Special Education Needs and Disability (SEND) and Inclusion Policy

1. Introduction

Our aim is to create a caring, warm, Islamic atmosphere where every pupil can reach their full potential. Through the teaching and practice of Islam, in the light of the Qur'aan and Sunnah, we aim to help our pupils to develop a love for Allah (Subhaana wa Ta'aalaa) and confidence in their identity as young Muslim children.

Our vision statement, "My Lord! Increase me in knowledge", represents our ambition and aspirations for all our community.

Vision in Action

- Support the needs of our children, by adapting the learning and classrooms to make them more inclusive.
- SEND pupils leave school acquiring the skills necessary to function successfully in society.
- An equitable system where every child can access the support they need regardless of background.

This policy details our specific provision for children who are identified or who potentially could be identified with special educational needs or a disability.

2. Aims & Objectives

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

Our work with pupils who have special educational needs is in line with the Code of Practice 2014 on the Identification and Assessment of Special Educational Needs. The Code is issued by The Department for Education.

Gatton Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to encompass a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties.

We will seek to meet pupil's needs in stages, matching the level of help, to the needs of the child. Progress will be reviewed, and parents will be consulted and kept informed. Our aim is to identify pupils with special educational needs, assess those needs in consultation with the parents/carers and the pupils themselves and plan an appropriate graduated response which will support their learning.

Most pupil needs will be met by the school through the ordinarily available provision (OAP). The OAP is a document provided by Wandsworth LA to support the provision for SEND pupils in school. For some pupils their needs will require additional support that can only be met by external specialist advice for example, we might ask for an assessment by an Educational Psychologist.

The school will consult with parents/carers prior to the meeting and they would be kept fully informed of any advice the school might receive.

3. Definition

The Special Educational Needs Code of Practice 2014 states that 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***. A child of compulsory school age or a young person has a learning difficulty 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.

High quality teaching that is adapted will meet the individual needs of the **majority** of pupils and young people. Some pupils 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. We use our 'best endeavours' to ensure that such provision is made for those who need it (SEND code of practice: 0-25).

Children have a learning difficulty if they are experiencing barriers to their learning related to:

1) Communication and interaction
2) Cognition and learning
3) Social, emotional and mental health
4) Sensory and/or physical needs

Children must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught. Equally a child with physical or sensory needs not requiring additional equipment to access the learning opportunities should not be regarded as having special educational needs.' (SEND code of practice: 0-25).

At Gatton Primary we aim to identify the needs of pupils as they arise and provide short term support or use the special educational needs graduated response if there are long lasting and/or escalating issues.

4. Graduated Response

Gatton Primary School will use their 'best endeavours' to ensure there is Quality First Teaching to remove barriers to learning. This is monitored by the senior leadership team and support is provided if the learning & teaching of pupils is inadequate. Class teachers will employ differentiation strategies to support pupils in the classroom in the first instance. Where students are still not making expected progress despite in-class differentiation and high-quality teaching, they may require additional support.

Teachers are trained in special educational needs through their initial teacher training which is consolidated through in-house training and are therefore skilled at adapting the curriculum according to individual needs. New teachers are supported by the SENCO as well as phase leaders and SLT to ensure they are aware of their responsibilities to all pupils.

Grouping arrangements in class are organised carefully to maximise learning opportunities for all pupils. Additional adults may be used to help groups of students to develop their independent working skills.

Diagram 1: Graduated response to identifying and supporting all students including SEN.

Assess

This involves clearly analysing the pupil's needs using the class 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. 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 half termly internal 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 is 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.

Plan

Planning will involve consultation between the teacher and other professionals 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 will be sought~~,~~ when reviewing existing targets and setting new ones. All those working with the pupil, including support staff

will be informed of their individual needs. They will also be advised of any specific teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the pupil 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 teacher. They will work closely with teaching assistants ensuring correct level of support is provided for their pupils. Class teachers will also work closely with other professionals and ensure the advice received is implemented.

Review

Reviews of a pupil's progress with regards to their Individual Learning Plan (ILP), will be made on a termly basis. 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 where necessary their parents. The class teacher, (with the support of the SENCO if required) will revise the support, based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

In summary the school will maintain 3 levels of support and action, dependent on the individual's needs:

QUALITY FIRST TEACHING:

SEND SUPPORT

EHC Plan

5. Practices and Procedures

The SEND Code of Practice 2014 aims to enable pupils with special educational needs to benefit as fully as possible from an inclusive education and to help the school and parents/carers make effective decisions with pupils of special educational needs. Schools must use their 'best endeavours' to make provision for pupils with special educational needs.

