SPECIAL EDUCATIONAL NEEDS POLICY (SEN Policy)
MAYFIELD PRIMARY SCHOOL

Policy reviewed biannually
Last review date: January 2018
Next review date: January 2020

Introduction
This policy complies with the Children and Families Act 2014 and Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 Sept 2014
- Schools SEN information report Regulations (2014) (see www.sendgateway.org.uk)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Dec 2014
- Safeguarding Policy
- Accessibility plan
- Teachers Standards 2012

This policy was written by the SENCo in consultation with the SEN Governor and SLT. It is shared with staff through key stage meetings and parents via the school website.

The Special Educational Needs Coordinator (SENCo) is Miss Claire Thomas, who is a member of the Senior Leadership team and holds the National Award for SEN (NASENCo award) (clause 64, C & F Bill, 2014) and a Masters in Special and Inclusive Education.

Contact details – Tel: 020 8575 9885 extension 203
– Email: cthomas30.307@lgflmail.org

The School SEN Governor is Mrs. Sharon Morton.

Definition of Special Educational Needs
A child has SEN 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 has a learning difficulty or disability if they:

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

Special Educational Provision means:

- For children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.
- For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has SEN if they are likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught (English as an Additional Language – EAL).
Disabled children
Many children who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. The term ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

Mayfield School and its philosophy
The school is committed to a child-centred approach to learning, with emphasis on first-hand experience whenever and wherever possible. This philosophy is especially important to children with special needs. Whilst some children may always have special needs, it is also understood that many more children will have special needs at particular times in their lives. The school recognises that every teacher is a teacher of every child including those with SEN. In the school, the staff try to have flexibility in their practice, while ensuring continuity of learning. The school is committed to the inclusion of children with special needs, but we recognise there may be reasons for withdrawal in certain situations. As it is a central theme of the school's aims, working to help all children to achieve their full potential, the school is committed to meeting the special needs of the children through all possible means. The school encourages parents to be fully involved in the education of their children as equal partners.

Aims
It is our aim to provide the highest possible education for the children in our care.
- To value each child as an individual regardless of social, cultural, gender or individual differences.
- To encourage every child to reach their full potential. It is the responsibility of all staff to be responsive to different learning styles and facilitate effective learning for all children.
- To enable each child to become socially interactive in an acceptable manner.
- To provide all the children in our school with a broad and balanced curriculum.
- To encourage the child to become an independent learner.
- To enable the child to appreciate their own strengths and to value themselves and others.
- To promote and maintain a happy and caring environment and foster independence, respect for others and the development of self-esteem.
- To manage the behaviours of children experiencing difficulties so that they and their peers can benefit fully from opportunities offered.
- To encourage parents and pupils to take responsibility for their own learning.

Objectives
- To identify and provided for pupils who have SEN and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a ‘whole pupil, whole school’ approach to the management and provision of support for SEN.
- To provide a SENCo who will work with the SEN policy.
- To provide support and advice for all staff working with pupils with SEN.
Identification

A child may give cause for concern for a variety of reasons:

- Difficulties in dealing with concepts and experiences appropriate for their age
- Difficulties in communicating in different forms (verbal, written, gesture and expression)
- Difficulties due to emotional, social or mental health problems
- Medical or health problems
- Disabilities such as a physical or mental impairment

In order to provide for an individual child's needs, the prerequisite is identification of those needs. This should not be a negative process. We must account for the child's strengths and attempt to build on those areas, to enable the child to work with confidence and understanding.

Aspects which may impact on progress and attainment but are not considered SEN are:

- Disability (though there may be some overlap with SEN)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identification of a child with special needs can be made in a variety of ways:

- **before they start at our school?**
  
  As soon as we know that a child will be attending our school we start to find out more about them, so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons.
  
  - Completion of the additional needs form
  - Parent information meetings
  - Work with previous schools or educational settings
  - School or class visits before children start
  - Home visits (nursery)
  - Talking to or reports from other professionals

- **whilst they are at our school?**

  **By pupils telling us**
  
  - Talking to staff
  - Circle time
  - Feedback in books
  - School counsellor drop-in sessions on some lunchtimes

  **By parents telling us**
  
  - Informally talking to staff
  - Parents evenings
Formal/arranged meetings with staff
Providing written reports/information

By teachers’ discussions and using their assessments
All pupils’ progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil termly, in order to ensure that all pupils are making good progress and will achieve their targets.
Weekly staff meetings to discuss SEN are held when information is shared with staff and teachers can discuss concerns and consult others for advice.
Support staff who deliver specific intervention programmes and who closely with the teacher will also be involved in discussions with both the class teacher and SENCo.

