

Elmgrove Primary and Nursery School

Special Educational Needs & Disability Policy

July 2021

Next Review July 2022

Approved by the Governing Body 20th September 2021

SEND Policy

This policy provides information and guidance for parents, teachers, teaching assistants, non-teaching staff and Governors on our approach to the provision and additional support required by the SEND Code of Practice 2014 for children with Special Educational Needs. The Code of Practice reflects the changes introduced by the Children and Families Act 2014.

The Code of Practice covers 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEND.

Definition of Special Educational Needs (SEND)

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty or disability if they:-

(a) Have a greater difficulty in learning than the majority of the children 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

From 2009 it became law for every new SENDCo in a mainstream school to gain the masters level National Award for SEN Coordination within three years of taking up the post. Our SENDCo achieved the NASENCo accreditation in February 2020.

We are committed to keep up to date with current legislation and continue to train our staff in all areas of SEND so that we can meet the needs of all pupils.

Objectives

Each child belongs, is valued and has a right to learn

- We believe that all children share equal value and status. All children have a right to develop intellectually, socially, emotionally and physically at their own level and to achieve their potential. We aim to provide an environment and appropriate teaching and support to allow this to happen.
- We recognise that the majority of children may, at some time during their education, experience a period of special need. Our aim is to identify special needs in children and ensure that individual needs are met, including learning, emotional, physical and social needs for the wellbeing of the whole child.
- We recognise that children's needs change over time. We aim to monitor access to the curriculum constantly to ensure that it is appropriate to the needs of the child.
- We believe that all children have positive attributes on which we can build to provide an appropriate learning environment.
- We aim to support the whole child by working with parents and all support agencies including medical, educational and social services. We aim to ensure good communication

between all members of staff and outside professionals working with the child and to continue this liaison with parents.

- We believe that full integration of children with a special need adds to the school's strengths and enhances the provision for all children and we aim to continue to ensure that the appropriate provision and support is available to enable successful integration.

Co-ordination of Learning Support Provision

The SENDCo has responsibility for all children at all stages of the special needs code of practice. Her responsibilities include:-

- Managing all support for these children, alongside the Assistant Headteacher for the phase.
- Liaising with class teachers, parents and any outside agencies concerned with the child.
- Ensuring, in consultation with the class teacher, that parents are kept fully informed of their child's progress and are consulted at each stage of the identification process.
- Maintaining the school's learning support register.
- In liaison with class teacher, relevant Assistant Head and parents, reviewing and updating support plans for children at all stages of the code of practice.
- Maintaining good communication between the school, support teachers and learning assistants, the wider support team (including medical and education support services) and parents in consultation with the Deputy Headteacher and Headteacher.
- Maintaining and updating all records for these children.
- Working with colleagues to facilitate integration of children into school.

Admission Arrangements

The school follows the Borough's policy on admissions (please see Admissions guidance Appendix 1). In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority).

Special Provision and Integration

As an additionally resourced mainstream school for children with physical disabilities, Elmgrove Primary School and Nursery has been adapted for physical access. There are twenty one wheelchair accessible toilets inclusive of two rooms with changing facilities and one therapy room. The integration of children with physical disabilities is a high priority and is facilitated by a team of Learning Support Assistants allocated to individual children who work in conjunction with physiotherapists, occupational therapists, and speech and language therapists.

Additional funding received from the borough is used to provide resources for the integration of 12 children with physical disabilities. Additional funding is negotiated when the number of children with physical disabilities rises.

This team is managed by the SENDCo and provides the children with physical disabilities with support to access the curriculum, as well as physical support (see Access to Curriculum).

The Borough also provides transport to and from school for some of the children with a disability. Small items of equipment, as advised by therapists, to help children access the curriculum, e.g. adapted scissors, angle boards etc., are funded by the school from its ARMS allocation. Larger pieces

of equipment, e.g. computers with adapted access, standing frames, tricycles etc., are purchased by the Borough according to their priority of needs.

Allocation of Resources

Funding is delegated to the school to support children with SEND who do not have statements of special educational need. These children will be on the school's SEND register at SEND Support (K). This, and the school's delegated budget, is used to maximise impact for children's achievement.

SEND Provision and Identification

High quality teaching which 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 which is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools 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.

If a child is considered to have a Special Educational Need, we will always require the consent from their parents or carers. Once agreed we will make reasonable adjustments to teaching so that the child will be able to fully access the Early Years Foundation Stage or National Curriculum (Graduated approach, SEND COP, 2014).

