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Deer Park School

Special Educational Needs and Disabilities Inclusion Policy

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

Deer Park School

Deer Park School is a mainstream primary school for children aged 4 – 11 years. We are supported by the Local Authority to ensure that all pupils, regardless of their needs or abilities, make the best possible progress in school. We aim to offer a high quality, inclusive, nurturing environment that develops happy, enthusiastic learners who are able to fulfil their potential and strive for their individual ambitions.

Deer Park School are committed to providing equality of opportunity in which all children are able to access our rich and varied curriculum and work towards the same learning objective, gaining the knowledge they require to succeed both within our primary school curriculum and beyond. We are dedicated to safeguarding and promoting the welfare of children and young people, and expect all staff and volunteers to share this commitment.

Introduction

This is a statement of the aims, principles and strategies related to Special Educational Needs and Disability and is designed to ensure full entitlement to the educational provision within the school. This policy has been developed through a process of consultation with teaching staff and the Local Advisory Board. This policy will be reviewed annually.

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2021) 'Keeping children safe in education (2020)'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2014) 'School Admissions Code'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equal Opportunities Policy
- Data Protection Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Behavioural Policy
- Complaints Procedures Policy
- Accessibility Plan

Special Educational Needs Definition

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

This policy has been written with regard to the Special Educational Needs and Disability Code of Practice, 2015 and the Children and Families Act, 2014.

In line with the Special Educational Needs and Disability Code of Practice, 2015, section X111 and X1V children have special educational needs if:

- *a child or young person has 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 learning than the majority of others of the same age.*
- *has a disability that prevents him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.*

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health difficulties
- Sensory and physical needs

Communication and interaction

Pupils with speech, language, and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty communicating their intention, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, may have particular difficulties with social interaction.
- 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 the different aspects of speech, language or social communication at different times of their lives.

- The Head of Inclusion will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Cognition and learning

Pupils with learning difficulties may require additional support to access the curriculum – the school will offer learning support in line with its policies.

- The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.
- Specific learning difficulties (SpLDs) 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 (SEMH) difficulties

- Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive, and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Social, Emotional and Mental Health (SEMH) Policy to support pupils with these difficulties.
- The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behavioural Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory or physical needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily mean that the children in question have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Children are not regarded as having a learning difficulty solely because their home language is not English.

(EAL – English as an Additional Language). Advice and guidance is available for families on how the school supports EAL children in accessing the curriculum

Disability Definition

The Code of Practice 2014 defines disability as:

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that 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’. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

As part of our statutory duty under the Code of Practice guidance 2014 the school must have regard to:

- The views, wishes and feelings of the child or young person, and the child’s families
- The importance of the child or young person, and the child’s families, 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 families, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

The above are designed to support:

- The participation of children, their families, and young people in decision- making
- The early identification of children and young people's needs and early intervention to support them
- Greater choice and control for young people and families over support
- Collaboration between education, health, and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND a focus on **inclusive** practice and removing barriers to learning
- Successful preparation for adulthood, including independent living and employment

LAC

- Pupils at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.
- The school recognises that pupils that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.
- The school has a designated member of staff for coordinating the support for LAC: at Deer Park School, this is the Headteacher
- Where that role is carried out by a person other than the Head of Inclusion, designated teachers will work closely with the Head of Inclusion to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

EAL

- The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.
- The school will consider the pupil within the context of their home, culture and community.
- Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.
- The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.
- The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

Objectives

The school will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
- To monitor the progress of all pupils to aid the earliest possible identification of SEND
- To support SEND pupils to make strong progress within the curriculum, achieving their full potential within their primary school education

Aims at Deer Park

- Provide a fun, happy, caring and stimulating learning environment in which children and staff feel valued, safe and secure
- Ensure that all children, including those with SEND, access the curriculum and make strong progress in their learning
- Ensure motivation, confidence, and enthusiasm for life-long learning, through celebrating achievements and differences
- Develop an understanding and appreciation of the world in which we live and to take an active part in caring for our environment
- Inspire confidence and independence by nurturing a passion and love for learning
- Value the partnership between LAB members, families, and staff to provide the best possible education for all
- Promote sensitivity towards others
- Understand, respect and value the ever-changing world in which we live
- Try our very best in all that we do and to achieve very high standards in teaching and learning across the school
- Use technology in a thoughtful and respectful way to enhance learning