Below are practices and procedures which are central to Gatton Primary Schools SEND processes:

School led concerns

a) All pupils will be provided for through quality first teaching with necessary adaptations as required congruent with the needs of the children.

b) Pupils that are not progressing as expected over a period of at least 6 weeks will be reviewed by the class teacher and additional provision maybe required to help support the child. This could take the form or pre-teaching, targeted support, additional keep up sessions. The provision in place will be reflected in the Class Provision Planning document. ***At this point the child will not be placed on the SEND register.***

c) Ideally with the adaptations in place the child should start to make progress and improvements should be evident. Should this not be the case then staff will proceed to raise an Initial Concern Form (ICF) that will detail all previous support in place and then the specific concerns that require addressing in the informed view of the class teacher.

d) Once the form has been submitted it will be reviewed by the school SENCO and discussions will take place with parents, teachers, TAs as required. Depending on needs ***at this point the child may be placed on the SEND register and therefore is considered to be receiving SEND support.***

e) Depending on the needs of the child, the SENCO may also arrange to involve external agencies to help support the child. This could include the support of for example an Educational Psychologist, Occupational Therapist or Speech and Language Therapist. At all times this will be in the best interests of the child. The SENCO will also ask parents to arrange for assessments as needed as well as consider the use of preliminary screeners such as those for Dyscalculia and Dyslexia***. At no point will the SENCO diagnose the child's needs. This can only happen through the expert knowledge of professionally qualified staff***.

f) If the decision has been made to add a child to the SEND register, then an ILP will be created for the pupil at this stage in conjunction with class teachers, parents and other support staff. This will determine the specific objectives for the child, the resources and strategies required and the success criteria to determine whether the child has demonstrated progress. Typically, three ILP's will be issued over the course of one academic year and dovetailed for review in line with the school parent evenings and end of year report cycles. This will typically mean that there are approximately 12 weeks between the issuing and formal review of an individual learning plan.

~~g)~~ The ILP will be assessed for quality assurance by the SENCO to ensure it meets the specific needs of the child however, the reviews will be conducted by class teachers. This process will be repeated on a termly basis to ensure that all pupils are given optimum opportunity to demonstrate progress.

h) Should there be no indication of progress and the school has exhausted all of its available resources, the school will then consider the need to request an Educational Health Care Needs Assessment (EHCNA).

i) The decision to request the Local Authority for an Education, Health and Care Needs Assessment (EHCNA) will be taken after consultation with the appropriate people including parents as well as other external agencies involved in the child's care. The request for an EHCNA, will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Education professionals

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 professionals from education, health and social care about whether or not the child meets the threshold for an assessment for an EHCNA.

The process detailed above is to ensure the school has exhausted all other options and despite their best endeavours the child has made limited to no progress. This will ensure that the child has a strong case for the EHCNA to be approved however, this does not guarantee an EHCP.

In the interim, the school will continue to support the child to meet their needs. A successful application will in many instances provide no quick solution however may allow for some additional resources. In the event that a request to assess has been declined by the borough, parents have the right to appeal against the decision and seek mediation should they so wish.

Parent led concerns

Parents also have the right to raise concerns about their child's progress in school. These concerns could for example be linked to progress in subjects, social interaction skills/friendship groups or mental health and anxiety issues. Any concerns raised will be dealt with appropriately by the class teacher. This will involve the class teacher meeting with the parent(s) to understand their concerns and to discuss next steps.

Should this not allay the concerns of the parent and should the class teacher also agree that the child needs additional support, the child will be added onto the Class Provision Plan and provided additional support/adaptations. This will allow the class teacher to initiate the process of potentially flagging the child up for SEND needs.

The teacher will then focus on supporting the child and proceed to follow the process as detailed in the SEND Flow Chart (Appendix 1).

6. Education and Health Care Plan (EHCP)

Following Statutory Assessment, an EHC Plan will be provided by the 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 will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. The school is then consulted with regards to whether it can provide for the child's needs through reasonable adjustments. Pupils' whose needs would significantly impede the safety and/or learning of others may not be offered a place within our mainstream school (Code of Practice). Parents may also appeal against the school named on 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 annually by staff, parents and the pupil. This process will be led by the SENCO. 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. This will then be reported back to the Local Authority in accordance with the Code of Practice and the EHCP will be amended to reflect the changes discussed.

Additional adult support

Learning Support Assistants (LSA) and/or Teaching Assistants (TA) are deployed as additional adults in the classroom to support the learning of students with SEND. Some LSAs and/or TAs may also be deployed to deliver 1:1 or small group sessions; or to enable pupils who might not otherwise be able to participate. Typically LSAs will be working with a number of children with SEND needs subject to allocated funding and needs.

7. Requests for support with external agencies

Parents can make requests for letters of support with external agencies they may be involved with. These letter request or information requests should be made in writing and with sufficient notice time given. This should ideally be two weeks prior to the need for such letter and/or information. Although the school will always try to help parents with information requests last minute letter requests cannot always be honoured. Any requests for information/letters etc should be made via the SEND email.

8. Evaluating and Monitoring Provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in formal and informal ways, including discussions with parents, staff and pupils. Other examples of how monitoring takes place is via learning walks, book looks, support from external advisers, observations, reviews with the class teacher and the senior leadership team.

