



William Torbitt Primary School

SEN Policy and Information Report

Date	Review Date	Endorsed by	Link Governor
April 2020	April 2021	Inclusion Team	Jane Tyler

Resilience Co-operation Thoughtfulness Adaptability Respect Enquiry Morality Communication



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1. Introduction

Our guiding principle is one of Inclusion and that of a person centred approach. We aim to provide quality first teaching for all of our pupils so that no child is left behind. This includes appropriate differentiation for individual pupils, the use of high quality resources and effective use of additional adult support. We are dedicated to creating an inclusive environment that will enable children to achieve their full potential and to bridge the gap with their peers.

This SEND policy and information report details how, as school, we ensure that the needs of all pupils with special educational needs are met. When carrying out our duties alongside our pupils with SEND, we follow guidance provided in the Special Educational Needs and Disability Code of Practice 2015.

2. Aims and Values

- To ensure that each individual child has a voice and their views and opinions are considered when planning and evaluating their personalised SEN provision.
- To ensure that all pupils have access to a broad and balanced curriculum which is differentiated to meet their own individual needs and abilities.
- To continue promoting our school's dedication to an inclusive approach to education.
- To continue having a positive approach to learning, whereby children's' strengths are built on and their views and opinions are listened to and valued.
- To continue working in partnership with outside agencies, staff, children and parents.

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- To ensure all children have access to high quality provision that is regularly monitored and evaluated.
- To monitor and review each individual child's progress and needs.
- To promote and develop early identification. This is to ensure that we are able to provide early intervention.
- To ensure that each individual child's needs are recognised and supported through quality first teaching and effective additional support.

This policy and information report will continue to contribute to and support achieving the aims outlined. The provision for pupils with SEN will continue to be a high priority for our school, ensuring that all children are given the opportunity to reach their full potential.

3. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

4. Definitions

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

A child has a learning difficulty or disability if they:

- (a) *have a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) *have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools*

Code of Practice 2015 p285

Children are not regarded as having a significant learning difficulty solely because the language or form of language of their home is different from the language in which they are taught. Formative assessment will establish if concerns are due to limitations in their command of the language or arise from special educational needs. Equally, challenging behaviour is no longer seen as a recognised special educational need, though it may point to an underlying social, emotional or mental health need. It is important to identify why a child may be presenting with such behaviours.

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The Code of Practice defines four areas of special educational need:

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Communication and Interaction
- Sensory and/or Physical

5. Roles and Responsibilities

5.1 The SENCO

The Inclusion Leader is Ashley Burdett.

The SENCO is Amy Szwaba.

They will:

- Work with the head teacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

5.2 The SEN Governor – Jane Tyler

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

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5.3 The head teacher

The head teacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

5.4 Class teachers

Each class teacher is responsible and accountable for:

- The progress and development of every pupil in their class.
- Working closely with the SENCO, any LSA or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

6. SEN Information Report

6.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction (**C&IN**), for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning (**C&LN**), for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties (**SEMH**), for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs (**S&PN**), for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

6.2 Identifying pupils with SEND and assessing their needs

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

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

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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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

The first response to progress that is less than expected is high quality, teaching targeted at the child's areas of weakness. Most pupils will have their needs met through quality first teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, time-limited interventions and the provision of additional practical or visual resources. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

It is essential that other possible barriers are considered prior to a decision being made around SEN. This includes exploring a child's attendance, additional language needs and home circumstances.

Where progress continues to be less than expected, the teacher will work alongside the SENCO to assess the child further. The SENCO will gather information from the pupil, parents/carers and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, discuss any parents' concerns and the next steps.

Our school believes that early intervention is crucial and all staff are aware of the importance of raising and sharing concerns regarding a child's learning or development with the SENCO and parent/carer.

The school will assess each child's current levels of attainment on entry in Nursery/Reception. If the child already has an identified special educational need, this information may be transferred from the Early Years setting. The SENCO and the child's class teacher will then:

- Provide starting points for the development of an appropriate curriculum
- Identify ways in which the child will be supported within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment is taking place
- Provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents and carers in implementing a joint learning approach at home

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- Make a referral to the Early Years Advisory Service if appropriate.

When a pupil is identified as having SEN, we take action to identify specific barriers to learning and put effective special educational needs provision in place – SEN Support.

Quality first teaching remains our first response in relation to the identification of SEN, but we also ensure that the child receives high quality additional support and interventions, which are carefully monitored and targeted to their individual needs.