This will be achieved by:-

- Carefully adapting teaching and learning to a child's specific need.
- Monitoring pupil's progress by placing the child on the SEND register.
- Creating SMART targets for children to work towards, to allow them to access the curriculum that are recorded on the support plan.
- Working with the support plan, assessing and reviewing appropriately.
- Keeping the plans in a place where all staff can easily access them (Edukey).
- Carrying out all SEND provision that has been agreed with parents/carers, Special Educational Needs Co-ordinator (SENCO) and Headteacher.
- Informing the SENDCo of children who may require additional support by outlining the child's strengths and concerns on Edukey.
- Contacting outside agencies when additional specialist support is necessary and carry out all targets and strategies that have been implemented by outside agencies.
- Involving the child in decision making about their special education provision
- Working in partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.

Strategies to aid integration

We accept that different children learn in different ways so a variety of teaching approaches will ensure access to the curriculum for the maximum number of children. The following strategies and approaches are suggested as being suitable to meet children's needs and can often be facilitated by means of support staff in the school:-

- Co-operative working with peers.
- Practical tasks to reinforce new concepts introduced.
- Opportunities to work in small groups.
- Individual work programmes to practise new skills.
- Visual support materials.
- Incentive or reward systems with clear targets.
- Alternative methods of recording.

Sometimes children work with support in the classroom setting and some children will be withdrawn from class either individually or in a group to work with support staff. This may be:-

- To provide a quiet environment with minimal distractions to encourage concentration.
- For a therapy session that cannot be integrated into everyday classroom activities, or needs quiet or space to be effective.
- To enable a member of school staff or a visiting professional to complete formal assessment.

The key to success in integration is that ways of working are flexible and can be justified as meeting the needs of the child.

Pupils with medical needs

The named contact for pupils who have extended time in hospital or at home is the SENDCo. She will liaise with hospital teachers, outside agencies and parents to support a pupil's learning. She will also inform the Local Education Authority Educational Social Worker if a pupil is or is likely to be away from school due to medical needs for more than 15 working days.

It is the school's responsibility to provide work and materials for pupils who are absent from school for extended periods of time due to medical conditions. The pupils will also be provided with information about school social events, and liaison with peers will be encouraged and facilitated on the school site. The Inclusion Lead will monitor reintegration at the end of the period of absence.

Partnership with Parents and Carers

Local authorities must ensure that children, their parents and young people are involved in discussions and decisions about their individual support and about local provision.

This will be achieved by:-

- The class teacher is the initial point of contact for responding to parental concerns.
- Class teacher will ask the child what support they feel they need.
- The SENDCo will be available for meetings with parents and carers who have concerns about pupil progress or about the support they are receiving. At these meetings the SENDCo/Class teacher will record parent views and will inform parents of the level of support they are receiving
- Parents and carers will always be consulted if a child is identified as having Special Educational Needs and may be involved in devising strategies for their child.

- Parents and carers will be asked for their consent for any involvement by medical or other outside agencies

SEND support plans

SMART targets will be drawn up collaboratively by the SENDCo, class teacher and teaching assistant (TA), parents and child (where applicable). They are recorded on a SEND support plan that allows all staff to display SEND pupil progress over time. It will consist of achievable targets that are specific to the child's needs. The progress of pupils identified as requiring additional support will be closely monitored by the class teacher and TA and targets will be worked with on a daily basis. Termly reviews of programmes and progress will then take place and will be discussed between parent, child and class teacher, as well as Pupil Progress Reviews.

The SEND support plan will document all types of interventions used to support the children from Wave 1 to Wave 3:

Wave 1 - Differentiated quality first teaching.

Wave 2 - Targeted small groups support delivered by teachers and/or teaching assistants responding to identified gaps in learning for specifically identified groups of children. Targets for the support are set and reviewed at Provision Management Meetings and tracked on the whole school provision map. (Children are identified as needing SEND support or Narrowing the Gap; Non SEND)

Wave 3 - This support is highly individualised, usually one to one and informed by advice from outside agencies and specialist teachers. For example; Speech and Language Therapy Service, Occupational Therapy, Primary Behaviour Service (The Helix), Harrow Counselling service and Educational Psychologist. Children are identified as having SEND and who receive Wave 3 support are classified as SEND Support. Children with statements/EHCPs receive predominantly Wave 3 support.