Aims for SEND at Deer Park

- To ensure that all children's needs are identified
- Every child's individual needs to be met and supported so that they feel happy, confident, and valued
- Every child to be treated as an individual and encouraged to reach their maximum potential as a valued member of our community and society
- Every child to achieve their full academic potential, access the full curriculum, and enjoy a lifelong love of learning
- Setting clear expectations and using positive reinforcement when they are met, to encourage pupils to achieve their full potential

- To involve families/carers and the children in all aspects of identification and intervention
- To ensure quality first teaching is the first step to supporting SEND and all groups of children.

This Policy details how this school will do its best to ensure that the necessary provision is made for any child with SEND and other areas of need.

Admissions

The school will ensure it meets its duties set under the 'School Admissions Code' by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

Admission for disabled children

The Equality Act 2010 states that

- A school must not discriminate against a pupil in the arrangements that it makes for admitting a child
- A school must not discriminate against a pupil in the education it provides for a pupil
- A school must not discriminate against services or benefits that are provided for the pupil

As a school we make reasonable adjustments to support children with disabilities. Reasonable adjustments can be defined as 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school or by the absence of an auxiliary aid or service.

In the Equality Act 2010 as a whole there are three elements to the reasonable adjustments duty that relate to:

- Provisions, criteria, and practices

- Auxiliary aids and services
- Physical features.

Where a child has been identified as being disabled. The school will work closely with the families and child to draw up a health plan which will be suited to the needs of the child and will outline:

- Details of the disability
- How the child will be best supported
- Adjustments that will need to be made to learning or the environment

Where a child is registered disabled, they may also have SEND - but not always. Reference should be made to provision and practice in relation to SEND previously outlined in this policy.

Identification of SEND

Throughout the year, class teachers, subject and phase leaders meet weekly to closely monitor the progress of all children in the school. This is supported through termly formal assessments against nationally set criteria of which data is overseen by the senior leadership team to monitor progress across areas of learning. This is in addition to regular ongoing observations and assessment tools to evaluate progress and identify any barriers to learning. Teachers and support staff play a vital role in raising concerns surrounding behavioural, social, physical, and emotional matters. We ensure there is strong communication between all staff to raise any concerns about a child with the Inclusion team at any opportunity. This process is supported by regular learning walks and book scrutiny by both the Inclusion team and senior leadership team. This information is shared between the senior leadership and inclusion teams to determine next steps. The support from external professional and agencies may also be sought in supporting the Identification of a special educational need or disability.

Graduated Approach

The school uses the graduated approach cycle of 'Assess, Plan, Do, Review' to implement the continuum of action and response to need. Increasing specialist expertise is brought to bear on the difficulties a child is experiencing and is known as joint planning. This helps to guide the choice of interventions to support a child once their educational need has been identified in more specific terms.

Following assessment, support is planned, put into place, and reviewed every 6 weeks to monitor the impact the support is having on the child's progress. The Inclusion team work closely with the class teacher to create a learning support plan which includes individualised and specific targets, outcomes and strategies that can be shared with families. The component parts of the graduated approach are as follows:

- **Assess**

Assessment is a core process throughout the school. It is a check that each child is making progress against the curricular expectations set for each year group from Reception through to Year 6. We also consider the wide range of abilities, aptitudes and interests of the children.

Assessment includes working closely with the Inclusion team, class teacher, families and the individual to identify the need. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from external professionals with the families' consent.

- **Plan**

Where it has been identified SEND provision should be made, the head of inclusion and class teacher work closely together in consultation with the families to plan outcomes and provision matched to the need of the child. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by class teachers or support staff with relevant skills and knowledge. Any related staff development needs will be identified and addressed by the Head of Inclusion.