We adopt the graduated approach and four part cycle of ‘assess–plan–do–review’ as recommended in the SEN Code of Practice 2015 p86. In successive cycles the SEN Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school’s best efforts, and with the agreement of the child’s parents/carers, we will then involve appropriate specialists and Outreach Services.

6.3 Education, Health and Care Plans

A small number of children with the most complex needs may require the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child’s needs require provision and resourcing over and above that which we make available to our SEN pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child’s education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

6.4 Requesting an Education, Health and Care Plans

The SENCO will request an EHCP be drawn up for a child if a child displays needs which cannot be met at the School Support stage. This request will be made in consultation with parents, children, class teacher and our school’s educational psychologist. Completion of a referral will need to be accompanied by evidence of needs and areas of concern from adults who have worked with the child.

6.5 Support Plans (IEPs) and Monitoring

Class teachers, with the support of the parents/carers and school’s SENCO, are responsible for creating support plans. A support plan records that which is ‘additional to’ and ‘different from’ the differentiated curriculum plan. It focuses on up to four individual targets.

The support plan includes information about:

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- The short term targets set for a child
- The teaching strategies and provision to be used
- Success and/or exit criteria
- Outcomes

All relevant staff that work alongside our pupils with special educational needs are aware of their individual targets and the planned strategies to be used. The support plan is usually implemented, at least in part, in the normal classroom setting. However, there are occasions when it may be more appropriate to withdraw children individually or in small groups to work on specific learning programmes, individual targets or to pre-teach a concept. Support plans are reviewed each term. We will involve the child and their parents/carers at every stage of the support plan process, by inviting parents to attend the review meetings, and allowing children to contribute their views, including the completion of a differentiated questionnaire. Where appropriate children attend their own reviews usually with a friend to allow them to have a voice in their own provision.

A child with an EHCP will have their own 'portfolio' which will be a record of the child's targets and evidence where these targets are met. The targets are reviewed fortnightly by the class teacher. If a target has been met they will update their IEP accordingly.

6.6 Partnership with Families

The school adheres to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs. Partnership with parents/carers plays a key role in enabling children with SEN to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs are treated as partners and supported to play an active and valued role in their child's education.

Parent/carers are informed as soon as there is concern about their child's progress and an initial consultation meeting is held. This may be with the class teacher or the class teacher and SENCO. Concerns are discussed and, if appropriate, an individual education plan (IEP) may be formulated. Permission may be obtained for the child to be observed or assessed by the Educational Psychologist or for a referral to be made to an outside agency to further support. Support and reassurance are given to parent/carers at all times and they are encouraged to contact the class teacher or SENCO if they have any concerns regarding their child's learning or development.

All parents/carers and children with IEPs are formally invited to meet with the class teacher every term. During these meetings reviews of the IEP are carried out. Targets are reviewed and achievements celebrated. New targets are agreed and a new IEP is formulated.

Parent/carers of children who have an EHCP are invited to attend a progress review meeting each term. The class teacher and SENCO are present, and where applicable any additional adults who support the child. Representatives from outside agencies may also

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be present or they may send in a report. Targets are reviewed and achievements celebrated. New targets are agreed and a new support plan is formulated.

An Annual Review meeting for children who have an EHCP is held during the term that the EHCP was issued. The purpose of the meeting is to review progress against the outcomes in the plan and promote continuity of learning. Parent/carers and representatives from outside agencies are invited to attend the meeting. A copy of the review notes and any recommended changes to the EHCP are sent to the Local Authority in which the EHCP was obtained.

6.7 Pupil Participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our pupils with SEN to express their views.

6.8 Supporting pupils moving between phases

Advanced planning for pupils in Year 6 is essential to allow a smooth transition to secondary school. The SENCO will liaise with the SENCO of the Secondary School to ensure that effective arrangements are in place to support pupils at the time of transfer. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. William Torbitt Primary School run an effective transition programme to support any child who feels unprepared for moving to another school.

6.9 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

The SENCO ensures that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school. Interventions available include:

- Phonics
- Fresh Start

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- Bucket Time
- Attention Autism
- Language Bridges
- Typing/Computer Skills
- Chatty Children
- Healthy Hands
- Social Skills
- Social Stories
- Lego Therapy
- Colourful Semantics
- Black Sheep Press

Small reading, writing, spelling and maths groups run throughout the school to further support the needs of SEN children, particularly those who are on support plans. Some interventions are delivered by trained Learning Support Assistants (LSAs) under the direction of the teacher and/or the SENCO. Other interventions are delivered by teachers. The speech and language therapists works closely with school staff to ensure that we address the needs of our pupils with language and communication needs effectively. Some pupils are supported in class for part of the school day by a LSA, either individually or in a small group. These pupils continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. LSAs understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed.

