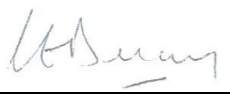
Special Educational Needs and Disability (SEND) / Inclusion Policy

This policy applies all pupils in the school, including those in the EYFS and those for whom English is an additional language (EAL)

Signed:	
Chair of Trust Board:	Claire Delaney
Approved:	1 September 2019
Renewal period	Annually
Review Date:	September 2020

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Every teacher is a teacher of every child or young person, including those with SEND

School Setting
Deer Park School is a co-educational non selective state primary school for pupils of the age of 4 to 11 years.

School beliefs
Deer Park School believes that all pupils are entitled to high quality, well-planned and well-organised teaching, which will enable them to participate in a broad and balanced curriculum and to be part of the social life of the school.

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Special Educational Needs Policy

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The Equality Act (2010) sets out the legal obligations that schools and early years providers have towards disabled children. In line with this act, we are committed to not directly, or indirectly discriminate against, harass or victimise disabled children. We will make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with peers.

We are aware of the non-statutory documents Mental health and behaviour in schools (March 2015) and Counselling in schools: a blueprint for the future (March 2015) and are considering guidance found in these in order to support children who suffer from, or are at risk of developing mental health problems.

This policy was created by the school's SENCO in liaison with the SLT, all staff and parents of pupils with SEND – this is in light of and in the spirit of the current reform.

Special Educational Provision

The Equality Act 2010 retains the previous definition of disability:

> 'A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'.

This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEND and vice versa.

At Deer Park School, we endeavour to secure special educational provision for pupils for whom this is required, that is ***'additional to and different from'*** that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice:

• Communication and interaction
• Cognition and learning
• Social, mental and emotional health
• Sensory/physical
(New Code of Practice September 2014) (See Appendices for definitions)

At Deer Park School, we believe that a pupil has special educational needs if:

- He or she has a learning difficulty or disability which calls for special educational provision to be made
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age

Deer Park School recognises that high achieving children are recognised as having a 'special educational need' and provision will be made to meet these needs. (See Gifted and Talented Policy).

Aims and Objectives

At Deer Park School, we aim:

- To identify and provide for pupils who have SEND and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator(SENCo) who will work with the SEND Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils
- To create an environment that meets the special educational needs of each child to engage in activities alongside pupils who do not have SEND
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Whole School Graduated Approach to SEND Support

Deer Park School takes a whole school approach to the provision for pupils with SEND through assessing, planning, delivering, reviewing and recording of information, to ensure that all children achieve their potential.

1. **Identification of Needs**

At Deer Park School, it is the role of the class teacher in the first instance, to identify any pupil who may have SEND.

'*Slow progress and low attainment do not necessarily mean the child has SEN. The class teacher working with the SENCo should assess whether the child has SEN*'.

SEN COD 0-25(2014).

Before identifying a child as needing SEND support the class teacher with the SENCo support will establish a clear analysis of the pupils needs.

2. **Analysis of Needs**

Ongoing processes of **formative and summative assessment** is an integral part of the teaching and learning process at Deer Park School providing information useful to the pupil, the teacher and the parents. It demonstrates what has been learned, identifies successes and gaps in learning and should identify what the next learning stage should be. It also provides valuable information about how the curriculum could be suitably adapted and which methodologies should be adopted to meet individual needs. Where current rates of progress for individual pupils are inadequate (see appendices for definition), arrangements for appropriate screening and support will be made through the school's graduated approach to SEND.

Raising a Concern - Procedure

- **Assess:** The class or subject teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs
- **Plan:** In consultation with the parent and pupil, agree the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour, along with a review date.
- **Do:** The class or subject teacher remains responsible for working with the pupil. The SENCo will support the main class/subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the implementation of support
- **Review:** The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed half termly; the impact and quality of the support and interventions is evaluated in specific pupil progress meetings at the beginning of each half term with class teachers and SLT, along with the views of the pupil and their parents; the support is revised in light of the pupil's progress and development in consultation with the pupil and parents.

The above process will assist the SENCo in determining whether a child should be entered on the SEN Register

Identifying behaviour as a need is not an acceptable way of describing SEND. Any concerns relating to a pupil's behaviour will be described as an underlying response to a need which we will be able to recognise and identify clearly. (See Bullying Policy).

