

Havelock Primary SEND Information report



As a Rights Respecting School we uphold the articles from the United Nations Convention on the Rights of the Child (UNCRC). Many of these articles underpin our SEND policy:

Article 3 (best interests of the child): The best interests of the child must be a top priority in all things that affect children.

Article 6 (survival and development): Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 23 (children with disability): A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 29 (goals of education): Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND);
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

2. Legislation and guidance

This policy and information report is based on the statutory [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 SEND and disabilities;
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCo is Mr J. Bailey jonathan.bailey@havelock.ealing.sch.uk

The SENDCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;

- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this;
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class including those with SEND;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow this SEND policy and the SEND Code of Practice.

5. SEND information report

5.1 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, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties;
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy;
- Moderate/severe/profound and multiple learning difficulties.

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;

- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. The teacher is responsible for identifying this and putting in place short interventions or look toward their own practice before raising the concern with parents.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a teacher has a concern regarding a child's progress and attainment it will be raised officially through the completion of a Record of Concern. This outlines the areas of need the teacher has identified as well as providing time for the teacher to meet with the child and parents to discuss the concern.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We take into account the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

These early discussions will be added to the pupil's record of concern and copies given to their parents at request.

We will formally notify parents when it is decided that a pupil will receive SEND support through a meeting with the class teacher and SENDCo if need be.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. This is recorded on a SEND Support Form that is a working document the class teacher is responsible for.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment and behaviour as well as attendance;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The pupil's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed regularly (either termly or half termly by the teacher) and regular meetings take place with the child and parents to update them on progress made in the plan.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition between phases and educational settings is an important stage in a child's journey through school. We aim to make this transition as smooth as possible. From Early Years to KS1

discussions are held with teachers for handovers concerning their SEND children. During the summer term, children of SEND are introduced to their new classroom, teacher and setting to familiarize themselves with where they will be. Similar approaches are carried out in the transition from KS1 to KS2. For KS2 to KS3 meetings are held with the secondary school's SENDCo to ensure a smooth transition for children with SEND. As early as the Spring term, Year 6 children begin work on transitioning to KS3 and social skills group are set up to deal with setting them up emotionally for the change to secondary.

5.6 Our approach to teaching pupils with SEND

Every teacher is a teacher of SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils through different types of support rather than differentiation through work. This makes sure that there is no glass ceiling for children of SEND and that they can be challenged in their work.

We will also provide the following interventions:

- Talking Partners (EYFS/KS1)
- Box Clever (Nursery)
- Project Code X (KS1/2)
- Reading for Meaning (KS2)
- Maths (KS1/2)
- Speech and Language (KS1/2)
- Lego Therapy (KS1/2)
- Occupational Therapy (fine and gross motor skills) (KS1/2)
- Gross Motor Skills through P.E (KS1/2)
- Writing (forming sentences) (KS1/2)
- Phonics (EYFS/KS1/KS2)
- Colourful Semantics (EYFS/KS1/KS2)

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, differentiation of support in class;
- Adapting our resources and staffing to accommodate children's differing needs. We are making it a priority to ensure that staff are trained as and when needed to further support children in their class;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 12 teaching assistants who are trained to deliver interventions such as writing, maths, a variety of reading, speaking and listening, OT and social skills (see above for full list).

Teaching assistants will support pupils on a 1:1 basis when they carry out their intervention or are supporting in the class.

Teaching assistants will support pupils in small groups when providing support in the class or when carrying out their intervention groups.

We work with the following agencies to provide support for pupils with SEND:

- Education Psychology Service
- Paediatric Occupational Therapist
- CAHMS (Child and Adolescent Mental Health Services)
- Primary Behaviour Team
- Specialist Community Public Health Nurse
- Speech & Language Therapy Department (Core, SEN & Buy in)

5.9 Expertise and training of staff

Our SENDCo has just started in this role and has worked as a class teacher and Phase Leader at Havelock for the past 5 years;

He is allocated 4 days a week to manage SEND provision within the school;

We have a team of 12 teaching assistants, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision;

In the last academic year, staff have been trained in 4 new types of interventions;

We use specialist staff for the majority of our interventions.

5.10 Securing equipment and facilities

Upon the advice of outside agencies and specialists the school will provide the necessary equipment and facilities for children of SEND. This includes occupational therapy equipment and resources to aid in communication and different types of interventions that we carry out.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term through Pupil Progress Meetings and parent/child meetings led by the teacher;
- Reviewing the impact of interventions after 6 or 12 weeks;
- Using pupil questionnaires;
- Monitoring by the SENDCo;
- Using provision maps to measure progress that class teachers are responsible for and the SENDCo monitors;
- Holding annual reviews for pupils with statements of SEND or EHC plans that include the SENDCo, class teacher, parents and pupils.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs;

All pupils are encouraged to go on our residential trip(s) to Condoover Hall in Year 6;

All pupils are encouraged to take part in sports day/school plays/special workshops, etc;

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.13 Support for improving emotional and social development

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

- Pupils with SEND are encouraged to be part of the school council;

- Pupils with SEND are also encouraged to be part of Social Skills clubs and interventions to promote teamwork/building friendships etc;
- Mind Up is taught across the whole school to educate children in regulating their mental and emotional state. Brain breaks are carried out up to 3 times a day;
- We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We strive to work with as many outside agencies and voluntary services as possible in order to further develop children with SEND. We work with Beanstalk readers to provide twice a week reading interventions focusing on word recognition and comprehension. We work with several outside agencies and specialists to provide observations, assessments on learning and reports regarding children and classroom environments.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher/Phase Leader/Assistant Head/SENDCO/Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

5.16 Contact details of support services for parents of pupils with SEND

If any parent wishes to speak with one of our outside agencies or specialists please speak to our SENDCo.

5.17 Contact details for raising concerns

- Your child's class teacher
- Mr. J. Bailey – SENDCo – jonathan.bailey@havelock.ealing.sch.uk
- Mrs. F. Abaeian – Upper Phase Leader/Assistant Head - farnaz.abaeian@havelock.ealing.sch.uk
- Ms. G. Chhina - Middle Phase Leader/Assistant Head - gurjit.chhina@havelock.ealing.sch.uk
- Mrs. R. Bhica – Reception Lead - rsehmi.307@lgflmail.org

5.18 The local authority local offer

Please refer to Ealing's Local Offer to see the current areas of support for your child/children. You can find details of the Local Offer on our website and through this link:

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannel=0>

6. Monitoring arrangements

This policy and information report will be reviewed by Mr. J. Bailey **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

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