- **Do**

In accordance with the individual child's targets, all interventions are planned and overseen by the class teacher, who has overall responsibility for the child and are in turn monitored by the Inclusion team to ensure they have maximum impact on children's progress. Interventions are carefully timetabled to ensure wherever possible that children do not miss out on the same subject or lesson. Frequency and length can vary depending on the individual, but we strive to provide as many interventions as possible within daily classroom practice to ensure all our children given the opportunity to access the full curriculum. Intervention outcomes and progress are recorded in detail by the member of staff leading the intervention on a central system which is monitored by the Head of Inclusion.

- **Review**

Each half-term, the effectiveness of the support/intervention cycle put in place and its impact on the child's progress will be reviewed by the class teacher through the 'EduKey' central system. The impact and quality of the support is further evaluated by the Head of Inclusion, class teacher and child's families whilst always taking into account the child's views. Any changes to the outcomes and support for the child in light of the child's progress and development will be agreed. Families will have clear information about the impact of the support provided and will be involved in planning next steps.

The graduated approach is led and co-ordinated by the Head of Inclusion. Provisions are reviewed against expected outcomes on provision maps which are reviewed each term and adapted to suit the needs of the individual child.

Special Educational Provision

Stage 1 intervention

Inclusive, quality first teaching that is scaffolded and personalised to support the learning barrier will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Where this is not sufficient to meet the needs of the child, other Stage 2 and Stage 3 interventions will be put in place.

Stage 2 intervention

Stage 2 intervention is designed for children for whom a well-structured short- term programme, possibly delivered by a member of support staff working alongside the class teacher, is all that is needed to enable them to make accelerated progress.

Stage 3 intervention

Intervention for children for whom Quality First teaching and Stage 2 keep up/catch-up programmes are not enough may require a more intensive programme, involving more individual support or specialist expertise.

Learning Support Plans (LSP)

This individual plan outlines specific SMART targets for a child to work toward to help achieve more long-term outcomes. Strategies and support in place to try to achieve these are also indicated.

Learning support plans are evaluated on a half termly basis by the class teacher, and the Head of Inclusion. The evaluation of the plan is discussed with the families and future actions decided upon before being recorded on the plan.

Once a Learning support Plan has been written and agreed by the Head of Inclusion, the plan is shared with the families before a meeting is held to discuss in full. The finalised plan is then shared with the child (in a child friendly way) and any member of staff that is working directly with that child.

Educational Health Care Plans (EHCP)

In certain circumstances, where children require more support to meet outcomes and make progress, an Educational Health Care Plan (EHCP) plan can be applied for. Information, observations, and assessments will be gathered by the school, health care and social care professionals which will be sent to the local authority.

A local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

EHC plans help raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions. EHC plans should specify how services and provision will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

Request for EHCP

This process is set in motion when a child is demonstrating a significant cause for concern, or their learning need is more complex and persistent than can be met by the interventions already put in place.

This request is made to the Local Authority (LA).

The LA will need to have:-

- Information about the child's progress over time
- Documentation in relation to the special educational need
- Details of action taken by the school to meet the child's special educational needs
- Particulars of any special resources or arrangement put in place

This information includes, where relevant:-

- SEND plans, including LSPs
- Records of regular reviews and their outcomes
- Health reports, including medical history where relevant
- National assessment levels and reports or records of progress compiled by the teachers
- Educational and other assessments, for example from an Educational Psychologist
- Reports from other professionals involved with the child

The views of the parent and child are sought.

Families may also make a Request for Statutory Assessment. Information for this can be found here. <https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/assessment-and-education-health-and-care-planning>

The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the Local Authority's Learner-Spa (Single Point of Access) and a L-SPA officer then makes contact with the school and family. If the request is successful then further evidence is gathered from all of the agencies who have involvement with the child and the process moves to the next stage outlined below.

Assessment for an Education Health Care Plan

Assessment involves consideration by the LA, working co-operatively with families, the child's school and, as appropriate, other agencies to determine whether an Educational Health Care Plan is necessary. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision beyond the resources normally available to a mainstream school, the LA will consider the case for an Education Health Care Plan.

