

Revised

2016

SEND Policy



Special Educational Needs and Disabilities
Torriano Primary School

Introduction

This policy details Torriano Primary School's individual approach to supporting children with Special Educational Needs or Disabilities (SEND), and outlines the School's commitment to fulfilling the responsibilities outlined in the SEND Code of Practice 0 – 25 (September 2014) 3.65.

This policy also takes into account the following guidance and documents: Equality Act 2010; Advice for Schools (DfE Feb 2013); Schools' SEND Information Report Regulations 2014; Teachers' Standards 2012.

This document should be read in conjunction with our 'School Local Offer', which provides information to parents about the specific support that we offer children with SEND in our school

<https://www.torriano.camden.sch.uk/send-local-offer/what-is-a-local-offer/>

You can also find information on the SEND services and support provided by the Local Authority at

www.localoffer.camden.gov.uk.

At Torriano Primary School, we believe that:

- Every child has a fundamental right to education and is entitled to the opportunities that allow them to achieve and maintain good levels of learning;
- Every child should have access to a broad and balanced education, including the provision of an appropriate curriculum based on national guidelines;
- Every child has unique characteristics, interests, abilities, and learning needs;
- Every teacher should be able to teach children with SEND and have high aspirations for all children;
- Parents/Carers have a vital role to play in supporting their child's education.

Our School Governors and our Inclusion Team are fully committed to making Torriano Primary School an inclusive school community through the provision of appropriate resources, and through planning and teaching that addresses the varied needs of all our pupils.

We recognise that this commitment reflects our Rights Respecting School ethos and international human rights standards as expressed in the UN Convention on the Rights of the Child and a commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships, in line with the Equality Act 2010.

The Inclusion Leader at Torriano Primary School, Michelle Rae, holds a National Award for SEND Coordination, and is responsible for:

- Day-to-day implementation of this SEND Policy and overseeing the implementation of the school's Policy on Medical Needs and Supporting Pupils with Medical Conditions.
- Keeping up to date with developments in SEND and providing staff with access to appropriate training;
- Maintaining a list of the school's children with SEND, overseeing their records and reviews, monitoring their progress;
- Ensuring that individual My Plan documents are implemented for children with SEND;
- Working closely with parents and carers of children with SEND;
- Working closely with staff to monitor, advise and support them in relation to SEND provision;
- Working closely with external agencies such as the Educational Psychology Service;
- Working closely with and supporting the named Governor for SEND, Shula Chiat;
- Being part of the Senior Leadership Team (SLT).
- Safeguarding

For more detail about the responsibilities of the other staff in our Inclusion team, please see our School Local Offer <https://www.torriano.camden.sch.uk/send-local-offer/what-is-a-local-offer/>.

Definition Of Special Educational Need (SEND)

According to the SEND Code of Practice, a child or young person has 'SEND' (or 'SEN') 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 or a young person has a learning difficulty or disability if he or she:

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

More specifically, in an education setting such as ours a child is identified as 'SEND Support' when they need provision that is additional to or different from the educational provision normally available to pupils of the same age. The inclusion team uses information from families, children, teaching staff and other professionals to decide which children require SEND Support.

Of those children who are identified and classed as SEND Support, their needs are categorised according to one or more of the following broad areas of need. These categories help us to plan appropriate support for any children with SEND and are drawn from the Code of Practice:

- Communication and interaction e.g. speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD), Asperger's Syndrome
- Cognition and learning e.g. Specific Learning Difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, Severe Learning Difficulties (SLD)
- Social, mental and emotional health e.g. attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury
- Sensory and/or physical e.g. Vision impairment (VI); Deafness or Hearing impairment (HI); Multi- Sensory impairment (MSI); Cerebral Palsy etc.

Any child with a medical condition may have an Individual Health Care Plan, particularly those with long term or complex medications. In some cases pupils may have a medical condition and SEND, and their care will be well coordinated.