Storage and Managing Information

The school will continue to use the system of Individual Pupil Provision Mapping and IEPs to record the steps taken to meet the needs of individual pupils. The SENCO is responsible for ensuring that records are kept and available when needed – in the school inclusion folder and pupils with identified SEN have an individual kept locked in the office. These are available to share with parents on request, but formally once a term.
The Arbor behaviour logging tool is completed for pupils whose difficulties affect their day to day performance in the classroom. The aim of these is to target specific areas of learning or behaviour.
Targets should be in addition to the normal learning targets and should be:

- CSMART – challenging; specific; measurable; achievable; realistic; time-bound.
- Only three or four in number
- Relate to the area of need for the child: communication, English, Maths, behaviour and social skills.

All staff members have access to individual information via the school system. Paper copies of completed provision maps and IEPs are collated by the SENCo and the school office.

SEN Register and Educational Reports

The SEN register is managed by the SENCo and is available for reference on Arbor.
Reports written by other professionals, are kept in the child's individual SEN folder.
The SENCo will ensure that all staff are familiar with the SEN Register and the identified strategies for learning in relation to the pupils they teach.

The Role of the SENCo at Deer Park School

Responsibilities include:

- Compiling and managing the SEND Register
- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for pupils with SEND, (including those with an EHC plan or statement, as detailed in the section below)
- Overseeing the records of all pupils with SEN
- Developing effective ways of overcoming barriers to learning
- Ensuring that IEPs are produced, completed and reviewed each term
- Reading / summarising / disseminating information regarding educational reports

- Liaising with teaching staff, as well as the named co-ordinator for Early Years
- Liaising with secondary educational establishments to discuss transition
- Advising / liaising /managing the deployment of LSAs
- Screening visiting pupils, reviewing the identification procedure, monitoring progress and record keeping
- Organising / attending review meetings
- Liaising with external agencies
- Managing and developing the effective use of the school's resources
- Identifying, order and utilise the resources available from other agencies
- Contributing to the development of curriculum policies to ensure that the provision for pupils with SEND is considered
- Supporting and advising teachers in planning appropriate programmes of work
- Analysing data, monitoring progress and providing additional support to SEND pupils working in class
- Continuing C.P.D.
- Liaising, advising and supporting parents of pupils with SEND.
  In consultation with the S.M.T./SLT review the quality of teaching including contributing to, and supporting teachers' understanding of strategies to identify and support pupils with SEN, through appropriate training.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's provision and practice and to discuss the needs of individual pupils.
The school's SENCo regularly attends Richmond Borough network meetings in order to keep up to date with local and national updates in SEND.
SENco is current exploring Nasen membership. http://www.nasen.org.uk/membership/

Support Services

Support Services are welcomed to support a child with SEND, if the child:
• continues to make little or no progress in specific areas over a long period
• continues working at national curriculum levels substantially below that expected of children of a similar age
• continues to have difficulty in developing literacy and mathematical skills
• has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
• has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
• has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
• despite having received intervention, the child continues to fall behind the level of the peer group

Valuing Parents

Deer Park School welcomes parental involvement and seek to gain as much information as possible about the child from the parents/carers; all staff read any paperwork submitted. All discussions are dealt with confidentially and in a sensitive manner. In partnership with parents, pupils with special educational needs will be encouraged to contribute to the assessment of their needs, the review and the transition process.

At all stages of the SEN process, the school keeps parents fully informed and involved at all stages. We encourage parents to make an active contribution to their pupil's education and hold regular termly meetings to share progress in addition to regular parent/pupil achievement meetings.

A record is kept of any communication with parents, and all notes and action plans arising from these meetings are kept in a secure place in order to maintain confidentiality.

Arrangements for learning support and SEND pupils changing schools or leaving school

In consultation with parents, the SENCo will notify the receiving school about a pupil's learning support or SEND records, including the provision that has been made and targets met.

Considering the Pupil's Views and Opinions

At Deer Park School, the pupil's views will be sought whenever possible, by asking, listening and observing the pupil's reaction to activities and resources. A judgement is made and discussed with colleagues and parents. Though we accept that a pupil's perceptions and experiences can be invaluable, as a school, we recognise that this may not always be easy and may need to consult parents and other colleagues for further information.

Provision for pupils with EHC Plans or statements

From 1 September 2014, there have been no new statements of SEND. Education, Health and Care Plans (EHC plans) have been introduced instead.

In accordance with the school's admissions policy, BPET Schools admit children who will benefit from the education offered and who will contribute to and benefit from the ethos and activities of our school community. In respect of an application for a place for a pupil with SEND, including a pupil with an EHC plan or statement, the school will have regard to these criteria and also to whether, given its limited facilities for pupils with SEND, the school can make reasonable adjustments to cater adequately for such a pupil. Similarly, the school will not refuse admission for a child with SEND on the grounds that he or she does not have an EHC plan, but will make a judgement with regard to the criteria above and whether appropriate reasonable adjustments can be made. This may include supporting parents in the application for a statutory assessment for an EHC plan.