If it is decided that the degree of the child's need and the level of provision necessary to meet this need is best achieved through specialist educational provision then an Education Health Care plan will be written.

The Educational Health Care Plan will:-

- Name the child and include their name, address and date of birth
- Detail the special educational need
- Identify the provision for the need to be met
- Identify the type and name of school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision
- State the hours of additional assistance for the need to be met

The child will continue to have short term targets set for them and these will be indicated on Learning support Plans. These will be established after a consultation with the families and when possible, the child. The targets set will be implemented as far as possible within the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teacher.

Assessment and planning process for an Educational Health Care Plan should:

- focus on the child or young person as an individual
- enable children and young people and their families to express their views, wishes and feelings
- enable children and young people and their families to be part of the decision-making process

- be easy for children, young people and their families or carers to understand, and use clear ordinary language and images rather than professional jargon
- highlight the child or young person's strengths and capabilities
- enable the child or young person, and those that know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future
- tailor support to the needs of the individual
- organise assessments to minimise demands on families
- bring together relevant professionals to discuss and agree together the overall approach
- deliver an outcomes-focused and co-ordinated plan for the child or young person and their families

This approach is often referred to as a person-centred approach. By using this approach within a family context, professionals and local authorities can ensure that children, young people and families are involved in all aspects of planning and decision-making.

Annual Review of an Education and Health Care Plan (EHCP)

All EHCP's must be reviewed at least annually, and there is a pro-forma for this process. A meeting is arranged and families, the child (if possible), school representatives and professionals having contact with the child are invited to share their views regarding progress and whether any amendments need to be made to the EHCP. Any changes must be reported so that it can be updated. The Annual Review should focus on what the child has achieved as well as noting any difficulties which need to be resolved and should always be centred on the child, and the 'golden thread' of the EHCP.

Interim review meetings may be called during the year to evaluate and monitor progress and the interventions outlined on the learning support plan.

The Transition Annual Review in Year 1 and 5 should also focus on the transition to the next key stage and the Head Teacher of that school (if known) will be invited to the meeting. This will allow the receiving school to plan for the provision and ensure that appropriate arrangements are in place at the start of the new school year. The aim is for an effective and supportive transition process.

Record Keeping and Data

A register of names for all children who have Special Educational Needs is kept by the Senior Leadership Team. This is reviewed each half term or where concerns arise. This is available for all staff on the platform, 'Edukey'; a secure website which holds all of our learning support plans, meeting logs with families, intervention and provision information, as well as all reports and documents from external agencies and professionals.

Specialist services and expertise accessed by the school

Sometimes it is deemed that external support is necessary and consent for referrals may be necessary for the following:

- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Educational Psychologists (EP)
- CAMHS (Child and Adolescent Mental Health Service)
- Early Years Support service (EYSS)
- Behavioural support
- Early Intervention Support Service (EISS)

At the start of each academic year, a planning meeting is held with the Educational Psychology Team, Speech and Language Therapy Team and the Occupational Therapy Team to discuss any requirements of these services and identify staff training needs for the coming year.

Directly funded by the school via accessing the services on offer from the Local Authority. These are delivered in school:

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Additional Speech and Language Therapy

Provided and paid for by the Health Service (Hounslow and Richmond NHS Trust) but delivered in school:

- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy

In addition, the Head of Inclusion can make referrals to:

- The Child and Adolescent Mental Health Service (CAMHS)
- The Primary Mental Health Team (PMHT)
- Social Care services
- Early Intervention Support Service (EISS)

SEND Provision

Deer Park School is a mainstream inclusive setting which fully embraces and complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained, to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health

- Sensory and/ or Physical

For children who require additional support, reasonable adjustments to our practices are made as to comply with the Equality Act (2010).

Whilst we incorporate many strategies into our whole class practice, such as movement breaks, emotion coaching, Zones of Regulation (daily self-regulation activities), calming and alerting structured breaks and an alternative calm area away from the busy playground; sometimes children require additional support.

