



SOHO PARISH PRIMARY POLICY

Special Educational Needs & Disabilities

Most recent review	March 2019	Next review due	March 2022
Governor committee responsible	SAW	Written by	Mayowa Akinloye

Introduction

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- The 2014 Special Educational Needs and Disability (SEND) Code of Practice
- Equality Act 2010
- Children and Families Act 2014

Vision and Values

Jesus said: I have come in order that you might have life – life in all its fullness. John 10:10

Every child deserves to live life to the full. At Soho Parish our curriculum is designed to develop the whole child, promoting artistic, musical, intellectual, physical and emotional development.

The education we offer is stimulating, imaginative, creative and fun, driven by the pupils' interests and needs. Skilled, compassionate and ambitious teaching enables our pupils to develop a 'growth mindset', the courage to take risks in their learning, high expectations for themselves and to make excellent academic progress.

We welcome and value children and families of all faiths and none, motivated by the same passion as our Christian founders, who believed in the power of universal education to improve lives. Each individual has the right to learn and achieve without barriers or ceilings.

But to truly live 'life in all its fullness', means following Jesus' example. We celebrate our gifts and strive to improve ourselves not just for ourselves, but for the benefit of others, as together we seek to build a kind and thoughtful community in which all can flourish.

Values: Love – Imagination – Courage – Individuality – Community

1. Aims and Objectives

At Soho Parish School, we aim:

- 1.1 To meet the needs of all pupils who may have special educational needs.
- 1.2 To ensure that they have full access to a broad and balanced curriculum which includes the National Curriculum.
- 1.3 To meet these needs whenever possible in the mainstream classroom, particularly through collaborative teaching and learning.
- 1.4 To establish procedures which facilitate early identification of difficulties, different types of support needed and goods intervention programmes.
- 1.5 To set up clear lines of communication and procedures that are understood by everyone involved.
- 1.6 To ensure that the roles and responsibilities of all parties concerned with the education of pupils with SEN (Parents, Governors, Headteacher, SENCO, Class Teachers, Support Teachers, Learning Support Assistants, the Learning Mentor, WECC Inclusion Coordinator, the LEA, External Agencies) are clearly defined.
- 1.7 To create a positive climate in school so children grow in confidence and self-esteem and are supporting one another.
- 1.8 To clarify procedures for setting targets and recording, monitoring and evaluating children's progress to ensure they achieve the highest possible standards.

2. What are Special Educational Needs?

2.1 A child has special educational needs if he/she has or is at risk of developing a learning difficulty which requires special educational provision to be made for them. A child has a learning difficulty if he or she

2.1.1 has significantly greater difficulty in learning than children of the same age.

and/or

2.1.2 has a disability which hinders them from making use of the educational facilities provided by the local educational authority for children of their age.

and/or

- 2.1.3 is under the age of five years and is at risk of developing an educational special need when over the age of five if special arrangements were not made.
- 2.2 Learning can be hindered by a global or specific difficulty, the nature of which can be cognitive, processing, social, medical, emotional, physical or behavioural, or a combination of these.
- 2.3 A child must not be regarded as having special educational needs solely because the language of the home is different from the language in which they are taught.
- 2.4 The legal definition of SEN does not include those children who are gifted. However, the school is aware of their need for differentiated provision to meet the needs of these children.
- 2.5 For continuity, the school uses the same broad definitions see as those used in the Pupil Level Annual School Census (PLASC). However, the school recognises that within each division of special need there are sub- divisions and types, and that each child with SEN should be viewed holistically.

Areas of need as stated in the 2014 Code of Practice:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

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

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

Social, emotional and mental health difficulties

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

Soho Parish has clear processes in place to support children including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum. Information on how to provide services for deaf/blind is available through the Deaf/blind guidance.

3. Principles of the Code of Practice (2014)

This policy is written with regard to the Code of Practice for Special Educational Needs and Disability (2014). The Code is underpinned by core principles and states that we must have regard to:

- 3.1 The views, wishes and feelings of the child or young person, and the child's parents
- 3.2 The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- 3.3 The need to support the child or young person, and the child's parents, 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.