Identification

At Torriano Primary School, we place great importance on the early identification of children with barriers to learning and recognise the need for early intervention. We have a clear pathway in place that helps us to identify children to be monitored or those needing intervention support on the basis of the amount of progress they make (this can include academic attainment and also wider developmental or social and emotional needs). A child is identified as making less than expected progress, given their age and individual circumstances, when their progress:

- is significantly below 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.

We identify the children who are making less than expected progress through a thorough, school-wide, inclusion process. This process draws on the observations and expertise of the whole school community, including the parents and families, the children themselves, the class teacher and other professionals. It also places the class teacher at the centre of this information-gathering process and recognises that they have ultimate responsibility in identifying, planning for, and supporting children to accelerate their progress and overcome their barriers to learning. Progress is monitored closely at termly pupil progress meetings and more regularly through teacher observations and assessment opportunities.

In addition, we ensure that we recognise and distinguish those factors which may impact upon progress and attainment but which do not, in themselves, constitute a Special Educational Need. For example:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Assessment On Entry/Early Identification

When a child enters the school, we will gather paperwork from any previous settings and ask the parents/carers whether they have any SEND or broader concerns. We recognise that parents know their children best and it is important to listen and understand when parents express concerns about their child's development. We further assess all children during their first half-term in our school through careful and sensitive classroom observation and regular progress reviews. We take great care to establish whether lack of progress is because a pupil has English as an Additional Language (EAL), for example, by talking to the child (and parents) in her/his home language.

Initial Concerns

At any time, teachers, parents/carers, the Inclusion Leader, Senior Leaders and Headteacher are available to hear or raise concerns about a child and to act accordingly. Throughout the year we conduct sensitive classroom observations and thorough curriculum assessments, encouraging the different staff that come into contact with a child to share their observations. We listen carefully to what staff, children and parents tell us at any time during the year. However, we also have a very clear timetable in place to ensure that we gather and evaluate all of the information about every child and use a graduated system to plan adequate support for all. This process is facilitated by a series of termly meetings outlined below.

Pupil Progress Meetings

These meetings are held termly between member of SLT and class teachers and provide an opportunity to review and discuss the progress of each child in the class and to correlate different data and observations, such as a child's attendance, attainment, progress, behaviour etc. The Inclusion Leader will also look at a variety of additional reports (for example from the Assessment Leader, Pastoral Care Leader, EWO, or from Teaching Assistants who deliver interventions across the School) and will have an overview of whole school provision and of individual children's needs.

The teachers draw on the Inclusion Leader's professional knowledge to affirm thinking and clarify possibilities, using the collated data and observations to identify children who may need extra support (based on the broader conception of progress outlined at the beginning of this document). This discussion focuses on identifying children who may be in need of extra monitoring or support and on reviewing those who have already been identified as requiring SEND Support. Some children's progress may be hindered by broader causal factors e.g. social or family circumstances that can be best managed through support from our Pastoral Care Leader or an outside agency. The Inclusion Leader or Pastoral Care Leader will make an appropriate referral following parental consultation and consent.

In most cases the first response to an identified need should be class-based planning and monitoring, and then interventions targeted at a child's identified weakness. Teachers can plan specific programmes to support those needs. Once a programme of time-limited extra support has been planned, progress will be reviewed at the next Pupil Progress Meeting.

Where, despite personalised interventions, a child's progress continues to be unsatisfactory, the Inclusion Leader in collaboration with parents will decide whether to add that child to the School's SEND Support list and to plan for further support under the leadership of the Inclusion Leader.

Those children who have already been identified as SEND Support (and are in receipt of additional educational provision) also have their needs discussed in dedicated meetings each term (Structured Conversations) between class teachers and parents. Please see the section on SEND Support for a fuller explanation of this process.