The school acknowledges its responsibility, within the bounds of reasonable adjustment, to identify, assess and make appropriate provision for children with SEND, whether or not they have an EHC plan. Accordingly, where assessment determines that a pupil's individual needs may be best served by a statutory assessment for an EHC plan, the SENCo will inform parents and will assist them in the necessary preparations and application for such an assessment. The school will meet its duty to respond to any request from the local authority for information relating to a statutory assessment, within 6 weeks of receipt.

Where a pupil at the school has an EHC plan or statement, the school will ensure:

- Co-operation with the local authority in undertaking the annual review of the plan, including the presentation of relevant information on the evaluation of learning and progress. Any advice and information gathered will be sent to all those invited to an annual review meeting at least two weeks prior to the meeting. The school will prepare and send a report of the meeting to everyone invited within two weeks of the meeting and will enable the local authority to undertake a review of a pupil's EHC plan at least 7 months before transfer to another phase of education.
- Co-ordination by the SENCo of the specific provision made to support individual children who have EHC plans, together with the monitoring and review of its efficacy.
- Facilitation by the SENCo of additional staff training as required to meet the terms of the plan
- Provision of information by the SENCo to ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and the arrangements in place in to meet them.
- Co-operation, as appropriate, with health and social care providers to meet the terms of the plan.
- Preparation, where a pupil wholly or partly funded by a local authority is registered at the school, of an annual account of income received and expenditure incurred by the school in respect of that pupil, for the local authority and, on request, the Secretary of State.

Through its evaluation procedures, the school will seek to identify improvements in outcomes. This will include, as appropriate, consultation with pupils and their parents, taking into account:

- Prevention.
- Early identification/recognition.
- How pupils and their families will be able to access services.

- How transitions between life stages and settings will be managed, including from Early Years to primary education.
- How provision and support services will enable pupils to prepare for their future adult life.

Confidentiality
The school will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents appeal and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To OfSTED inspection teams as part of their inspections of schools and local authorities.
- To the Headteacher (or equivalent position) of the institution at which the pupil is intending to start secondary/higher education.

Pupils with English as an Additional Language

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English speaking children. Their ability to participate in the full curriculum may be in advance of their communication skills in English. The school will work to achieve the following for EAL pupils

- To give all pupils the opportunity to overcome any barriers to learning and assessment.
- to welcome and value the cultural, linguist and educational experiences that pupils with EAL bring to the school
- Enable them to develop an understanding of and respect for British culture.
- To implement school-wide strategies to ensure that EAL pupils are supported in taking part in all activities.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To encourage and enable parental support in improving children's attainment.
- All rooms to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities as appropriate.
- Identify the child's strengths and acknowledge the time it takes to become fluent in an additional language.
- to ensure that, in conducting broader assessments of children's ability and progress, any limited proficiency in English will not be a barrier to understanding their wider abilities

Teaching and Learning
For the majority of their time at school, our EAL pupils will be integrated in all the same classes as our native speaking English pupils. Everyone in the school is therefore responsible for helping our EAL children become more fluent in English. During lessons teachers will:

- Show differentiated work in their planning.
- Have high expectations, expect pupils to contribute and give more than single word answers.
- Recognise that EAL children are as able as any other children and so they should be set appropriate and challenging learning objectives, with their progress being monitored carefully.
- Recognise that EAL pupils need more time to process answers.
- Allow children to use their mother tongue to explore concepts.
- Give newly arrived children time to absorb English (there is a recognised 'silent period' when children understand more English than they use. This passes if their self-confidence is maintained).
- Use groups to ensure that EAL children hear good models of English;
- Use collaborative group activities.
- Provide a range of reading books that highlight the different ways in which English is used, and in which both language and content are suitably matched to the age and maturity of the child.
- Provide phonic software and audio books as appropriate.
- Ensure that there are many opportunities for talking to both adults and peers.

Other Considerations

When organising trips and carrying out disciplinary procedures the specific needs of pupils are always considered so that individual pupils can participate fully in the event.
Each trip risk assessment gives consideration to the needs of children with SEN and all actions necessary to ensure inclusion are taken where possible.

Where parents alert the school to SEN prior to entry, this is accounted for during familiarisation procedures.

Disability Discrimination Act

Though we acknowledge that not all children with a disability have a special educational need, we have regard for the Disability Discrimination Act (1995) and will make **reasonable adjustments** to include all children and their families. The School has a 3-year disability access plan, as required.

Pupils with Medical Conditions

Deer Park School recognises that pupils at school with medical conditions are properly supported so that they have full access to education, including school trips and physical education.
The School nurse regularly advises the school on how to accommodate pupils with specific medical requirement.