These principles are designed to support:

- The participation of children, their parents 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 parents 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 SEN
- A focus on inclusive practice and removing barriers to learning
- Successful preparation for adulthood, including independent living and employment

4. The Aims of our SEN-D Policy

Our objectives for the implementation of Special Needs support at Soho Parish are that we:

- 4.1 Identify children with SEN as early as possible, in accordance with the definition of SEN in the 'SEN Code of Practice' (2014)

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

In this definition, a learning disability is defined as either:

'[A child or young person who] has a significantly greater difficulty in learning than the majority of others of the same age'

or:

'[A child or young person who] has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

- 4.2 Give every child equal access to a broad and balanced National Curriculum, bearing in mind his/her individual needs and difficulties, and by providing extra resources or increasing the level of support where necessary.
- 4.3 Ensure every member of staff knows and understands the procedures for identifying children with SEN, and ensure all staff are given information about the needs of the children they work with
- 4.4 Ensure that staff awareness and expertise of SEN-D is continually developed through staff training and INSET
- 4.5 Provide a framework for constant monitoring and assessment of children who may be, or are already identified as, having special educational needs

- 4.6 Encourage the participation of all stakeholders (children, parents, families, teachers, support staff, outside agencies) in the planning for children with special needs
- 4.7 Provide specific intervention programmes to meet the needs of individual children
- 4.8 Maintain close links with outside agencies and other professionals to ensure children receive the necessary support to help them reach their full potential

5. Procedures for Identification and Assessment

A member of staff may discuss concerns about a child's progress or wellbeing at any time during the school year, but particularly at termly Pupil Progress Reviews held with the headteacher, deputy headteacher and SENCo. The SENCo may investigate concerns further by gathering evidence through:

- Observational notes taken during whole class or playground observation (describing a child's learning progress, attitude to learning, interactions with adults and peers, and/or behaviour)
- PM Benchmark reading records
- Termly Writing assessments
- Termly Maths assessments
- Termly assessment data
- Yearly SATs results
- Meeting with parents to discuss a child's strengths and difficulties

If the conclusion of the evidence gathering process is that the pupil requires support over and above what is normally available within the class or subject, the SEN Team will consider placing the child on the SEN Register. If a child is placed on the SEN Register, the SENCo will track the child's allocated support to assess and identify effective resourcing and whether any changes need to be made. If it is decided that a child requires an Individual Provision Map (IPM) to help them reach specific targets, this will be discussed and reviewed with parents regularly.

6. Meeting the Needs of SEN-D Children

After careful assessment of a child's strengths and difficulties, the planning process involves all stakeholders (children, parents and families, teachers, support staff, outside agencies) and sets out clear actions to reduce or remove barriers to learning.

The school operates a graduated approach to removing barriers to learning and putting effective special educational provision in place, in line with the SEN-D Code of Practice (2014). This takes the form of a four-part cycle, *'through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes.'* (SEN-D Code of Practice, 2014, 6.44, p.100).

Actions planned to reduce or remove barriers to a child's learning fall into the 'do' part of the graduated approach, and are continuously monitored through communication between stakeholders to assess progress and next steps.

Actions planned within the 'do' part of the graduated approach fall within four broad strands:

6.1 On-Going Assessment, Planning and Review

- Individual Provision Map with two key targets linked to the child's identified needs and strategies for enabling the child to meet each target
- Diagnostic tests
- Entry and Exit Assessments
- Standardised tests (e.g. SATs)
- Assessment and advice from outside agencies

6.2 Grouping for Teaching Purposes (see Provision Map)

In-class support
Withdrawal sessions
Small group work

6.3 Additional Resources

Reading Recovery
Specialist Teaching
SENCo

6.4 Access to the National Curriculum

Differentiation of class work and homework
Individual programmes
Implementation of IPMs
Access to ICT equipment and specialised software

An intervention will be chosen to best meet the needs of the individual child.

Soho Parish strives to ensure that all teachers are knowledgeable and experienced in working with children with Special Needs, that all support staff have participated in SEN INSET and that some have acquired qualifications in Special Needs.

7. Reviewing Children's Progress

The SENCo, in consultation with teachers, teaching assistants and outside agencies assesses the progress of children with SEN termly. A termly review of IPMs is also undertaken in collaboration with parents. If a child is making consistent good progress, then his/her name may be removed from the school SEN Register. If this happens, parents are informed that the school no longer considers it necessary to make additional or different provision for the child to make progress in their learning. If any stakeholder raises concerns at a later date, the child will be reassessed and their name may be placed back on the SEN Register.