9. Governing Body

Gatton has a governor dedicated to SEND. The governing body has important statutory duties towards pupils with special educational needs. Governing bodies should, working alongside the Headteacher, Inclusion Leader and SENCO, decide the school's general policy and approach to meeting pupil's special educational needs for those with and without EHC Plans.

10. Links and Use of Outside Agencies

The school and governing body recognises the important contribution that external support services make in assisting to identify, assess, and provide strategies for SEND pupils. When it is considered necessary, colleagues from the following support services will be involved with SEND pupils; and in some cases, supporting pupils not on the SEND register but needing some specific recommendations and support level in line with principles of early intervention. Permission and consultation with parents will always be sought before a referral to a service is made unless it is a Child Protection issue.

- Educational Psychology Service (EP)
- Visual and Hearing Impairment Services (VI and HI)
- Wandsworth Autism Advisory Service (WAAS)
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Pupil Referral Unit (PRU)
- SEND and Inclusion Advisors
- LA Learning Support Service
- Social Care
- Education Welfare Officer (EWO)
- Speech and Language Therapy Service (SALT)
- Physiotherapist
- Occupational Therapist (OT)
- General Practitioner (GP)
- Paediatrician

11. Transition

Transition points present a particularly challenging time for children with SEND needs. The school SENCO will ensure that arrangements are made so that the children both joining and leaving the school are supported so that the process can be as effective and smooth as possible. This will be achieved through a range of means, including but not limited to;

- Visits to pre-school by appropriate staff members.
- Early Years Foundation Stage Induction for parents and pupils starting at Gatton in Reception.
- Contact between Gatton and secondary schools to ensure SEND information on pupils is relayed.

12. Queries and Concerns

We encourage parents to discuss their concerns in the following order:

- Class Teacher
- Phase Leaders
- SENCOS - Ms Shihara Afzel and Ms Syeda Syed
- Headteacher - Mr M Ishaque
- SEND governor - Mr Ayaz Niazi
- Chair of the Governing Body - Mr Yunus Bobat

13. Key Documents

Documents that need to be read in conjunction with this policy are:

- Gatton SEND information report can be found on the school website: (http://www.gatton.wandsworth.sch.uk/) under school information, policies.
- A parents guide to the Ordinarily Available Provision https://search3.openobjects.com/mediamanager/wandsworth/fsd/files/oap_parent_and_carer_guide__1.pdf
- Parents can contact WIASS for independent advice if they require support:
  Tel: 020 8871 8065
  Email: wiass@wandsworth.gov.uk

SEND processes at Gatton Flowchart

GATTON SEND FLOWCHART					
Typical time line		**School Led Concerns**	**Parent Led Concerns**	**Arrives in school with EHCP/Confirmed Diagnosis**	
30 weeks		**Concerns raised via;** Classroom Observation Assessment Data Pupil Progress Meetings Social, Emotional and Mental Health Concerns	**Concerns raised via;** Parent discusses concerns with CT Class teacher to monitor Class teacher review with parents		Quality First Teaching
	6 week cycle	**Class Teacher to consult:** Phase Leader / SLT link / Subject Lead/OAP & conduct informal observation	**Class Teacher to consult:** Phase Leader / SLT link / Subject Lead/OAP & conduct informal observation	Responsible - Class Teacher Consult - SENCO	
		Extra Support to be provided and reflected in Class Provision Plan	**Extra Support to be provided and reflected in Class Provision Plan**	**Extra Support in place reflected in Class Provision Plan**	
	If improvement has been made continue class adaptations if there is *NO* progress, refer onto SENCO by completing an ICF and submit via CPOMS				
	SENCO monitors				SEND SUPPORT
		Responsible - SENCO A. Discuss with Parents/Teachers/LSA/SLT/ Subject Lead B. Further internal assessments/screenings/observations to develop better understanding of needs C. Placed on SEND register		**Responsible** - SENCO A. Discuss with Parents/Teachers/LSA/SLT/ Subject Lead B. Further internal assessments/screenings/observations to C. On SEND register	
	2 x 12 week cycles	**Responsible** - Class Teacher **Monitoring** - SENCO/SLT 1. Individual Learning Plan **(Provision Map)** created with SMART targets based on observations/assessments/feedback 2. Individual Learning Plan reviewed between parents, child and teacher 3. Individual Learning Plan updated and new targets set (SENCo to make referrals, as needed). 4. Extra support in place reflected in Class Provision Plan		**Responsible** - Class Teacher **Monitoring** - SENCO/SLT 1. ILP created with SMART targets based on EHCP 2. ILP reviewed with parents, child and teacher 3. ILP updated and new targets set 4. Extra support in place reflected in Class Provision Plan	
	Involve external agencies (as required)				EHCP
	If improvement has been made continue reviewing and adapting learning plans, if there is no progress and/or significant needs evident, apply for EHCNA.				
	Assess - Plan - Do - Review underpins all SEN processes				