Admissions

Our inclusive approach is reflected in our Equal Opportunities and Admissions Policy available on the school website.

Monitoring progress and Evaluating Success

The SLT at Deer Park School will establish the extent to which standards (measured by e.g. KPI's Development Matters SATs, spelling tests) have improved across groups of pupils with identified SEN by:

- comparing baseline data with the data collected at the assessment point
- reviewing pupils' progress in relation to the targets set
- taking account of other factors that may have affected progress
- analysing the effectiveness of educational professionals and parents working in partnership
- noticing a reduction in the total number of pupils requiring SEND provision
- noting how well pupils with SEND have access to the whole curriculum of the school
- observing an increase in independence of individual pupils with SEND
- ensuring provision for each pupil is planned for, reviewed and evaluated regularly
- ensuring the most effective deployment of resources is designed to ensure the needs of all pupils are met

Accessibility including the Physical Environment

At Deer Park School, high quality teaching using differentiation for individual pupils, is the first step in responding to pupils who have or may have SEN. Details of differentiation are provided in schemes of work, termly and weekly planning. Planning is monitored regularly by class teachers and SLT and discussed weekly in briefing meetings. Feedback is provided continuously and formally half termly.
Individual teachers respond to children's needs by creating an Individual Education Plan and a provision map to record individual needs. Teachers use these to inform teaching by:

- providing appropriate support for children who need help with communication, language and literacy e.g. through grouping and use of appropriate learning materials
- planning suitable experiences to develop children's understanding through the use of all available senses
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress and to take an active part in their learning
- using different learning materials or specialist equipment
- deployment of L.S.A to work with individuals or small groups of children when appropriate
- requesting support from the SENCo both in and outside the classroom
- using specific intervention materials (see appendix)

Physical Environment

Deer Park School has a commitment to providing specialist equipment should it be needed. If it is clear that particular resource pose a threat to a pupil, these are removed. Currently, there is disabled toilet and access to it in the Early Years Unit. There is also disabled access to the EYU.

Procedures for Resolving Complaints about SEND Provision

This follows the school complaints procedure, as published on the school's website.

Bullying

At Deer Park School, steps are taken to ensure and mitigate the risk of bullying of vulnerable learners. We welcome all children regardless of background, and this is clearly stated in all school publications including (but not limited to) the school's admissions policy, anti-bullying policy, prospectus, in newsletters and on the school's website.

Criteria for Exiting the SEND Register/Record

Individual pupil progress is reviewed regularly and any identified changes in the level of support required are discussed and shared with stakeholders (including parents). Any amendments to existing practice are implemented and recorded, and monitored on an on-going basis.

Appendix 1

A) Broad areas of need as set out in the SEND Code of Practice 2014:

Communication and interaction

Pupils and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Pupils and young people with ASD, including Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when pupils and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Pupils and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs
Some pupils and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Pupils and young people with an MSI have a combination of vision and hearing difficulties.
Some pupils and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

B) Other considerations
Other considerations need to be taken into account as these may also impact on the progress and attainment of our pupils;

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation –these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Pupil
- Being a pupil of Serviceman/woman

C) Adequate progress
The key test of the need for action is that current rates of progress are inadequate.
Adequate progress can be identified as that which:
• Prevents the attainment gap between the pupil and his peers from widening
• Closes the attainment gap between the pupil and his peers
• Shows an increased rate of progress than previously
• Ensures access to the full curriculum
• Demonstrates an improvement in self-help, social or personal skills
• Demonstrates improvements in the pupil's behaviour

Appendix 2
Further Advice:
Advice, information and training (extracted from Annex 2 of the SEND Code 2014)
The following organisations provide advice, information and training on specific impairments:

- The Autism Education Trust for children and young people on the Autism Spectrum (www.autismeducationtrust.org.uk)
- The Communications Trust for speech, language and communication difficulties (www.thecommunicationtrust.org.uk)
- The Dyslexia SpLD Trust on dyslexia and literacy difficulties (www.thedyslexia- spldtrust.org.uk)
- The National Sensory Impairment Partnership for vision impairment, hearing impairment and multi-sensory impairment (www.natsip.org.uk)
- Each of these organisations is working with funding from the Department for Education to support the reforms to the SEN system.
- MindEd (www.minded.org.uk) is an e-learning portal aimed at supporting all adults working with children and young people. It provides simple, clear guidance on children and young people's mental health, wellbeing and development.
- The SEN Gateway (www.sendgateway.org.uk) enables access to a broad range of materials and support services across the range of SEN.
- Early Support provides a range of information materials to families and professionals (www.ncb.org.uk/earlysupport).

END