Support Staff

Deer Park has a wealth of support staff consisting of teaching assistants (TA's) and learning support assistants (LSA's) who are deployed to meet the specific needs of the children. This team of staff supports individual or groups of children in the above areas within the classroom and school environment and may follow individualised timetables to meet specific needs.

Support staff receive regular training over the course of each year in a variety of areas such as Autism Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), Anxiety, Trauma, Dyslexia, Dyscalculia, Phonics and many more.

Curriculum

At Deer Park we believe that with the appropriate access, resources and scaffolding to lessons, as well as following recommendations outlined by external professionals, **all children should be able to access our rich and varied curriculum and work towards the same learning objective**. The class teacher plans for the individual taking into account the child's views about what strategies help them best, as well as the teacher's own knowledge and advice taken from outside agencies.

Strategies

Every child's needs are assessed individually in order to determine the best available strategies for them. Strategies may include:

- Scaffolded activities matched to ability and learning barriers
- Visual timetables/task planners/visual checklists
- Time in the sensory room / sensory circuits (both calming and alerting)
- Individual workstations to minimise distraction
- ICT software such as Clicker and Nessy to support Dyslexia
- Brain, sensory and movement breaks
- Specialist speech and language or occupational therapy interventions
- Sensory toolboxes/wobble cushions/therapeutic resistance bands to support attention
- Specialist equipment if required

Interventions

Interventions can take place in small groups or a 1:1 session to support children in a range of areas. Interventions can include:

- Handwriting
- Maths
- Pre-reading /Pre-teaching
- Touch-typing

- Social, Emotional, Mental Health (e.g. Anxiety/emotional regulation/self-esteem/social skills)
- Occupational therapy (OT) recommendations (e.g. Core strength/deep pressure)
- Speech and language therapy (SALT) recommendations (e.g. Lego therapy/listening and attention skills)
- Educational Psychologist recommendations
- Phonics
- Reading/comprehension
- Precision Teaching

All interventions are planned and overseen by the class teacher and are in turn monitored by the Inclusion team to ensure they have maximum impact on children's progress. Interventions are carefully timetabled to ensure wherever possible that children do not miss out on the same subject or lesson. Frequency and length can vary depending on the individual, but we strive to provide as many interventions as possible within daily classroom practice to ensure all of our children given the opportunity to access the full curriculum.

ELSA

We have an Emotional Literacy Support Assistant (ELSA) who is trained in providing emotional literacy support to children who may require additional help with anxiety, self-esteem, and other areas of their emotional development that are overseen by a group of Educational Psychologists.

External Professionals

Although professional advice may involve internal staff, (Headteacher, Deputy Headteacher, Head of Inclusion etc.) sometimes external professionals need to be involved to best support the children such as:

- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Educational Psychologists (EP)

We have a School Provision Map that shows the range of additional support taking place in our school for children who require extra help in their learning. All the interventions we use should be effective in supporting the children to make expected progress against the targets we have set for them.

Bellevue Place Education Trust, as well as the Local Advisory Board, are responsible for monitoring the effectiveness of the provision we have put in place, and the Head of Inclusion liaises with the SEND responsible [Local Advisory Board \(LAB\) member](#) regularly to report back on the progress of children with SEND.

Early Years pupils with SEND

- The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.
- The school will ensure staff listen and understand when parents express concerns about their child's development.

- The school will listen to any concerns raised by children themselves.
- The school will ensure that:
 - Children with SEND get the support that they need.
 - Children with SEND engage in the activities that the school offers alongside children who do not have SEND.
- The Head of Inclusion is responsible for coordinating SEND provision.
- Parents are informed when the school makes special educational provision for their child.
- A report is prepared and sent to parents that includes the following:
 - The implementation of our SEND Policy
 - Our arrangements for the admission of children with SEND
 - The steps being taken to prevent children with SEND from being treated less favourably than others
 - The facilities provided to enable access to the school for children with SEND
 - Our Accessibility Plan, showing how we plan to improve access over time

Promoting Mental Health and wellbeing

At Deer Park, all pupils are supported with their social and emotional development which is woven carefully through both the curriculum and everyday practice.