Graduated Approach To SEND

High quality teaching, differentiated for the learning and development of all, is the first step in the educational provision that we offer all children. Some children may require a greater level of personalised, class-based, targeted support, which is planned for by the class teachers. This may include making adaptations to the learning environment or to the method of teaching delivery, specific groupings based on ability, additional adult support in class, additional learning supports such as visual aids or assistive technology, etc. Where there are concerns around a pupil's progress that cannot be met in this way, the class teacher, in conjunction with the Inclusion Leader, will plan for additional monitoring intervention to accelerate a child's progress.

Monitoring

- When a teacher has initial concerns around a child's progress, they will plan for additional class-based support and differentiation to address those needs. These measures will be recorded on weekly planning formats and teachers will evaluate their progress. A 'record of concern' may be completed and forwarded to the Inclusion Leader for monitoring.
- Any child who is being monitored will be reviewed during class teachers' PPA (Planning, Preparation and Assessment) time. If a child fails to make adequate progress during this monitoring period, teachers will plan additional interventions for the child.

Intervention Support

A child's needs may be best supported by regular small-group or 1:1 withdrawal sessions each week. This support is delivered by a trained member of staff and will target specific areas of need to support a child's progress in areas of weakness.

- The agreed areas of support, and intervention strategies, are selected from a range of high quality and evidence based interventions. These might include the use of one or a combination of provision.
- Where specific interventions are used, the pupil's progress will be measured within a given time-span.
- Targets will be set for the child and these will closely monitored.
- The Inclusion Leader records any interventions on a whole school provision map.
- The progress of the child is reviewed at least termly during the process outlined above.
- The parents of a child who has been identified as needing intervention support will be notified of this provision.
- Any child who fails to make adequate progress following this cycle of Assess/Plan/Do/Review is then considered by the Inclusion Leader, who will help to plan further support or agree to identify that child as SEND Support. Parents will be consulted of this at every step.

SEND Support

- A child's needs are categorised as 'SEND Support' when the child has continued to make little or no progress in specific areas over a long period despite differentiated learning opportunities together with targeted interventions. In some cases, a child's SEND may be immediately apparent and the Inclusion Leader will agree to identify those needs and make appropriate referrals immediately.
- The decision to identify a child as SEND Support must always be agreed by the parents/carers.
- Provision for children who are identified as SEND Support will be overseen and coordinated by the Inclusion Leader.
- Individually administered interventions and assessments, made by the school or by outside agencies, are managed by the class teacher and the Inclusion Leader. Targets are set on a child's My Plan and these will be reviewed termly.
- Where appropriate, additional support and advice should come from relevant outside agencies, either to the child, class teacher or parent/carers.
- We will ask for parental permission to seek support from outside agencies. Parents/carers will be kept informed during this time through meetings and reports.
- A referral form (usually an e-CAF or SPOR) is completed with the parent/carer and child, for any child needing outside agency support.
- Parents are kept informed about interventions and support that the child is receiving. Provision is also recorded on the Record of Structured Conversation document (Appendix B) which is sent home to parents termly.

- Progress is monitored throughout the year by the class teacher, Inclusion Leader and other Senior Leaders.
- Any child who is identified as SEND support will have the opportunity for a dedicated termly meeting with their parents and class teacher (and sometimes the Inclusion Leader or other professionals). These meetings draw on the principles defined by Achievement for All <http://www.afa3as.org.uk/>.

Language Resource Base

Torriano Primary School supports a number of children through their Language Resource Base provision. This resource provides regular, dedicated support for children with language and communication difficulties, whilst allowing them to access a mainstream school setting. Admission to our resource base is decided by a dedicated panel at Camden SEN Department and is based on specific criteria. For further information about our Language Resource Base, please speak with the Inclusion Leader or your child's Speech and Language Therapist.

