologist (EP), etc (SENCO's responsibility)
- applying for technology funding for children who do not have computers (Headship Team's responsibility)
- providing relevant equipment as specified in EHCPs (if not already available at home) (SENCO's responsibility)
- timely submission of transition paperwork to secondary schools for children on SEN support or with EHCP (SENCO's responsibility)
- ensuring early identification of needs for new Reception cohort Early Years Foundation Stage Lead (EYFS) and SENCO's responsibility)
- sharing resources, exploring and using new technologies (SENCO and teachers' responsibility)