



Sir Thomas Abney Primary School

**Special Educational Needs &
Disability Policy**
November 2016

We all shine...

OUR SCHOOL

We pride ourselves on being an inclusive school, where we celebrate diversity and difference and acknowledge the richness that this brings to our school community. We aim to provide opportunities for all children to access a broad, balanced and creative curriculum that is personalised to meet children's individual needs, regardless of age, gender, ability, ethnicity, language or background

We welcome **all** children including those who have different learning styles and may be identified as having Special Educational Needs and/or Disabilities (SEND). We have high expectations for our pupils and will ensure that **all** children make progress in their academic as well as social and emotional development.

Inclusion is at the centre of our schools aims and values. We are committed to a whole school approach – **SEND (including the Language Resource Provision, LRP) is a shared responsibility by the whole school and all members of the school community.**

We believe that inclusion is successful when attitudes are welcoming, positive and empathetic. We aim to secure sufficient and appropriate support for the child, the parents and the school, ensuring the establishment of good links. Our priority is to ensure that a child with SEND has access to the right support and, to this end, we work hard to maintain links with parents, health, social care and education professionals.

We ensure a high standard of professional development of all staff and that every teacher is a teacher of every child - including those with SEND.

The school follows the SEND Code of Practice: 0-25 guidance (2014), as well as the Equalities Act and the Disability and Discrimination Act.

The Inclusion Team at Sir Thomas Abney includes:

- Inclusion Manager
- SENCo
- Speech and Language Therapists
- Specialist Teaching Assistants – including Speech and Language Therapy Assistants;
- SEND Link Governor

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

At Sir Thomas Abney a child is defined as having SEND when s/he has a learning difficulty or disability which requires support above and beyond that normally provided in classrooms in terms of Highest Quality Teaching. A child of compulsory school age has a learning difficulty if she or he has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him/her from making use of the kind of support generally provided for others of the same age in the school (SEND Code of Practice 0-25 2014.) Disability is defined as a "physical or mental impairment which has long term and substantial adverse effect on a child's ability to carry out normal day to day activities (Equality Act 2010.)

The SEND 0-25 Code of Practice 2014 describes four areas of need. It is recognised that some children will experience difficulties in more than one area:

1. Communication and interaction
 - Speech and language difficulties
 - Autistic Spectrum Disorders
2. Cognition and learning
 - Specific learning difficulties
 - Moderate, severe or profound learning difficulties
3. Social, mental and emotional health
4. Sensory and/or physical/medical needs

A shared vision of inclusion permeates all policies e.g. our School Educational Visits Policy - we always plan school journeys and educational visits making reasonable adjustments to include all pupils. This policy should be read in conjunction with other policies that describe how we provide support, guidance and encouragement to learners in our schools. We have an Equality Policy and a School Accessibility Plan, which describe how we are improving the school for children and adults with disabilities and how this sits within the whole School Improvement Plan. We also have policies outlining our support for vulnerable children and children in care (Safeguarding Policy). These are all available from the school office.

THE OVERALL AIM OF OUR POLICY

The aim of this policy is to communicate with parents/carers, staff, the local community and the Local Authority how we will make high quality provision for children with SEND and remove barriers to their progress.

This policy reflects how we ensure access for all children to the full spectrum of life at Sir Thomas Abney Primary School, for example:

- **Academically** – access to and progress in a broad and balanced curriculum including the National Curriculum
- **Socially and emotionally** - encouraging friendships and cooperation
- **Through extended services** – e.g. before and after school clubs, lunch clubs
- **Through promoting community cohesion** - e.g. a sense of belonging for all, developing a curriculum which challenges prejudice, bias and stereotypes

THE OBJECTIVES OF OUR SEN POLICY

The objectives of the governing body are to:

- Ensure the best outcomes for all pupils in both progress and attainment;
- Continue to involve parents in the school's SEND provision;
- Ensuring a whole school approach – for example, further developing differentiation and use of interventions across the school;
- Continue to develop the monitoring and assessment of needs and the tracking progress of pupils with SEND
- Continue to assess needs and provide appropriate intervention and support
- Support transition for children with SEND between years and into the next stage of education or alternative type of education if required
- To work within guidance provided in the SEND Code of Practice, 2015. We will review the policy annually and report on our successes and plans for improvement.

ADMISSION AND INDUCTION ARRANGEMENTS FOR CHILDREN WITH SEND (INCLUDING THOSE WITH EDUCATION HEALTH and CARE PLANS, EHCPs)

We welcome children with SEND into our school. The Local Authority's SEND department informs us when parents/carers of a child with a Statement or EHC Plan of SEND request a place at our school. All other requests for places for children with SEND, who do not have a

EHC plan, are processed using the Local Authority admission criteria for allocating places for all children.