Other information
We might also use other sources of information to ensure pupils are happy, making good progress and do not need any other support.
- Analysis of behaviour logs
- Analysis of welfare logs
- Pastoral records

During a review of progress
Review meetings happen termly.
For pupils with Statements of SEN or Education, Health and Care plans (EHC Plan), meetings will be led by the SENCo with children, parents, support staff and teachers where possible.
For pupils with SEN Support, teachers will lead termly meetings with parents and pupils.

Graduated Approach to SEN Support

Initial concerns
When a concern has been raised about the development of a pupil:
- The class teacher will discuss this with the SENCO.
- The class teacher will then meet with the child's parents, where possible, to discuss their concerns to develop an understanding of the pupil’s strengths and difficulties.
- Agreed next steps and outcomes should be sought,
- A meeting log will be completed and if necessary a record of concern will be completed.
- Information for ISAID (parent partnership) and ESCP (the school counselling support) should be made available at this initial meeting.
- The SENCO must be informed of the meeting; she will keep records of concern on the school log.

Prior to placing a child on the SEN register a number of factors will be considered.
- Quality first teaching – the role of the class teacher, planning and differentiation to support children.
- Provision and impact of wave 2 interventions (e.g. social skills, from Buy-in SLT, targeted groups)
- Engagement of early years/outside services if necessary.
- Other factors which may affect children’s progress
Managing Pupils Needs on the SEN register

**SEN Support**
The concerns will be recorded and the child placed at the appropriate stage on the SEN register. Extra provision may be given through small group teaching or the provision of resources. A provision plan will be drawn up by the class teacher in consultation with the SENCO and parents. The provision will then be implemented and reviewed on a termly basis.

**Referral to outside agencies**
If a pupil needs more specific provision the class teacher and parents in consultation with the SENCO and other involved adults, will discuss the child’s needs and advise the parents/carers on how to access other professional services - for example speech and language therapy and occupational therapy. Sometimes checklists are completed or advice sought from therapists in school. Referrals can be made via the school for some services sometimes through an EHAP, but some services can only be accessed from the GP. Extra provision may be given through group programmes and the provision of resources. Advice and objectives from external professionals will be included in the child’s SEN Support plan, which will be reviewed by the class teacher, parent (and child Y2 and above should attend) as part of parent’s evening. Where therapists are involved they aim to review outcomes at least annually.

**Education, Health and Care Plans**
If the school and parents, in consultation with external agencies, feel a pupil needs further provision a request can be made to consider providing an Education Health and Care plan (EHC Plan). Children remain at SEN Support pending the outcome of the consultation. The request is often, but not exclusively made by the school. Information is gathered in an initial ERSA from school with pupil and parents involvement. If the local authority decides to continue with the assessment further information is sought from the pupil, parents, school and other professionals involved as well as medical teams and social care. Following this an EHC Plan is developed at a meeting, which is presented to SEN panel for consideration.
If agreed a child with an EHC plan is given a level of need by the LA. The school has to provide the first portion of funding and the LA will top up as is decided during the development of the EHC Plan.
The pupil should continue with a provision plan identifying what is additional and different to the curriculum plan.

**Provision Plans**
Provision Plans show all of the targeted groups, supported sessions, resources, training and preparation implemented for the child, as well as skills to be built on by the class teacher. They are often based around advice given by external professionals as well as goals developed through discussion with staff, parents and pupils. The provision is reviewed termly and outcomes recorded, provision can then be amended or changed depending on the needs of the child. A provision map records all the extra provision that is additional to and different from quality first teaching (wave 1) and differentiated curriculum planning. This will usually come from the local offer.

**Review Meetings**
An EHC Plan is reviewed annually and measures the effectiveness of provision. All involved adults (including health professionals, outside agencies, school staff, and parents) and the pupil discuss the termly and year’s progress, amending the EHC plan where necessary. The pupil will produce a booklet to present at the Annual Review which they may present themselves or choose an adult to present on their behalf.
EHC Plan review meetings are carried out every term to monitor outcomes and the progress children are making. School staff, parents and pupil (Y2 up) will review the provision, outcomes, progress and then suggest any amendments or changes to the provision plan. These meetings will be held during the school day.
Reviews for pupils at SEN Support will be held as part of parents evening with the class teacher, parent and pupil. The SENCo may attend some meetings or be available if needed. Sometimes these reviews may not coincide with reviews by outside agencies and amendments may need to be made in the interim. Likewise should a pupil meet outcomes more quickly or really struggle with goals they may be amended in the interim.