Structured Conversations

- During these meetings, the parents and class teacher discuss their aspirations for the child, how effectively provision has been delivered, what is and is not working well, progress towards short term targets and longer-term objectives, next steps/new goals and support needed to achieve these goals.
- All agree the responsibilities of the parent, the pupil, the school, the Local Authority and other partners, e.g. specialist services.
- Advice and guidance is shared on how parents can help their child at home to reinforce or contribute to progress.
- Wherever possible, children's views are collected beforehand and taken into account.
- Based on information gathered during the meeting, targets are reviewed and set. These targets may also incorporate advice from outside agencies. Targets are recorded on a child's My Plan.
- A copy the child's My Plan is sent home to the parent/carer. They are encouraged to discuss and contribute in this process through the meeting and by making amendments to the draft copy.
- A copy of the child's My Plan is also given to all those working with that child.
- The My Plan is updated at least termly and includes a scale to measure progress towards each target.

Criteria For Exiting The SEND Register/SEND Support

Where a child has made significant progress and the class teacher, Inclusion Leader and parents feel that their needs can be met within the normal educational provision available to a pupil of that age, the child's progress will be celebrated. The Inclusion Leader will consider removing that child from the SEND Support profile, although they will continue to be monitored closely by the class teacher and Inclusion Leader.

The majority of pupils with learning difficulties will have their special educational needs met at 'SEND Support'. There will, however, be some who continue to experience a much higher level of difficulty than their peers in making progress in their education. Where, despite continuing intervention at SEND Support, there is evidence that the child is still experiencing severe, long-term and complex difficulties, the Inclusion Leader and parents/carers would consider referring the pupil to the Local Authority for an Education, Health and Care needs assessment.

Education, Health And Care Plans (previously called 'Statements')

An Education, Health and Care (EHC) Plan is a statutory document that may follow a child up until the age of 25 years and will set out clearly what their needs are, what support they should get to meet those needs, and the expected/desired outcome of the support. This single plan outlines the support that a child will need for education in school, as well as support from health and care services.

The Education element of the plan will explain what is needed for the child/young person to attend school and achieve the best they can in their learning. It will state which school the child will go to and, if applicable, the support the child/young person will receive to travel from home to school.

The Health element of the plan will set out any health services or health support that the child needs to ensure they can attend school and participate fully in school life.

The Social Care element of the plan will set out any services that the Local Authority will provide to support the child and their family to live as 'ordinary' a life as possible.

If a child is to be assessed for an EHC Plan, the Inclusion Leader will work closely together with parents and children to explain the process and gather their views, including their hopes and aspirations for the future. A number of assessments and reports may occur during this process. These, along with any other evidence the school has collected, will be sent to a panel convened by Camden Council's Special Educational Needs and Disabilities Service, who will decide whether to proceed with an EHC Plan. In some cases, the school may be given help to access the resources in the Local Offer www.localoffer.camden.gov.uk, without the need for an EHC plan.

If Camden SEND Service agree to provide an EHC Plan, the SEND Code of Practice 2014 states that it will be drawn up within 20 weeks from the date of request. A draft Plan is sent to parents/carers for amendments and approval. It will name the school the child is to be educated at and the level of support that Camden will provide. This support varies depending on the pupils' needs and may include:

- One-to-one support from a Teaching Assistant;
- Teaching support on a weekly basis;
- Transport support;
- The provision of specialist equipment or advice from outside agencies such as Speech Therapists or Occupational Therapists.

If an EHC Plan is agreed, parents/carers and children will be involved every step of the way, and parents/carers have the right to appeal if they disagree with the panel's decision. Throughout the process, parents' and/or carers' views, supported by professional assessments, will be used to create the EHC Plan. Where the child is old enough and able, we encourage the child to contribute to planning too.

Once an EHC Plan is issued, the Inclusion Leader ensures that all of the actions and provision outlined in the Plan as the school's responsibility are carried through. In addition:

- There is a continuation of the current school-time provision for the child as outlined in the SEND Support section;
- Targets are set for the child based on the EHC Plan;
- The class teacher, Inclusion Leader and outside agencies complete a My Plan in collaboration with parents/carers and children, detailing the special provision to be made for that child;
- The progress of the child is reviewed termly;
- This process is supported by members of the Senior Leadership Team;
- The outcomes and provision detailed in the EHC Plan are formally reviewed annually (led by the Inclusion Leader), in collaboration with any relevant outside agencies, and with parents/carers and children, and is then submitted to Camden Council for approval.

