

SEND policy and information report for John Keats Primary School



Approved and signed by:	Maurice East (Chair of LGB)	Date: 22 nd January 2021
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1. Aims

Our SEND policy and information report aims to:

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

At John Keats Primary School, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

This encompasses the four main areas of SEND.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

2. Legislation and guidance

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

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

This policy also complies with our funding agreement and articles of association

3. Definitions

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

They have a learning difficulty or disability if they have:

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

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

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Evie Littlechild elittlechild@jkacademy.org.uk

They will:

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

4.2 The SEND governor

The SEND governor will:

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

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Class teachers

Each class teacher is responsible for:

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

4.5 Speech and Language Therapist

The Speech and Language Therapist (SALT) is Jenni Evans.

She is responsible for:

- Identifying children's developmental speech and communication difficulties/disorders
- Supporting the SENDCO, class teachers and teaching assistants to devise, implement and review evidence based interventions and/or strategies to support language development in class
- Where appropriate assess communication environments
- Writing and maintaining confidential case notes and reports, as well as information for school staff, parents/carers and other professionals
- Planning and delivering training sessions to increase staff awareness of speech language and communication needs, and improve the effectiveness of interventions and support
- Working 1 full day in school each week

4.6 Play Therapist

The Play Therapist is Anja Knezevic.

She is responsible for:

- Assessing the child's needs
- Running therapy sessions at a regular time and place
- Making use of toys (such as puppets, cars and dolls) and creative arts, including drawing, clay, sand, movement, music and therapeutic story telling
- Developing symbolic communication with children, which involves making a connection between the signs, symbols and actions the child creates through play and how these reflect their experiences
- Creating an in-depth therapeutic relationship, this promotes positive change in the child by helping them to help themselves
- Working closely with parents and communicating with parents as necessary
- Working 1 full day in school each week

4.7 Educational Psychologist

The Educational Psychologist is Matthew Hart.

He is responsible for:

- Advising on the best approaches and provisions to support learning, by developing a wide range of appropriate interventions, such as learning, social, mental and emotional behaviour management programmes
- Work collaboratively with teachers or parents to ascertain the best way to help a child fulfill their potential, which may include direct work with children
- Assessment of the child using observation, interviews and when appropriate test materials
- Writing reports to make formal recommendations on action to be taken
- Provide in-service training for teachers, TA's and HLTA's

5. SEND information report

5.1 The kinds of SEND that are provided for

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

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

5.2 Identifying pupils with SEND and assessing their needs

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

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

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

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

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.

5.3 Consulting and involving pupils and parents

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

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

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive additional SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

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

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

The assessment will be reviewed regularly.

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

5.5 Supporting pupils moving between phases and preparing for adulthood

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible. We will only share information with other settings with the consent from the parents and pupils

If your child is moving to another school:

- We will contact the school SENDCO and ensure they know about any special arrangements or support that need to be made for your child
- We will make sure that all records about your child are passed on as soon as possible

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place between the current and new teacher
- The SENDCO will meet with the new class teacher and share information and current targets
- All children visit their new classroom with their new class teacher during transition sessions. To aid their understanding about any forthcoming moves, additional visits can be arranged for individual children who experience greater difficulties to cope with changes

- Personalised transition booklets are used to help children in preparations for transition. These are often given out several weeks in advance.

When moving into John Keats School during the academic year:

- We will meet with you and your child to discuss their needs and decide how to best transition into John Keats School
- We will liaise with the previous school's SENDCO to discuss the provision and obtain records from external agencies
- We will organise a TAC meeting approximately six weeks after starting to discuss how the settling process is going and plan future support and actions

When moving on to further education from Year 6:

- We will fully support parents in making decisions about the secondary school they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth
- The school SENDCO will liaise with and discuss the specific needs of your child with the SENDCO of their secondary school
- Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead
- Secondary School support workers will be invited into school
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school
- If your child has a diagnosis of Autism the school will contact the Southwark Autism Support Team to ensure your child receives the best support possible during and after transition
- If your child has an Educational Health Care Plan the school will hold a transitional annual review

5.6 Our approach to teaching pupils with SEND

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

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

The following interventions may be used:

- Attention Building
- Concept Cat
- Lego Therapy
- TEACCH
- Zones of Regulation
- Colourful Semantics
- Rapid Read, Rapid Write, Rapid Phonics

5.7 Adaptations to the curriculum and learning environment

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

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

5.8 Additional support for learning

We have a number teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis or in small groups when necessary and directed by the class teacher or SENDCO.

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

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Educational Psychologist (EP)
- Physiotherapy
- The Autism Support Team
- Child and Adolescent Mental Health Services (CAMHS)
- Play Therapy
- Community Pediatrician
- Complex Needs Nursing Team

5.9 Expertise and training of staff

Our SENCO has a number of years' experience in this role.