**Criteria for Exiting the SEN Register**

**For pupils with MLD or SpLD:** During the year some pupils will make enough progress in reading, writing or maths; to close the gap with expected attainment levels for their age. This means they can now be supported via wave 2 interventions which will boost their learning further so that they meet national expectations. For example a pupil in year 2, who was previously working at P levels or at national curriculum levels below their year, achieves working towards for their age group by the end of the year.

**For pupils with SLCN:** Some pupils will make sufficient progress with their Speech and language targets that they no longer need intervention from therapists and are removed from the SLT caseload. Sometimes children may still participate in SLT groups within school to help sustain their progress.

**For pupils with SEMH:** Where pupils have made progress by reducing the frequency of incidents, and have begun to overcome their needs they may be discharged from services such as the PBS and Art Therapy. Sometimes children may still participate in social skills groups within school to sustain their progress.

**Supporting Pupils and Families**

The school provides an annual report to parents on pupils’ progress including pupils with SEN. At termly parents evenings pupils at SEN Support meet with class teachers to discuss outcomes and review progress. For pupils with EHC plans the review is carried out during the school day with the SENCo. TAs and teachers are also present. The pupil’s views are included either during the meeting or their views can be gathered during preparation (age appropriate). A record of outcomes and provision amendments is shared with parents, relevant school staff and outside agencies.

The school holds coffee mornings for parents to develop their understanding of school content and wider aspects of developing the whole child. This group alternates fortnightly. The group is aimed at Somali parents one week and Polish parents the next, though other parents are able to attend.

The school counselling service provides a ‘SPACE’ for pupils to discuss issues or worries they have; there are targeted art therapy sessions to support vulnerable pupils and sessions for parents to talk to a confidential counsellor.

The school staff are available to meet parents after school for a brief update or by appointment for longer meetings. Other therapists working within the school such as SLT, OT and EP will also make appointments to meet parents for children they are involved with.

**Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and PE.

Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have SEN and a statement or EHC Plan, which draws together a pupils educational, health and social care needs; the SEND Code of Practice 2014 is followed.

The school will only administer medication where a request to administer medication form has been completed by the parent/carer of a pupil. The form is to be completed prior to the pupil starting school or, if already in attendance, as soon as the condition is identified.
Following receipt of a request to administer medication form the Headteacher or designated person the Headteacher or designated person will discuss with staff the nature of the request and whether or not they are willing to administer the medication; they will also identify whether staff are competent to administer the required medication. Staff are deemed competent to administer medication in tablet or liquid form but must have received training in any medical techniques required, e.g. use of EPI-PEN for anaphylaxis, use of blood tester or insulin pen for diabetes.

A Health Care plan for the pupil will be prepared. This will indicate the date of request for administration and approval and will provide as much information on the medical condition as is available. The health plan follows a standard format but will vary dependent on the medical needs, e.g. short term or specific condition. Sometimes a health care plan will be drawn up with a specialist nurse, who will review them. Health care plans will need regularly updating to ensure information is current. For pupils with asthma information is recorded on a form and card produced by asthma UK.

For further information see the managing pupils with medical needs policy

**Monitoring and Evaluating SEND**

The SENCo is also part of the leadership team which monitors and evaluates the practices of teachers and provision for pupils including those with SEN, then feeds back to staff about strengths and areas to develop. This is done in a number of ways through observations, learning walks, book scrutiny and pupil interviews.

The SENCo formally observes TAs at least annually in the spring term; informal observations are also carried out at other times of year. Feedback is given about TAs practice, including strengths and areas to develop. As part of their appraisal TAs are set goals to work towards to improve their practice.

The progress and attainment of pupils with SEN is monitored every term by the SENCo and feeds into whole school termly monitoring. Using information from pupils SEN reviews, senior leadership and therapist monitoring, provision for pupils with SEN is evaluated then amended or changed as required. The effectiveness of different interventions is evaluated and they may be changed or amended to best deliver provision which matches the needs of the pupils with SEN and tackles school priorities.

**Training and resources**

All teaching staff have basic training in SEN as part of their teacher training. Newly qualified teachers also attend extra training through the LA in their first year.