Our school induction arrangements for children with SEND include:

- The Inclusion Leader gathers information from the parents and outside agencies (including early years providers) involved with the child
- The Inclusion Leader makes appropriate admission arrangements for the child. These may include visiting the child in their previous school, providing the child with visual information about our school, and arranging for the child to visit the school prior to starting.
- Home visits to all children starting in the Foundation Stage (Nursery and Reception)
- Buddy systems

We are committed to working in partnership with parents to ensure a smooth start to their child's time with us.

OUR SPEECH AND LANGUAGE RESOURCE PROVISION (LRP)

We are an additionally resourced school for pupils with speech and language impairments. All children placed in the resource provision are placed here by the local authority.

What is an LRS?

LRS stands for Language Resourced School and Sir Thomas Abney School is one of two LRS schools in Hackney. An LRS is an additional provision to a mainstream primary school for children who have an identified Developmental Language Disorder (DLD). Children with an LRS place have a specially funded place at the school. At Sir Thomas Abney, we receive funding for 22 places from Nursery through to Year Six. Sir Thomas Abney may not be the local school for children who have a LRS place; in fact many of the LRS children travel from different parts of Hackney and some may get transport funded by the LEA in order to do so.

What is a Developmental Language Disorder (DLD)?

DLD is a disorder of language development, which cannot be explained by other developmental difficulties. Children with DLD have relative strengths with their non-verbal cognitive (thinking) skills compared to their verbal (language) skills. They may also have difficulties with speech production. As language is so closely linked to learning, children with DLD often will have difficulties with learning and memory too.

How do the children get an LRS place?

Children are referred to a panel at Hackney Learning Trust who decide if a child meets the criteria for DLD and may allocate an LRS place. The panel is held termly and is attended by a Speech and Language Therapist, the Inclusion Manager, Specialist Teacher, LEA SEND Officer and an Educational Psychologist. As the panel is held each term, new children may be allocated a start date for an LRS place at different times throughout the year.

What support do the children receive?

LRS children may receive any of the following support from a teacher, Speech and Language Therapist/Assistant and/or Teaching Assistant;

- Makaton sessions with a Speech and Language Therapist (Early Years)
- Language enriched environment – e.g. visual timetables, staff trained in Makaton and additional strategies for supporting language (e.g. Colourful Semantics, Word Aware);
- Small group teaching for maths and literacy;
- Regular language groups;
- Individual language programme;
- Individual/group Memory programme;
- Individual speech production programme;
- Social skills groups;

- Curriculum support group (eg. Word Aware);
- TA support in class;
- Whole class sessions in the classroom from a teacher or SLT;
- Playground support;
- Opportunity to attend lunch club to support social skills and play;

Who works with LRS children?

All teachers and support staff work with children from the LRS as part of their mainstream classes. All staff receive ongoing training on how to meet the needs of children with DLD within the mainstream setting and on using specific resources/interventions with these children. Specific staff, who provide additional support, are the Inclusion Manager, SENCo, Speech and Language Therapist Assistant, Specialist TA/EYE and Speech and Language Therapists who work with staff on assessments, interventions and monitoring.

A GRADUATED APPROACH TO SEND SUPPORT (Assess-Plan-Do-Review cycle)

At Sir Thomas Abney School we cater for different needs through careful planning. We record all pupils' progress as part of our monitoring and assessment practices. In the Foundation Stage these include child observations and profile books. In Key Stage One and Two, we carry out termly tracking of progress in English and Maths. Class teachers communicate any concerns early on to parents/carers. We hold termly Pupil Progress meetings where progress and attainment are discussed with Class Teacher and TA, Inclusion Leader, Headteacher and/or another member of Senior Leadership Team. Together we consider all of the information gathered alongside national expectations and expectations of progress.

The school takes great care over the identification and assessment of children whose first language is not English. We do not assume that lack of progress in English means that a child has a special educational need. However, we are aware that for some children, slow progress may be a result of a special educational need.

Special Educational Needs Support (School Support) – Wave 1 & 2

A child will be considered for **Special Educational Need Support (SS)** if the concerns continue for a period of longer than one term and the Wave 1 intervention provided by the class teacher is not having a sufficient impact. Generally a child's attainment will be below national expectations in one core subject and/or they may exhibit difficulties in one of the following areas:

- Speech and Language difficulties (as assessed by a Speech and Language Therapist)
- Inability to focus and attend in class
- Significant gross and fine motor difficulty
- Significant other physical or medical difficulties
- Significant social, emotional or mental health difficulties.

Targeted action is taken. This is additional to or different from those normally provided as part of the school's differentiated curriculum. A member of the Inclusion Team and the class teacher inform parents/carers of concerns. The class teacher and Inclusion Leader will decide on appropriate support. This may include:

- Wave 2 interventions
- Increased liaison with parents
- Special equipment or materials
- Support Plans (which outline strategies, targets and provision)

- Support from the Pastoral Team
- Deployment of staff to provide additional support to individuals or groups.

The provision we make will be recorded and shared with the parent/carer and the child.