Evaluation of Wave 1, 2, and 3

All pupils' progress is evaluated at Pupil progress and provision management meetings. Progressive targets and additional support could be put in place as deemed necessary. Children who continue to struggle to make progress with this support will be considered for referral to an outside agency so the school gains further more specialised advice leading to Wave 3 support. Children who continue to fail to make progress with this support will be considered for referral to additional outside agencies, or as a last resort an application for Statutory Assessment (EHCP) may be considered at this stage.

Education Health Care Plans

In cases where needs are exceptional, the school, parents/carers may request that the Local Authority make an assessment of educational and health needs and consider whether or not to issue

an EHCP. If an EHCP is issued the Local Authority may consider the child to require specialist provision for their education. The parents' views will always be part of this decision making process.

In-School Review – Additional Provision Meetings

Any pupils whose progress gives cause for concern will be discussed at the In-School Review. This is a termly meeting with outside agencies, normally the school's allocated Education Psychologist, who will discuss these children and appropriate ways forward will be suggested.

Assessment Procedures

To assist the school in identifying children with SEND and for monitoring progress there are a variety of assessment procedures in place.

- Progress is monitored regularly through teacher assessment of the pupil against their Provision Maps throughout the year. If a teacher feels a pupil gives cause for concern they may discuss it with a senior teacher, Special Needs Co-ordinator (SENCO) or parent.
- The SENDCO may observe or use other tests to assess a pupil's needs, when it is felt necessary and can approach external agencies for help.

Responsibility for SEND

- The class teacher shows provision for all the children in their planning through careful differentiation. Their classroom management ensures that resources such as people, time and materials are used efficiently so that children with SEND can access the National Curriculum.
- All adults supporting SEND children are involved in the review of the Provision Maps. Records are kept of the work done with the children. These records are essential when Provision Maps are reviewed.
- **Class teachers have responsibility for all children in their class.**
- Provision for some children will involve other agencies. This is coordinated through the SENDCO in discussion with the class teacher. **It is the class teacher's responsibility to implement any specialist programme that has been given to a child in their class.**
- When a child has an EHCP the SENDCO works closely with all the professionals involved. EHCPs are also reviewed annually by all concerned including the pupil, parents/carers and SENCO.

The Headteacher has overall responsibility for all the children in her care.

SENCO Responsibilities

The Special Education Disability Needs Co-ordinator (SENDCO) is responsible for co-ordinating the day-to-day provision of education for children with special educational needs.

- The day-to-day operation of SEND Policy
- Monitoring the movement of children within the SEND system in school
- Co-ordinating provision for children with special needs, including time-tabling support
- Allocating resources for children with SEND
- Maintaining the school database and overseeing record keeping for children with SEND
- Contributing to the in-service training of staff
- Liaising with and advising staff and parents/carers
- Liaising with external agencies
- Organising In School Reviews, EHCP monitoring and other multi agency meetings
- Maintaining records for SEND children and passing them on when pupils leave
- Reporting to Headteacher and Governors
- Gaining further knowledge skill through attending courses
- Evaluating and facilitating the implementation of new initiatives in consultation with the Headteacher and Governors
- Reviewing and updating the SEND policy in consultation with staff and Governors

Outside agencies

Elmgrove Primary School endeavours to work successfully with outside agencies and it is the role of the SENDCo to liaise with all the agencies and ensure that pupils receive the best service.

We are unusual in that we also directly commission services from:

- Speech and language therapy; 2 day service (varies subject to need), as well as additional allocated time for children with SALT written into their EHCP
- OT/Physiotherapists; 1 day service (varies subject to need), as well as additional allocated time for children with OT/Physio written into their EHCP
- Harrow Schools Counselling Project – 3 days, weekly
- Educational Psychology service – allocated time through the year; as predetermined by EP service
- Primary Behaviour service; The Helix – Upon request
- Ash Tree Clinic / CAMHS (Child and Adolescent Mental Health Services) - Suitable for children 8 years+ requiring a medical diagnosis related to their behaviour
- Harrow Horizons – A Barnado's charity who provide therapy sessions for vulnerable children
- Sensory Team – specialist teachers from the visual or hearing impairment team

The SENDCo is responsible for coordinating these staff and meets with them at least half termly to prioritise case load and organise meetings with parents and staff to ensure successful and cost effective delivery of these services.

The SENDCo can also refer children to paediatric doctors via a child's GP. Referrals to any agency require parental consent.

School Self-evaluation of policy and practice

The successful delivery of this policy is evaluated through the School Self Evaluation Strategy. The following analysis is completed routinely to monitor and evaluate school success.