If a child continues to experience significant difficulties in their learning despite provision being made to meet their needs, the class teacher, SENCo and parents will decide on the type and level of on-going support needed, and whether advice or support from external agencies is necessary.

For a few children, the SENCo, other key staff and parents may conclude that the child's needs remain so substantial, despite intervention to meet their needs, that the child's SEN cannot be met effectively within the resources normally available to the school. In this case, the SENCo will collate all relevant information and evidence in order to request Statutory Assessment by the Local Authority where the child lives. The Local Authority will then decide whether statutory assessment is appropriate and reasonable, and at the end of this period of assessment an Education, Health and Care Plan may be drafted.

The SENCo ensures that all appropriate records are kept and are available when needed. These are always available for parents/carers to see, and can be a source of invaluable information at times of transition (e.g. to a new class or school), or can be used as the basis for a request for Statutory Assessment.

8 Partnership with parents

8.1 At Soho Parish, we recognise that parents are their children's first educators, and that they are the people who know their children best. We encourage open and frequent dialogue between parents and teachers, and see the relationship as a partnership based on mutual concern to ensure that each child receives the best possible education. Where a pupil is considered to have SEN either by the parents or by the school, parents should be involved in discussions from the earliest possible stage.

8.2 It is essential that parents are informed as soon as possible of the school's decision to place their child on the SEN register. Parents should be informed of the nature of the SEN, the stage of the code of practice on which the child has been placed, on what basis the judgment has been made, and the type of support the school is putting in place to address the SEN.

8.3 Parents are invited to a meeting each term with the Class Teacher to discuss their child's progress. The Class Teacher should make the parents aware of the current targets and suggests ways in which parents might help to support the child's progress towards the targets at home.

8.4 Where parents have limited fluency in English, the school will try to ensure that interpreters are provided for all meetings.

8.5 Should a disagreement arise between parents and school over the nature of a child's SEN, or the school's provision to address this, parents should discuss this with the Head/SENCO. Head/SENCO should initially attempt to resolve the matter to the satisfaction of both parties without recourse to external arbitration. If this proves impossible, the Head/SENCO should make the parents aware of parent support and SEN arbitration services available within the LEA.

9. Working in Partnership with Outside Agencies

9.1 This includes the Local Authority, SEN Support Services, Health Services, Social Services and the following list of outside agencies:

- Speech & Language Services
- Westminster Special School Outreach Service & Advisory Services
- Education Psychology Service
- Child and Adolescent Mental Health Service (CAMHS)
- Education Welfare Officer
- Child Development Service

9.2 These services are able to offer:

- Educational and health assessments
- Advice on teaching strategies and resources
- Advice on setting targets for IPMs
- Advice on adapting the school environment and modifying the curriculum
- Providing input for Local Authority statutory assessment and for Annual Reviews
- INSET to staff on developing skills and knowledge about SEN
- Direct support through specialist teaching
- Advice to parents and families

10. Annual Reviews for Children with a Statement of SEN or an Education, Health and Care Plan (EHCP)

For those children with a Statement of SEN or an EHCP, an Annual Review meeting will take place at the school (or 6-month Review for children under 5 years old). The purpose of the Annual Review is to:

- 10.1 Assess the child's progress towards meeting the objectives in the Statement or EHCP and IPM targets
- 10.2 Review the special provision made for the child
- 10.3 Consider the appropriateness of continuing the Statement or EHCP, and discuss any amendments that may be needed
- 10.4 Set new targets for the coming year if the Statement or EHCP is to be maintained

In the Autumn Term, the SENCo will draw up a list of provisional list of all the Annual Review dates for the academic year. To enhance the smooth transition of pupils to secondary schools, Annual Reviews for Year 6 children with Statements or EHCPs will be held in the Autumn Term and Annual Reviews for Year 5 children with Statements or EHCPs will be held in the Summer Term. A Local Authority officer will be invited to Secondary Transfer Annual Reviews, and Annual Reviews where the school or parents feel the suitability of the child's educational provision needs to be discussed.