The school has a number of highly skilled teaching assistants. Different staff have received training from therapists and outreach specialists in supporting and implementing programmes in the following areas: ASD, SLT, and OT. TAs have also been trained to deliver intervention programmes such as Box Clever, Talkboost, Lego therapy and friendship.

Outside professionals regularly visit the school and as part of their role, offer training to different staff. Staff are also able to attend courses offered by the LA linked to the school priorities and specialists are used to provide training to staff to upskill their knowledge and understanding.

Many informal training and advice sessions are held within school through weekly meetings for teachers and TAs with the SENCo.
A variety of resources to support the range of interventions we offer are provided by the school. These include Dandelion reading books and activities, speech and language resources, resources to implement OT programmes.

**Roles and Responsibilities**

**SENCo – Miss Claire Thomas**

**NASSENCo accreditation/ Masters in Special and Inclusive Education**

- Overseeing the day to day operation of the school’s SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN Support
- Liaising on the deployment of the school’s SEN and notional budget and other resources to meet pupil’s needs effectively
- Managing and supporting Inclusion TAs
- Liaising with parents of children with SEN
- Liaising with early years’ providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- A key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- Overseeing the management of the counselling and play therapy service.
- Overseeing the management and working with the core service and buy-in speech and language therapist.
- Overseeing working with the voluntary OT governor
- Overseeing the working with the statement SLT and OT

**SEN Governor – Mrs. Sharon Morton.**

- Ensure that necessary provision is made for pupils with SEN and that there needs are known to those who teach them.
- Ensure that teachers are aware of the importance of identifying and providing for those pupils who have SEN
- Ensure that a pupil with SEN joins in the activities of the school together with pupils who do not have SEN.
- Report to Governors on the implementation of the school’s policy for pupils with SEN.
- Have regard to the SEND Code of Practice 2014 when carrying out its duties toward all pupils with SEN.
- Ensure that SEN policies are followed correctly.

**SEN TAs**

- 8 TAs all have some responsibility for the provision of support with pupils with SEN. Delivering specific programmes and supporting within the classroom
The TAs who exclusively support pupils with SEN have a range of qualifications NNEB, Counselling, NVQ 3 or NVQ 2 qualifications. They may also have received training and input from AET, SLT, OT or other professionals.

**Designated Teacher with safeguarding responsibility – Mrs. Belinda Ewart**

**Staff member responsible for PPG/LAC funding – Mrs Marianne Patel**
Storing and Managing Information

Individual pupil files are kept on all children at SEN Support or with EHC plans. Provision Plans with reviewed outcomes are filed, with any outside agency reports or intervention. (Such as information from EPs, SENS, SLTs, OTs and SS reports). All staff who are working with a child with SEN will have a provision plan and copies of reports from professionals.

KS1 and KS2 pupils’ reading, writing and maths assessment levels are recorded and tracked termly through SIMS. The SENCo keeps a record of reading and spelling ages for pupils at SEN Support or with EHC Plans (Y1-6). Progress in the EYFS is recorded in pupils’ foundation stage profiles and attainment data is recorded on SIMS online termly.

Reviewing the policy

This policy is reviewed by the SENCo on a biannual basis.

Accessibility

The school endeavours to provide facilities to enable access for pupils with SEND. This includes physical access, accessibility of written materials, as well as visits and lesson content. The school has an accessibility plan which sets out how we plan to increase access for all pupils. This will be under review linked to the proposal to build a new school. Accessibility plan

Admission arrangements

The school strictly adheres to the LA guidelines for admission of pupils, including those with SEN.

Dealing with complaints

If a parent has any concerns about SEN provision made for their child they should in the first instance contact the class teacher.

If you are concerned at any time please contact a member of staff at school in this order:

- Key Stage leader
- SENCo
- Head teacher
- Chair of Governors

The schools complaints procedure can be found here

Finally, concerns can be raised with the LA.

