



**PRINCESS MAY PRIMARY SCHOOL**

PRINCESS MAY ROAD, LONDON N16 8DF

# **Princess May Primary School SEND Policy**

**Revised: September 2015  
Date adopted by Governors:  
Review Date: September 2017**

This policy outlines the organisation and management of SEN at  
Princess May Primary School.  
The implementation of this policy is the responsibility of all the teaching staff.

## Introduction

***“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.”  
The 2014 (0-25) Special Educational Needs Code of Practice 1.3.***

***“High quality teaching that is differentiated and personalised 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. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.”  
The 2014 (0-25) Special Educational Needs Code of Practice 1.24***

At Princess May we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. We seek to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children with SEND are valued, respected and equal members of our school community. Our school community is open, positive and diverse and we believe that developing an inclusive approach to all aspects of school life can act as a pathway in the wider community.

**At Princess May every teacher is a teacher of every child, including those with SEND.**

## Aims and objectives of the Policy

We aim to provide every pupil with access to a broad and balanced education. In order to meet the individual needs of pupils, the school will:

- **Identify those who have SEND/Individual Needs** at the earliest opportunity by gathering information from parents/carers, education, health and care services'
- **Monitor the progress** of all pupils in order to aid the identification of those with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision** to overcome all barriers to learning and ensure pupils with SEND and other Individual Needs have full access to the curriculum. This will be co-ordinated by the SENCO (Special Educational Needs Co-ordinator) and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of this policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create an environment in the school where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher/Special Educational Needs Coordinator (SENCO) and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life such as membership of the School Council.
- **Provide ongoing training** for all staff working with pupils with SEND/Individual Needs.

## Responsibility for Co-ordination of SEND Provision

The **SENCO** will keep up-to-date with, and monitor the school's SEND/Individual Needs' provision and make an annual report to Governors on SEND/Individual Needs at the school. This SENCO will also be responsible for ensuring that arrangements are in place for SEND/Individual Needs' provision throughout the school, including:

- Responsibility for the day to day operation of this policy

- Maintaining an up to date School SEN Information report for Parents on the school website
- Maintaining a register of children with SEND/Individual Needs, and ensuring that SEND/Individual Needs learner records are up-to-date
- Maintaining a whole school and individual provision maps
- Working closely with the Head, the Senior Leadership Team and other staff in co-ordinating provision for SEND/Individual Needs pupils
- Managing staff employed to work with individual or groups of SEND pupils
- Liaising with those within and outside the school who have responsibility for child protection, attendance and family support issues
- Working closely with the parents/carers of SEND/Individual Needs pupils
- Liaising with outside agencies to gain advice and support for SEND/Individual Needs pupils
- Contributing to in-service training for staff on SEND/Individual Needs issues.

### **Arrangements for coordinating SEND/Individual Needs provision**

The SENCO will hold details of all SEND Support records such as provision maps, Pupil Support Plans or alternatives e.g. PSP, or structured conversations and/or subject targets for individual pupils.

All staff can access:

- Princess May SEN Policy
- A copy of the full SEND Register or alternative school document used for tracking year group cohorts
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans)
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their Pupil Support Plan or alternative records of targets set/outcome monitoring
- Practical advice, teaching strategies, and information about types of special educational needs, disabilities and other individual needs
- Information available through relevant Local Authorities' SEND Local Offers.

Essential information is made accessible to all staff in order to aid the effective coordination of individual pupil needs and plan for the best possible outcome for the pupil.

## **Admission and access arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Princess May complies with all relevant accessibility requirements. In line with SENDA 2002 and the Equality Act 2010, the Governors and Head of the school will have in place up-to-date **Accessibility Plans**. These will ensure that all staff and pupils have full and easy access to all areas, both inside and outside the building(s), with appropriate furniture and equipment available where needed.

## **Allocation of resources for pupils with SEND**

All pupils with SEND will have access to Element 1 and 2 of the budget. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding is retained by the local authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Pupil premium and other funds may also be accessed to support the requirements of SEND/Individual Needs pupils.

## **Identification of Pupils' Needs**

### **Quality First Teaching**

- Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and will be monitored.
- Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class
- Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The Pupil is formally recorded by the school as being under observation due to concern by parent/carer or teacher by completing a Cause for Concern referral form. This is sent to the SENCO but does not place the child on the school's SEND register. Parents/carers are given this information. It is recorded by the school as an aid to further progression and for future reference

- Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

## **SEN Support**

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this. The aim of formally identifying a pupil with SEND is to help ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process, an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes:

- Assess
- Plan
- Do
- Review

### ***Assess***

- This involves clearly analysing the pupil's needs using the class/subject teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.
- This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

### ***Plan***

- Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

- All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### ***Do***

- The class/subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.
- Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### ***Review***

- Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class/subject teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.
- Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for a statement will be taken at a progress review meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCO
- Speech and Language Therapist
- Health professionals
- Educational Psychologist

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can be found via the SEND Local Offers on relevant local authorities' websites, or by contacting the Parent Partnership Service.

#### **Education, Health and Care Plans [EHC Plan]**

- Following Statutory Assessment, an EHC Plan will be provided by the relevant local authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved developing and producing the plan
- Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

#### **Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents/carers and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents/carers for other flexible arrangements to be made, including, for example:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. [SCHOOL NAME] staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents/carers will be made aware of any circumstances in which changes have been made
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

### **Inclusion of pupils with SEND**

The Head oversees Princess May's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The curriculum is regularly reviewed by the SLT and the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from relevant external support.

## **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND/Individual Needs provision the school encourages feedback from staff, parents/carers and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice:

- There is an annual formal evaluation of the effectiveness of the school's SEND provision and policy. The evaluation is carried out by the SENCO, Head and SLT and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms. This will be collated on an annual basis in accordance with section 69 of the Children and Families Act 2014.
- Evidence collected will help inform school development and improvement planning.

## **Complaints procedure**

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint. [See Princess May Complaints Procedure].

## **In service training (CPD)**

Princess May aims to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND or other Individual Needs.

The SENCO attends relevant SEND courses, SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

Princess May recognises the need to train *all* staff on SEND issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

## **Links to support services**

The school continually build strong working relationships and links with external support services in order to fully support SEND pupils and aid inclusion at Princess May.

Sharing knowledge and information with relevant support services is key to the effective and successful SEND provision within Princess May. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO, who will then inform the child's parents/carers.

### **Working in partnerships with parents/carers**

Princess May believes that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively.

The school keeps parents/carers up to date with their child's progress at termly progress review meetings.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### **Transition/Links with other schools/Academies**

Princess May will endeavour to work closely with those secondary schools and colleges from which pupils are transferring to, or primary schools they are transferring from, so that any support already in place for pupils with SEND can be continued without any break in provision. Transition plans for pupils with an EHCP will be drawn up prior to pupils moving to secondary schools.

### **Links with other agencies and voluntary organisations**

Princess May invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The school is committed to

working with relevant Local Authorities' Educational Psychology Services, CAMHS and any other appropriate health, social care or other services.

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

### **Linked policies**

This Policy should be read in conjunction with the following policies:

- Curriculum Policy
- Equality and Diversity Policy
- Safeguarding Policy
- Accessibility Plans
- Complaints Procedure
- Communicating with Parents Policy.

### **Review Process**

This Policy will be reviewed annually by the Head and SENCO or when due to changes in guidance and approved by Princess May's Board of Governors.