We incorporate many strategies into our whole class practice, such as movement breaks, emotion coaching, Zones of Regulation (daily self-regulation activities), calming and alerting structured breaks, Time to Talk and our Calm Club.

- The school will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum.
- Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.
- Specialist services will be available where a pupil requires such services.
- Where appropriate, the school will support parents in the management and development of their child.
- When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.
- For pupils with more complex problems, additional in-school support will include:
 - Supporting the pupil's teacher, to help them manage the pupil's behaviour.
 - Additional educational one-to-one support for the pupil.
 - One-to-one therapeutic work with the pupil, delivered by mental health specialists.

- An IHP. All schools must comply with the statutory duty of caring for pupils with medical needs.
 - Providing professional mental health recommendations, e.g. regarding medication.
 - Family support and/or therapy, upon the recommendation of mental health professionals.
- The school will consider whether disruptive behaviour is a manifestation of SEMH needs.
 - The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

Roles and responsibilities within the school

The Head Teacher will be responsible for:

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Designating an appropriate member of staff to be the Head of Inclusion and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the Head of Inclusion has sufficient time and resources to carry out their functions.
- Providing the Head of Inclusion with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.

- Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the Head of Inclusion is provided with training, with an emphasis on mental health, on an annual basis.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's Accessibility Plan on the school's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support pupils at school with medical conditions.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Preparing the SEND information report and publishing it on the website.
- Communicating with pupils with SEND and their parents when reviewing policies that affect them.
- Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an EHC plan.
- Securing the special educational provision called for by a pupil's SEND.
- Ensuring that reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Equal Opportunities Policy.

The Head of Inclusion will be responsible for:

- Collaborating with the Headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.

- Working with the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Providing professional guidance to colleagues and working closely with staff members, families, and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up to date, in line with the school's Data Protection Policy.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the Headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses and advising on effective implementation of support.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.

- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the the Head of Inclusion.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the Headteacher.

Resources

The school budget, received from the Department for Education, includes money for supporting children with SEND. The Headteacher decides on the budget for Special Educational Needs in consultation with the Bellevue Place Education Trust⁷, based on needs in the school.

To identify this school-wide need, the Headteacher and the Inclusion Team discuss all the information they have about SEND in the school, including:

- The children receiving extra support already
- The children requiring extra support
- The children who have been identified as not making as much progress as would be expected
- The Head Teacher and Inclusion Manager decide what resources, training and support is needed via a Provision Map

All resources, training and support are reviewed termly by the Headteacher and Inclusion Manager and changes made as needed.

Training

The school is committed to further developing the skills and knowledge of the staff supporting children with SEND through regular training.

Staff receive regular training over the course of each year in a variety of areas such as:

- Autism Spectrum Condition (ASC)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Emotion coaching
- Anxiety
- Trauma awareness (*'Attachment Aware School' award*)
- Dyslexia
- Dyscalculia
- Phonics
- Precision Teaching
- Colourful Semantics
- Attention and listening skills
- Emergency first aid training
- Annual safeguarding training (KCSIE)

and many more.

We aim to ensure that all staff working with SEND learners possess a working knowledge of the individual needs and relevant supporting strategies, to help them in supporting access to the curriculum. The Head of Inclusion is responsible for ensuring that staff across the

school have the relevant training, to support particular children with whom they are working.

At the start of each academic year, a planning meeting is held with the Educational Psychology Team, Speech and Language Therapy Team and the Occupational Therapy Team to discuss any requirements of these services and identify staff training needs for the coming year.

In addition to the whole school training plan, Individual teachers and support staff attend specialist training courses run by outside agencies that are relevant to the needs of specific children in their class. All support staff take part in a weekly practice-sharing meeting where they come together as a group to share creative and innovative ideas from any recent training or effective strategies to support the children.

Transition

Starting school

Before children start in Reception, they have a home visit from their new class teacher and classroom teaching assistant where there is an opportunity for parents to discuss their child and ask any questions they may have. This is followed by a thorough information evening for families. The children then take part in an induction morning and gradual integration over the course of a week before transitioning into to full time schooling.