In preparing for the Annual Review meeting, written advice will be sought from:

- The child's parents
- The class teacher
- The Learning Support Teacher (where applicable)
- Any key professionals with direct and sustained involvement in the child's education
- Any other professional currently involved in assessment of the child's educational progress

The SENCo will prepare an Annual Review report containing specific assessment judgements (e.g. National Curriculum levels / P Scale levels / End of Key Stage Assessment Results). All written reports are circulated to all those invited to the review **two weeks before** the Annual Review date.

The Annual Review meeting is chaired by the SENCo, who then finalises the Annual Review Report, which is sent out to parents, the Local Authority and other key contributing professionals.

11. Admission Arrangements

- 11.1 At present, this school's design does not allow us to accommodate children with certain physical disabilities, for example children have to be able to manage stairs.
- 11.2 Children with other special educational needs are admitted in the usual way.
- 11.3 There are no special units in the school.

12 Transition and transfer

- 12.1 Class Teachers are responsible for briefing receiving Class Teachers within the school about the needs and progress of pupils with SEN, and for ensuring that the receiving teacher has a copy of the most recent IPM.
- 12.2 Where a child joining the school has already been identified as having SEN, the Head/SENCO should arrange for a member of school staff (usually the Learning Mentor or Class Teacher) to liaise with the parents and previous setting in advance of the transfer, in order to discuss the child's needs and ensure that the school is able to plan effectively to receive the child and make appropriate provision.
- 12.3 When a child with SEN transfers to a new school from Soho Parish, the Head/SENCO will ensure that appropriate records are passed on and the receiving school fully briefed about the child's needs. The process of transfer from primary to secondary school is coordinated by the Learning Mentor (see below).
- 12.4 For children with a Statement of SEN or an EHCP, the SENCo supports families in choosing appropriate Secondary schools for their child's continuing needs; this will be fully discussed at the Year 5 Annual Review. Once a Secondary School has been identified, the SENCo will ensure that a handover meeting is arranged with the receiving Secondary school and that records are fully updated and passed on in the summer term before the child leaves the school.

13 Staff training

13.1 Staff training needs are identified annually in the school development plan. This includes the needs of both teaching and support staff.

13.2 Funds from the SEN budget may be allocated for staff training, at the discretion of the senior management team.

14 Roles and Responsibilities

• Special Educational Needs Link Governor

The governors are committed to carrying out their responsibilities for SEN as described in the Code of Practice (2014), section 6.90

- These roles include setting up appropriate staffing and funding levels to meet the needs of all children
- Ratifying the school's SEN Policy
- Setting performance management targets for the Head Teacher, some of which may include SEN matters
- Appointing a governor who holds specific responsibility for SEN at the school
- Identifying a 'responsible person' to oversee the effective management of SEN provision at the school
- Overseeing the school's accessibility action plan with a view to improving the public access, safety and suitability for all school community members
- Updating their own knowledge and understanding about SEN provision at the school including how funding, equipment and personnel resources are deployed
- Updating their own knowledge and understanding of special educational needs
- Ensuring that the highest standards of teaching and learning are evident within the school and that the quality of SEN provision is continually monitored
- Reporting termly to the Governing Body on SEN matters
- Reporting annually to parents on the implementation of the SEN policy

• Head Teacher

The Head Teacher is responsible for:

- Appointing and deploying staff to ensure all the children's educational needs are met
- Ensuring the SEN policy and the School Prospectus reflect the ethos of the school and integrate well with other policies and the School Improvement Plan
- Overseeing the curriculum and resources to ensure continuity and progression in learning throughout the school
- Allocating the budget and resources available for SEN with a view to present and future needs of individual children, classes and the whole school
- Updating their own knowledge and understanding of matters pertaining to SEN
- Raising awareness among the whole staff of individual children's needs and advising members of staff on sources of information regarding SEN
- Communicating policy and practice to the Governing Body in general and nominated Link SEN Governor

- Analysing pupil-learning outcomes to monitor pupil progress and standards of attainment achieved by pupils with SEN, and reporting findings to Governors
- Liaising with multi-disciplinary agencies, overseeing their input and attending relevant meetings
- Informing staff of relevant courses and managing the CPD budget

- **Special Educational Needs Co-ordinator (SENCo)**

The Head Teacher is responsible for the management of the educational provision for all children within the school, including children with SEN. However, the SENCo and the Staff Team will carry much of this work out. It is recognised that *all* staff play an important role in the identification and teaching of children with SEN. We value the importance of all contributors working to meet the children's educational needs.