Bullying

- As a staff, we will use our own adult behaviour as a model of what we expect of our children
- To minimize bullying we aim to build on our school positive behaviour policy
- We will raise awareness of bullying through our PSHE curriculum, encompassing circle time, co-operative games and assemblies
- We actively promote a school ethos that encourages positive attitudes towards others and emphasises that every pupil is of equal worth, irrespective of age, gender, ethnic background or academic attainment
- We will provide a safe and stimulating environment in which our children can work and play
• Every classroom will display a copy of the Mayfield Promises which has been produced and agreed by governors, teachers, parents and children. All pupils will sign the class copy to show their commitment to keeping the promises
• The school tries to work in a proactive manner and will invite the local community police officer to speak with children and theatre groups to explore sensitive matters such as bullying
• Children will be taught about internet safety and how to react to bullies

 Appendices
 Policies and Plans
 Mayfield SEN Information Report
 Ealing Local Offer
 Equalities Policy and Plan
 Accessibility Plan
 Managing Medical Needs policy
 Behaviour Policy
 Bullying Policy

 Contact details
 SENCo – Miss Claire Thomas  Tel: 020 8575 9885 Ext.203  Email: cthomas30.307@lgflmail.org
 SEN Admin – Mrs. Jane Higginson  Tel: 020 8575 9885  Email: jhigginson2.307@lgflmail.org
 SEN Governor – Mrs. Sharon Morton contact through the school
 Counselling Services Manager – Matthew Dunn  Tel: 07833 460683  Email: mdunn24.307@lgflmail.org

 Glossary of Terms
 ASD – Autistic Spectrum Disorder
 EAL – English as an Additional Language
 EHAP – Early Help Assessment and Plan
 EHC Plan – Education Health and Care plan
 EP – Educational psychologist (see below)
 ESCP – Ealing School Counselling Partnership (see below)
 EYFS – Early Years Foundation Stage (Nursery and Reception)
 HI – Hearing Impairment
 KS1 – Key Stage 1 (years 1 and 2)
 KS2 – Key Stage 2 (years 3-6)
 LA – Local Authority re. Ealing
 LAC – Looked After Child
 MLD – Moderate Learning Difficulties
 NASENCO – National Accreditation for SENCo
 NNEB – Nursery Nurse (National Nursery Examination Board)
 PBS Primary Behaviour Service (see below)
 PPG – Pupil Premium Grant
 PSHE – Personal Social and Health Education
 OT – Occupational Therapy (see below)
 SEMH – Social, Emotional and Mental Health
 SEN – Special Educational Needs
 SENCo – Special Educational Needs Coordinator
 SEND – Special Educational Needs and Disabilities
SENS – Special Educational Needs Service
SIMS – Schools Information Management System
SLT – Speech and Language Therapy (see below)
SpLD – Specific Learning Difficulties
SLCN – Speech, Language and Communication Difficulties
SS – Social Services
TAs – Teaching Assistants
VI – Visual Impairment

**Outside Agencies**
All services focus on identifying and addressing the needs of children with Special Educational Needs. This can be through early identification, supporting the parents and child, focused intervention, advising on different approaches, techniques or curriculum materials.

**Educational Psychology**
To assess children’s cognitive abilities and identify areas of learning difficulty.

**Special Educational Needs Service / Behaviour team**
To provide advice and intervention in specialist areas such as visual or hearing impairment, and social and emotional behaviour. There are also outreach programmes from specialist special schools, e.g. autism, medical advice

**Speech and Language Therapy Buy-in**
To enable staff to confidently deliver the Speech and language programmes. To enable parents to support their child’s developing speech and language skills. To support staff in developing speech and language skills in the classroom. To offer targeted support to train and support TAs in implementing and carrying out intervention programmes. To assess children’s speech and language development, offer strategies and advice to improve this.

**Speech and Language Therapy Core**
To support communication in the Early Years. Assess pupils needs and develop programmes of support/intervention. Support staff in delivering Box Clever. Offer targeted support and specialist reviews for identified pupils within Foundation Stage of in Y1-Y6 with social communication needs.

**Speech and Language Therapy EHC Plan**
Termly review of the impact of advice and provision for children with statements. To carry out an annual communication checklist in classes to help develop more communication friendly class rooms and teaching strategies.

**Speech and Language Therapy Health**
To assess and carry out programmes of intervention for pupils with selective mutism, difficulties with motor control, stammering, pronunciation or hearing impairment.

**Occupational Therapy**
To assess children’s physical development and co-ordination. To provide therapy programmes.

**ISAID**
To offer support and advice to parents with children who have Special Educational Needs.

**Social Services**
To support the school by looking after the welfare of children.

**Educational Social Worker**
To monitor attendance and punctuality.
Child Development Team (CDT) and Child and Adolescent Mental Health Service (CAMHS)
To assess children’s medical needs including OT, Autistic spectrum disorders and medical disorders.

SAFE – Supportive Action for Families in Ealing
A multidisciplinary team to support families with a wide range of issues, with a link worker attached to the school.