Annual transitions

Some children may find transitioning to their next year group a source of anxiety. For these children, we provide social stories, transition booklets, meet the teacher afternoons and a visit to the new classroom ahead of school beginning to look at their desk, locker, toilets etc, to help them feel as ready and comfortable as possible to begin the new academic year. Significant importance and thought are put into detailed and thorough handover meetings as children transition between teaching staff and any staff working with individual children, although often children remain with the same member of support staff.

Secondary Transition

When a child is moving to secondary school, transition meetings will take place between current class teacher, Head of Inclusion/SENDCo of both schools and any additional professionals. This will determine what level of support is required for smooth transition. In addition, for children with an Educational Health Care Plan we will:

- Hold the Annual Review in Year 5 at the end of the Autumn Term or beginning of the Spring Term to plan for your child's needs in secondary school.
- Hold a Transition meeting in Year 5 Summer Term to discuss you're the child and family's preferred secondary school choices.
- Hold the Annual Review in Year 6 at the end of the Spring Term or beginning of the Summer Term and invite the SENDCo/Head of Inclusion of the named secondary school to attend where we will discuss individual needs of the child as well as strategies to make the transition as smooth as possible for the child. These plans and meetings will also be shared with families.

Evaluation of SEND Provision

The effectiveness of the school's provision for pupils with SEND is evaluated through the schools on-going monitoring cycle by the Senior Leadership and Inclusion Teams. This includes:

- Termly Pupil Progress Meetings
- Half-Termly Interim Progress Review Meetings
- Learning walks
- Book/work scrutiny
- Lesson/intervention observations
- Termly Provision Management audit
- Regular SEND meetings
- Liaise with teaching staff
- Keep a regularly updated register of children with SEND
- Liaise with and report termly to the LAB
- Ensure that SEND is an agenda item for each Governing Body meeting via the Head Teacher's report
- Monitor and review targets regularly with the children, class teachers and families
Contribute to SEND training for all staff through INSET and organise school-based training sessions lead by specialist professionals
- Review provision maps each half term to ensure quality of provision against expected progress.
- Monitor teaching and learning.

Each year a SEND information report will be written and published to the school's website

Family Partnerships

It is hoped that the partnership between school and families will play a key role in promoting a culture of positive expectations for children with SEND.

The school welcomes working in partnership with families at all stages of their child's education. We have an open-door policy and families are welcome to come and discuss their child's needs at any time. We involve families in school life in the following ways:

- Curriculum meetings
- Information evenings
- strong and very active PTA with regular events
- Class parent representative meetings
- Annual questionnaires
- Family workshops
- SEND committee meetings and support
- LAB meetings and participation

Local Offer

The local offer is detailed on the AfC website, which provides information on local services and support available for families including children and young people aged 0 to 25 years with special educational needs or disabilities.

The Children and Families Bill (2013) outlines the Government's plans to require Local Authorities to publish information on services and provision across education, health and social care for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND).

Deer Park is a free school that utilises the services of Achieving for Children (AFC). Information about how our Local Authority supports children with SEND can be found on their website:

AFC Local Offer - https://kr.afcinfo.org.uk/local_offer

SENDIASS is a free and confidential service to support families and children 0-25 with understanding their rights within the Richmond Borough.

SENDIASS - <https://www.kids.org.uk/richmond-and-kingston-sendiass>

The school's Head of Inclusion will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, families and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health, and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up to date:** The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up to date.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

Who can I contact for further information?

Should you be concerned about your child's progress or need in meeting the curriculum, families can speak to the class teacher or the Inclusion team at any time to arrange a meeting.

Our Head of Inclusion is Natalia Levene

020 8353 4248

N.levene@deerparkschool.org.uk

Complaints

We aim to do everything that we can to ensure that the happiness and wellbeing of every child and their family is achieved each day. If we are unable to address your concerns informally you can access our Complaints Procedure Policy [here](#).

Reference should be made to Chapter 11 of the Code of Practice 2014 which details further information on complaints and tribunal procedures.