- **Pupil Progress and Provision review** - meetings tracking pupil progress – occur at least termly between SENCO, head teacher and class teachers.
- **Data analysis** – termly analysis between SLT leading to reports from SENDCo to Governing Body identifying attainment and analysing progress of key vulnerable groups.
- **School Development Plan Evaluation** – termly evaluation of progress by the Governing Body
- **Annual School Self Evaluation and School Development Plan** – staff and governors work together to review progress against the school development plan.

Complaints

Parents are welcome to come into school and discuss their child's needs with teaching staff. In addition to the formal occasions such as Parents' Evenings held each term, and Annual Reviews for each child with an EHCP, more informal short meetings can usually be arranged for the same day. Appointments are made for longer meetings or meetings involving several people. If parents' concerns about the special needs of their child are not resolved by a meeting with the class teacher or the Inclusion Lead then appointments can be made with the Deputy Head or Headteacher. In very rare cases if issues remain unresolved, parents can raise concerns with the Governing Body, or may contact the Borough Head of Learning Support. Parents' concerns are always noted and as much relevant information on the child as is possible is collected for informed consideration (Please see **Concerns and Complaints Procedure** on school website)

Inset Training

Our approach is always to build on and extend what staff already know, exploring differences in the learning processes more deeply. We want all staff to realise that meeting special needs is an extension of their existing skill and expertise. The Inclusion Lead attends appropriate in service courses both within and outside the Borough, as available.

Learning assistants receive ongoing training from the Inclusion Lead on ways to differentiate the curriculum to ensure access and also from outside therapists working with the children. Learning assistants are also actively encouraged to attend Borough inset sessions. Specific training for support staff is organised by the Inclusion Lead on INSET days. This involves training from the Speech Therapists, Physiotherapists, Occupational Therapists and local school Learning Hubs with regard to their role in school and equipment issues. Training is also provided by various external professionals on an ongoing basis. Some learning assistants are given regular first aid training which is updated at intervals, and training on all the health procedures required by the individual children as necessary. They also access annual lifting and handling refresher courses.

All Learning Assistants have a professional development interview and performance targets are set for the year.

Role of Governors

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The Governors are kept informed and consider the overall provision and development for children with SEND. The Headteacher and Governors review SEND expenditure annually through the budget setting process. The SENDCo's report to the governing body includes an SEND Update.

There is an identified Governor with the responsibility for overseeing the schools provision for pupils with special educational needs, who meets regularly with the SENDCo for an update as to the latest developments. The SEND Governor ensures that all Governors are aware of the schools SEND provision, including the deployment of funding, equipment and personnel. The Governors ensure that the policy for special educational needs is regularly reviewed.

Appendix 1: LA Admissions Guidance

Elmgrove Primary School



Additionally Resourced Mainstream School

Admissions Guidance

Specialist provision for pupils with Physical Disabilities

Elmgrove Primary School
Kenmore Avenue
Harrow, Middlesex, HA3 8LU

Telephone: 020 8909 2992
www.elmgrove.harrow.sch.uk

Headteacher – Miss S Neary

SENDCo – Mrs D El-Jacifi

Introduction

The vast majority of pupils with an Education Health and Care Plan (EHC Plan) or statement of Special Educational Need (SEN) will attend their local school. Some of those will require funding from the local authority in addition to the SEN funding already delegated to the school. For a small minority of pupils, a special school setting is required so that the pupil can be in a small group and specialist setting all of the time.

The specialist provision at Elmgrove is for pupils who do not require a place in a special school but would find it difficult to make adequate progress and close their attainment gap without additional support provided through the provision. The aim of the provision will be to promote a clear ethos throughout the whole school that promotes inclusion, high expectations and a commitment to improve outcomes for pupils with physical disabilities.

Description of resourced provision

Elmgrove Primary School has an additionally resourced provision funded by London Borough of Harrow for pupils with a physical disability who have an EHC Plan.

Elmgrove Primary School is a fully accessible school for pupils with physical disabilities. Special facilities include a therapy room, a lift to access upstairs classrooms in the temporary building, fully functional disabled toilets and showers and access to specialist equipment such as hoists as well as changing facilities.

The school provides adapted play equipment and adapted in-class resources. The school has well established teaching assistants who have specific training to support children with physical disabilities.

Staff working with a child with physical disabilities may have the following training as necessary:

- Lifting and handling
- Changing
- Training to support differentiation of the curriculum,
- Specific therapeutic training working with the OT/SALT/Physio
- Evac chair training
- Physical intervention training

A description of the school's provision for pupils with SEN will be outlined in the school's SEN Inclusion Policy which is on the school's website: www.elmgrove.harrow.sch.uk

The purpose of the resourced provision

The aims of the provision will be to offer inclusion mainstream education and social opportunities, alongside access to specialist intervention from teaching staff and in class support. Pupils will be enabled to make good progress in their learning, communication and social skills.