Like the Statements of SEND that preceded them, EHC Plans include key targets and detail the provision and support needed to achieve those. However, the EHC Plan now covers the child/young person from age 0 up to 25 years of age, focuses more on long-term and medium-term outcomes, and aims to place greater emphasis on the views of the families and children/young people concerned. Like the previous Statements of SEND, an EHC Plan is legally binding and usually implies provision of additional resources for the school and/or family.

All Statements of SEND will gradually be transferred over to EHC Plans. Camden's timetable for these transitions is detailed in their Local Offer <http://www.localoffer.camden.gov.uk>

Supporting Teaching and Learning

Torriano Primary School leaders – including the Inclusion Leader - work with teachers and support staff to provide effective teaching and support for children with SEND in a variety of ways. These include:

- carefully differentiated planning which ensures that all children are able to make progress;
- supporting the class teacher to take full responsibility for the learning and progress of all children;
- using a wide variety of teaching approaches, including guiding learning through demonstration;
- creating visually supportive, communication friendly classrooms;
- providing visual support material;
- providing a stimulating, rich and interactive classroom environment;
- using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding;
- using our marking policy to make sure that children know how to improve their work;
- providing additional adult support from well trained and well supervised Teaching Assistants
- making available specialist equipment and digital /assistive technology to support access and participation in learning.

Expertise and Training Of Staff

All Teaching Assistants receive regular training that is responsive to the SEND needs within the school. In addition, they attend individual training sessions to develop their specialist knowledge, for example about particular SENDs or approaches, or individual medical needs. Teachers and Support Staff also undergo a rigorous Performance Management process where their training needs are identified and supported by a Senior Leaders and their progress is reviewed on a termly basis.

Resource Allocation and Funding

The Local Authority distributes Torriano Primary School Primary's SEND funding but our school decides how to spend this money. Like all mainstream schools, we have up to £6,000 from our SEND budget to spend on each child who needs additional support to make progress. The Inclusion Leader, with the support of the Senior Leadership Team organises and plans the amount of additional in-class and external specialist support required by pupils at the level of SEND Support. Pupils at SEND Support level are funded by a combination of the existing budget and the school's notional SEND budget.

Camden Local Authority gives mainstream schools enough provision to allow them to spend up to a total of £10,750 on each pupil with SEND. If the evidence supports it, the Local Authority will make additional 'top up' funding available from what is called the 'High Needs Block'. The High Needs Block is money that the Local Authority will give a school when it is agreed that the child's needs cannot be met within a school's resources. The 'High Needs Block' is money held by the Local Authority to support more complex special educational needs. The High Needs Block provides:

- Top-up funding, including the funding for EHC plans;
- Any additional services or teams that are centrally funded.

All schools receive 'pupil premium' money to spend on improving the rate of progress for children who are eligible for free schools meals. This is because nationally there is a gap in educational attainment between the group of children receiving free school meals and the majority of children who do not. Please see our policy on Pupil Premium Funding (available on the website) for a full explanation of how Torriano Primary School spends this money.

Admission Arrangements

Torriano Primary School follows the admission criteria of Camden Children and Families (in line with the Equality Act 2010) and gives priority to pupils who have a Statement of SEND or ECH Plan, and to Looked After Children. Parents and carers are always encouraged to visit the school in order to assess its suitability for their child's needs. You can view our Admissions Policy on our website.

Transition Arrangements

The school places great emphasis on sharing information and providing supported, positive transitions for all pupils moving to or from the school. When a child moves up to the next class, we organise handover meetings

where teachers and support staff make sure that the new Class Teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children. In addition:

- Transitions to secondary school are supported by our Senior Leaders, Y6 team, Family Support Worker and Pastoral Care Leader. Procedures include induction days, transition meetings with parents, visits to secondary schools, visits from Secondary SENDCos, supporting parents to complete transition forms, and 'parent-to-parent' information sharing about secondary school choices;
- Transitions to and from our school include sharing information from/with other settings. Where a child has SEND, the Inclusion Leader will directly make contact with parents and the previous setting. Teaching staff go through the routines and timetables with the new child and provide a pupil buddy during the settling period.