The SENCo is responsible for:

- Overseeing the day to day operation of the school's SEN Policy
- Updating the SEN Policy in light of changes to school systems and staffing, and National advice and requirements
- Co-ordinating provision for children with SEN
- Updating their own knowledge and understanding of matters pertaining to SEN
- Liaising with and advising colleagues
- Managing Learning Support Staff
- Organising and chairing Annual Review meetings for pupils with Statements of SEN or EHCPs
- Overseeing the records of pupils with SEN
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with external agencies including the Local Authority support services, psychological service, health and social services and voluntary bodies
- Developing the range of SEN resources and managing the SEN budget in partnership with the Head Teacher
- Contributing to the cycle of self-evaluation providing assessment evidence linked to the overall quality of SEN provision in the school

- **Class Teachers**

Class Teachers are responsible for:

- Identifying and assessing children with SEN in their class using the SEN thresholds identified in the Code of Practice
- Maintaining records of children with SEN in their class (e.g. IPMs, observation notes, assessment data)
- Planning and teaching differentiated programmes of work that meet the needs of children with SEN
- Using a variety of appropriate teaching resources with a particular emphasis on kinaesthetic and visual resources for work with children with SEN
- Empowering children with SEN to become as independent as possible
- Consulting with Specialists, Head Teacher and SENCo to build on a range of teaching strategies and approaches appropriate for pupils with SEN
- Updating own knowledge and understanding of matters pertaining to SEN
- Carrying out and reviewing IPMs in collaboration with parents

- Liaising with the SENCo on the above responsibilities and seeking advice where needed
- Deploying additional support staff effectively to maximise all children's learning opportunities
- Informing and assisting additional support staff working with children with SEN
- Consulting and informing parents about the provision available for the child in the classroom and within the school

15. Criteria for success of this policy

- 15.1 Children with SEN are making expected progress or better, and meeting their targets.
- 15.2 Some children are removed from the register because they no longer have special educational needs.
- 15.3 Children are receiving support from appropriate agencies.
- 15.4 All children have access to the National Curriculum.
- 15.5 There is continuity and consistency of provision throughout the school.
- 15.6 Parents are informed of their child's needs and progress. Parents of all children on the SEN register are invited to termly meetings to discuss their child's progress, and how they can support their children's learning at home.

School and Westminster Local Offer:

Soho Parish SEND information report is a set of Frequently Asked Questions available from our website <http://www.sohoparish.co.uk/Inclusion-and-SEND>

This is a guide to services available for children and young people who have special educational needs and disabilities www.westminster.gov.uk/localoffer

In addition, Westminster IAS Service provides information, advice and support for disabled children and young people as well as those with Special Education Needs (SEND) and their parents

www.westminsterias.co.uk

iass@westminster.gov.uk

Glossary of Abbreviations and Common Terms

ASD	Autistic Spectrum Disorder
CAMHS	Children and Adolescent Mental Health Services
COP	Code of Practice
EP	Educational Psychologist
EY / EYFS	Early Years / Early Years Foundation Stage
HI	Hearing Impairment
IPM	Individual Provision Map
INSET	In-Service Training
KS	Key Stage (e.g. Key Stage 1, Key Stage 2)
LA	Local Authority (e.g. Westminster, Brent etc)
LSA	Learning Support Assistant
LST	Learning Support Teacher
MLD	Moderate Learning Difficulties
PD	Physical Disabilities
PIVATS	Performance Indicators for Value Added Target Setting
SATs	Standardised Attainment Tests
SALT	Speech and Language Therapist
SLCN	Speech, Language and Communication needs
SEMH	Social, emotional and mental health
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SENDA	Special Educational Needs and Disability Act
SLD	Severe Learning Difficulties
SpLD	Specific Learning Difficulty (e.g. dyslexia, dyspraxia, dyscalculia)
TA	Teaching Assistant
VI	Visual Impairment