6.10 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

6.11 Expertise and training of staff

The school carries out an annual audit of training needs for all staff taking into account school priorities as well as professional development. The school is allocated funding from the Individual School Budget each year that it may use to meet identified needs. Particular support is given to newly qualified teachers and other new members of staff.

6.12 Securing equipment and facilities

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The completion of the school's expansion works (January 2015) means that all areas of the school are fully wheelchair accessible. The Accessibility plan includes the development of a sensory room which is in place.

If a child needs specialist equipment due to physical or medical needs, the SENCO will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use e.g. physiotherapy, occupational therapy, SEATSS.

6.13 Evaluating the effectiveness of SEN provision

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.

The success of the education offered to children with SEN will be judged against the aims of this SEN policy. The SEN policy will be reviewed regularly and the Governing Body's Annual Report will report on the implementation of the policy.

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEN. Pupil progress meetings are held termly, attended by the class teacher, SENCO and assessment coordinator, at which actions are planned to address any pupils identified as having slow progress.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's individual need and that we respond quickly to any evidence of inadequate progress.

6.14 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. Whilst there is no longer a requirement under the current legislation for an Equality Scheme, the duty under the Act is that schools collect and publish equality information and objectives. However, schools continue to have a duty to produce an Access Plan which must be implemented.

It is our duty to make sure that we:

- do not to treat disabled pupils less favourably for a reason related to their disability
- will make reasonable adjustments for disabled pupils
- will plan to increase access to education for disabled pupils
- do not discriminate against anyone as explained in the DDA, 1995
- do not allow any form of harassment of people with a disability
- will promote positive attitudes towards anyone living with a disability
- will remove barriers which may discourage disabled people from playing a full part in school life

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- will encourage full participation by everyone in our school activities

Our school's Disability Equality and Accessibility plan can be found on the school website.

6.15 Support for improving emotional and social development

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant outreach services and health professionals as appropriate. We are also very fortunate, as a school, to have a dedicated and experienced pastoral team who work alongside these pupils too.

6.16 Working with other agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. The SENCO works closely with the Educational Psychologist assigned to the school and meets with her at the beginning of each term to plan her work in the school for the term. Other agencies and outreach services that the school works with include:

- Redbridge Speech and Language Service
- SEATSS (Specialist Education and Training Support Service)
- Redbridge Physiotherapy service
- Redbridge Early Years Advisory and Support Service
- EWMHS (Emotional Wellbeing and Mental Health Service)
- Redbridge Child Development Centre
- Virtual School for Children Looked After
- Social Care services

6.17 Complaints about SEN provision

The school's complaint procedures can be found on the school website.

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

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

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6.18 Contact details of support services for parents of pupils with SEN

Redbridge Information, Advice and Support Service (RIASS) offer a free and impartial service to children and young people with special educational needs and disabilities (SEND) and their parents or carers.

They offer information, advice and support on a range of issues including:

- SEND support available in Redbridge
- The Local Offer
- Local parent support groups
- Other local or national support
- Individual case work
- Preparing for and attending meetings
- Support in resolving disagreements, mediation and tribunals
- Local policy and practice including transition to adulthood, the law on SEN and disability, information on health and social care
- Help with social care and health services issues
- Support around Education, Health and Care Plans (EHC) including Annual Reviews

Contact details:

Website:

https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=1_1_10

Telephone:

020 8708 8922

Email:

riass@redbridge.gov.uk

6.19 Contact details for raising a concern

Address:

William Torbitt Primary School
Eastern Avenue
Newbury Park
Ilford
Essex
IG2 7SS

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Telephone:

020 8599 1209

Email:

admin.williamtorbitt@redbridge.gov.uk

6.20 The Local Authority Local Offer

Our local authority's local offer is published here: <http://find.redbridge.gov.uk>

Our school's local offer forms part of the local authority's local offer, which is also available on this site and provides information for parents/carers on SEN services available within Redbridge and neighboring boroughs.

7. Monitoring Arrangements

This policy will be reviewed on a yearly cycle and should be read in conjunction with the SEN Information Report and the Equal Opportunities Policy.

8. Links with Other Policies

- Anti-Bullying Policy
- Behaviour Policy
- Disability Equality and Accessibility Plan
- Mainstream Schools' Local SEND Offer Form

Agreed by the Head teacher: _____ Date: _____

Agreed by the Governing Body: _____ Date: _____

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