They are allocated 1.5 days a week to manage SEND provision.

We have a team of teaching assistants and higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

Regular training opportunities for all staff are delivered by school staff and outside agencies on a regular basis.

5.10 Securing equipment and facilities

The school budget includes money for supporting children with SEND.

The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Headteacher and the SENDCO discuss and action all the information they have about SEND in the school in consultation with parents and carers, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected

- Deciding what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed
- Any additional 'offsite' provision which may be required
- Any additional IT software and equipment required to meet identified needs

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Monitoring by the SENDCO
- Using provision maps to measure progress every term
- Holding annual reviews with parents/carers for pupils who have EHC plans
- Holding regular Team Around a Child (TAC) meetings

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

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

All pupils will be encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops/class assemblies

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

The school recognises its duty under the **Disability Discrimination Act**:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

Access to curriculum

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. To develop a more inclusive curriculum teacher:

- set suitable learning challenges
- are responsive to pupils' diverse learning needs
- identify potential barriers to learning and assessment for individuals and groups of pupils

What Specialist facilities and equipment are available to support children with SEND?

The progress of all children is tracked carefully and resources are allocated and purchased to ensure children reach their full potential. This may be through the use of specific equipment including ICT equipment, software, staff to implement intervention programmes, specialist staff to support and advise how to meet specific individual needs, staff to provide emotional support and to support attendance, resources to develop independence skills e.g. social skills and play leaders. High Needs

Funding, where appropriate, may be applied for in order to meet and support the needs of individual children.

Access to information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Environment

The school has a Health and Safety Committee which takes account of the needs of pupils and visitors with physical difficulties and sensory impairments. Reasonable adjustments and consideration for the needs of pupils will be taken when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes.

Access to all the classrooms on the all floors are wheelchair friendly. The school has also ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users.

A range of equipment and resources are purchased throughout the year to support specific needs and these are usually recommended as part of advice received from the external professionals we work with.

Medical needs

Please refer to the Supporting Pupils in Schools with Medical Conditions Policy.

5.13 Support for improving emotional and social development

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

- Pupils with SEND will be encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of sports clubs to promote teamwork/building friendships
- Our Pastoral Manager will support the emotional and social needs of all our families.

We do not tolerate bullying.

5.14 Working with other agencies

We are here to support all families in whichever stage of their journey they are in.

If you think your child has SEND then we can support you in investigating this further by referring your child to a suitable professionals and specialists, such as; a speech and language therapist or a community pediatrician. Together we will make a plan and put some targets in place. These targets will be reviewed regularly.

If your child has already been identified as SEND then we can support you to coordinate the different services and professionals involved. A Team Around a Child (TAC) meeting will be held and targets will be set.

There are a number of local and national services designed to support parents and carers in many SEND areas. Some are listed below:

Southwark Information, Advice and Support Team:

The Southwark Information, Advice and Support Team has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents write letters and complete forms, deal with education issues, visit schools and provide information about the SEND process.

<http://www.southwarkparentpartnership.co.uk/>

http://www.southwark.gov.uk/info/200279/parenting_support_and_courses/1700/parent_partnership_service

Contact a family:

Contact a Family Southwark supports families living in Southwark who have disabled children between the ages of 0 and 19. They offer a wide range of services to families with disabled children including GRAPEVINE a regular, free, newsletter which is available from their website.

<http://www.cafamily.org.uk/southwark>

Family information service:

The Family Information Service (FIS) provides information on local services available to children, young people and families in Southwark. They can assist with:

- Registered childcare, including children's centres, childminders, nurseries, pre-schools , breakfast clubs, after school clubs and holiday play schemes
- Help towards childcare costs
- Free early education

Family information directory:

The information directory is for parents, young people and practitioners to look up services for children, young people and families, including:

- Parenting support
- Health care
- Money matters
- Law
- Support groups
- Activities

<http://cypdirectory.southwark.gov.uk/>

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the SENDCO and finally to the school's complaints policy.

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

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

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

Southwark Information Advice and Support (SIAS) team offer parents support, training and advice on topics including:

- special educational needs
- communicating with schools and other agencies
- transition from nursery to primary school
- transition from primary to secondary school
- advice for all parents on applying for a school place
- how to request for an education, health and care plan
- attend school meetings
- SEND exclusions

More information can be found here: www.localoffer.southwark.gov.uk

Alternatively, you can email: sias@southwark.gov.uk

5.17 Contact details for raising concerns

If you have a concern about your child, please contact Evie Littlechild:

elittlechild@jkacademy.org.uk

5.18 The local authority Local Offer

Southwark local authority Local Offer is published here: www.localoffer.southwark.gov.uk

6. Monitoring arrangements

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

It will be approved by the governing body.

7. Links with other policies and documents

This policy links to our policies on:

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