Links With Other Agencies

Torriano Primary School has a wide range of links with different agencies and organisations who may provide direct support to individual or groups of children, or who may facilitate whole improvement and staff training. These services include:

- The Health Service, through the school nurse
- The Educational Psychology Service
- The Primary Learning Support Service
- Camden's educational welfare service
- Social Services
- CAMHS

For more information on these and other services available in our school, please see Torriano Primary School's Local Offer on our website.

Complaints

At Torriano Primary School, we are responsive to any expressions of concern made by parents and try to resolve concerns amicably. Parents who have a complaint about any aspect of SEND should initially contact the school office to make an appointment with the Inclusion Leader. If the matter remains unresolved then an appointment should be made to see the Head of School. Parents may also ask to contact the Governor responsible for SEND, Shula Chiat.

There are also a number of agencies available to support parents with advice and dispute resolution. SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service), previously the Parent Partnership Services (PPS), can offer impartial advice, information and support and can be reached on 0207 974 6264. The Camden Mediation Service can also help to resolve disputes <http://www.kids.org.uk/Event/SEND-mediation-service>.

Monitoring And Reviewing This Policy

We review the information about SEND in this policy annually and make adjustments as appropriate. Our review involves staff, Governors and parents/carers.

Disseminating This Policy

This SEND Policy is available:

- on the school's website;
- as a paper copy from the school's front office;
- as part of induction for new staff;

We ensure that the whole school community knows about the policy through the school newsletter, teacher-pupil in-class discussion, staff meetings and other communications.

Appendix A- My Plan (completed at least termly)

My Plan					
	I am good at:	My favourite lesson is:	I enjoy:	I'd like help with:	Who/What helps me?
Outcome	How will I do this?	Where am I now? Where am I aiming for? (Agreed Baseline = A, Target = T, Reviewed = R)			Comments:
1.	•	Ratings: 1 2 3 4 5 6 7 8 9 10			
2.	•	Ratings: 1 2 3 4 5 6 7 8 9 10			
3.	•	Ratings: 1 2 3 4 5 6 7 8 9 10			

Appendix B- Record of Structured Conversation (completed termly)

Name: Anon DOB: Area/s of concern:			Teacher: Class:			<input type="checkbox"/> Statement /EHCP <input checked="" type="checkbox"/> SEND Support		
<input type="checkbox"/> Catch- Up Literacy <input type="checkbox"/> Phonics/FFT Wave 3 <input type="checkbox"/> Beanstalk/Reading Volunteer	<input type="checkbox"/> Accelerated Reading <input type="checkbox"/> Lit/Maths 1:1 Tuition <input type="checkbox"/> Catch-Up Maths		<input type="checkbox"/> Numicon <input type="checkbox"/> Daily PACT <input type="checkbox"/> Handwriting support		<input type="checkbox"/> Pastoral Care Leader	<input type="checkbox"/> Occupational Therapy <input type="checkbox"/> Educational Psychologist <input type="checkbox"/> Physiotherapy <input type="checkbox"/> CAHMS		<input type="checkbox"/> Language and Communication Service <input type="checkbox"/> Robson House (behaviour support) <input type="checkbox"/> Other
Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Autumn			Spring			Summer		
Key Points: Key priorities and issues: Outcomes: <i>Academic:</i> <i>Wider Outcomes:</i>			Key Points Progress: Successes/Barriers: Action: New and ongoing targets: <i>Academic:</i> <i>Wider Outcomes:</i>			Key Points: Progress: Successes/Barriers Action: New and ongoing targets: <i>Academic:</i> <i>Wider Outcomes:</i> <u>Next School Year/Transition</u> Actions:		
Review Date:			Review Date:					