Pupils attending the resourced provision will

- Receive special educational support they require from appropriately qualified staff.
- Be provided with any additional services from partner agencies, where required and agreed.

This is a partnership commissioning agreement between Elmgrove Primary School and the Local Authority SEN Service.

Admissions criteria

All pupils entering the provision will have;

- An EHC Plan which indicates physical impairment as a primary need.
- The pupil is likely to require specialist support and the availability of specialist resources (eg small group or therapy room) to enable them to be educated as much as possible inside the mainstream classroom.
- An ability to fully access learning in a mainstream classroom. They will also have the potential to manage the elements of an academic and social environment of a mainstream school with the support of skilled specialist support and consistent implementation of an individually tailored programme. This would include access to the wider curriculum and interaction with peers.

Admissions Process

- Refer to Appendix A – flowchart of admissions process
- Admission to the resource will be recommended by the local authority through the SEN Assessment and Review (SENARS) Panel based on assessments as part of the statutory process and the above description of needs.
- All pupils placed in the resource will be subject to an EHC Plan.
- All relevant information on the pupil's needs will then be forwarded to the school as part of the formal consultation on the placement of a pupil with an EHC Plan in line with the SEN Code of Practice 2015
- The local authority will seek the views of the school on suitability of placement and availability of places in the year group prior to making a final decision. In the consultation process, the local authority will have due regard to the number and profile/balance of needs within the resourced provision.
- The expectation is that a pupil will be admitted into the correct year group for his or her age.
- For out of borough pupils, other local authorities must consult with Harrow Council, Special Educational Needs Assessment and Review Service (email; senassessment.reviewservice@harrow.gov.uk) as the provision is a partnership agreement between the local authority and the school.
- The appropriateness of continuation of placement will be monitored through the statutory annual review process.

Financial Arrangements

Funding for ARMs places is allocated differently to those children who are funded for their EHCP as part of the mainstream school.

For ARMs places, part of the funding is allocated through the schools funding formula (first £4,000) and the remainder (up to £10,000) place funding is allocated from the High Needs Block. In addition some pupil attract top funding (Element 3). The full Element 3 funding is allocated at the start of the financial year. At the end of each term, the Element 3 funding is adjusted to reflect movements in pupil numbers and funding is clawed back per term per place where there is not a child in that place.

For out of borough pupils, the funding will be recouped from the pupil's resident local authority based on actual start dates and end dates. If a pupil leaves a place midterm, the remaining days will not be funded unless another pupil fills the place.

The local authority and the school will review the number of commissioned places annually and make a decision regarding the number of places required for the forthcoming year.

For children who have an EHCP as part of the mainstream school, where individual pupils require additional support that costs more than £6,000, the excess should be met by top-up funding associated with the individual pupil. In 2020-2021 a new High Needs Banding Matrix has been introduced to provide top-up funding for pupils with EHCPs. Changes will apply to new EHCPs issued from 1st April 2020. Current EHCPs will be transferred to the Matrix through the Annual Review process.

Review, Monitoring and Evaluation

School

The Head Teacher of the school will have overall responsibility for the day to day management of the provision and for ensuring that the performance of staff is managed appropriately.

Pupil

Successful outcomes for pupils will include clear progress in their learning and development. Pupil progress will be measured through the statutory annual review process for pupils with an EHC Plan or statement of SEN.4

Guidance for transfer out of the provision to a different specialist provision

Recommendations to consider placement at a different specialist provision may be made following an annual review meeting. Where a recommendation is made the following would normally apply;

- Despite a high level of specialist intervention over time, the pupil has prolonged difficulties in accessing the mainstream curriculum and managing the social demands of the school environment.
- Limited progress has been made in meeting his/her outcomes and in developing the independence, social and behavioural skills required to move towards greater participation in mainstream activities.
- There is evidence that the pupil's social and emotional wellbeing is becoming adversely affected
- The views of parents/carer, school staff, relevant professionals and the pupil will be taken into account.
- Following careful consideration of all information and evidence gathered the SENARS will make the final decision on whether or not transfer is appropriate
- SENARS to communicate the decision to parents/school and lead the discussion with parents/recommend an alternative placement.

Appendix A
ARMS REFERRAL PROCESS (QUICK GUIDE)