Special Educational Needs: School Support (SS) – Wave 3

If a child continues to make little or no progress despite interventions, our school will draw on one or more specialised assessments from external professionals and agencies. These could include:

- Speech and Language Therapist
- Educational Psychologist
- Specialist Teams for visual, hearing and physical impairment
- First Steps (CAMHS)
- Behaviour Support Team
- Complex Communication Clinic.
- Occupational Therapist

New targets are written for the child in consultation with the parents to incorporate the advice from the external agencies.

Pupils described as having SEND are actively involved in making decisions about their own learning and support. Children also express their views on their progress and support prior to an Annual Review and when completing their 'One Page Profiles' prior to transitioning to a new class.

Statutory Assessment/Education Health and Care Plans

If following further intervention and review in consultation with parents/carers and external agencies, the child does not make adequate progress and is thought to have significant, lifelong and complex needs, the school will consider requesting a Statutory Assessment for an Educational, Health and Care Plan. A child will only obtain a Statutory Assessment or ECH Plan if the school is able to ascertain that the child has significant, long term and complex needs. The Local Education Authority (Hackney Learning Trust) sets out the criteria for this.

Support Plans

Support Plans are currently written for all children with an EHC Plan, LRS children and children who need Wave 2/3 interventions. They are reviewed termly by the class teacher/class TA and Inclusion Team, in consultation with parents/carers. Support Plans should outline key strategies and a timetable of provision. There is generally a maximum 2/3 targets on a Support Plan and these should relate to learning behaviours – e.g. independence, attention and listening.

Class teachers keep copies of all reports or documents relating to children's SEND in a designated blue SEND folder. Individual children's files are kept centrally in a secure location (currently in the SENCo's office).

If we feel that the child is making adequate progress, s/he may no longer need to receive SEND provision. We consider a child to have made adequate progress when s/he no longer meets our criteria for SEND. We will record this discussion in the child's SEND file. We will keep these records for reference and pass them on when s/he transfers to another school.

HOW WE HELP CHILDREN WITH SEND

We have a graduated response to need using three 'waves' of support for children, as described below:

Wave 1: Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants and the Language Resource Provision. High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND. Staff have identified the ways in which the curriculum can be differentiated (see **Appendix A** for a summary compiled by staff at Sir Thomas Abney)

Wave 2: Small group interventions for pupils who can be expected to catch up with their peers as a result of the intervention.

Wave 3: These are specifically targeted interventions for children identified as requiring more specialized SEND support.

Additional intervention and support does not replace high quality teaching.

The cycle of provision we make for children includes:

1. Assess

- A curriculum differentiated by the class teacher where progress is monitored termly in Pupil Progress Meetings with the Senior Leadership Team.

2. Plan/Do

- Intervention groups run by TAs (including specialist TAs)
- TAs supporting individual work
- Small group teaching of individuals and groups
- Social skills groups – e.g. Lego therapy
- Support from Learning Mentors for individuals, groups and whole classes
- Booster classes for English and Maths
- Inclusion Leader planning alongside Teacher to help develop teacher's understanding of strategies to support vulnerable children

3. Review

- Individual Education Plans assist class teachers and Teaching Assistants in differentiating the curriculum. Through this varied provision and with high expectations, we aim to maximise progress whatever a child's starting point.
- Termly pupil progress meetings and IEP meetings
- Annual Reviews (for children with Statements/EHC plans.
- Monitoring the impact of interventions

HOW WE TRAIN OUR TEACHING AND SUPPORT STAFF ON SEND MATTERS

We understand the importance of training in special needs, inclusion and disability equality. We recognise that teaching and support staff will need regular training on aspects of SEND and inclusion in order to update policy and inform practice.

- We keep training needs under review. All staff discuss their individual training needs at performance management review meetings;
- A member of the Inclusion Team meets regularly with TAs;
- We hold regular SEND training sessions for all staff – at least once each term;
- All members of the Inclusion Team are available for informal discussions during the school day. This includes Speech and Language Therapists.
- The school regularly provides training on Speech and Language strategies, which further supports the Language Resource School.
- At times, we also have whole school training on particular issues and we invite

- external trainers into school to provide training and support to staff.
- Staff can request to attend training at any time.

Recent training includes:

- Running Language Groups (Support Staff)
- Positive Interaction – supporting children with DLD (formally SLI)
- LaunchPad (Early Years)
- Understanding Autism
- Understanding Dyslexia
- The new SEND Code of Practice 2015
- Effective differentiation and sharing good practice
- Lexia
- Running Language Groups in the Foundation Stage
- Word Aware (teaching vocabulary)
- Working with children with Autistic Spectrum Conditions
- Colourful Semantics

We also work closely with other professionals such as specialist teachers and therapists who provide advice and guidance to staff for supporting children with specific needs.

HOW WE WORK IN PARTNERSHIP WITH PARENTS/CARERS

We understand the importance of working in close partnership with parents and carers of children with SEND and work hard to ensure good communication. Parents/carers are valued as the people who know their children best and their views and needs are taken into consideration.

Parents/carers are also involved in making a positive contribution to the education of their children through:

- Good communication including telephone, email and face to face conversations;
- Working towards *person-centred planning* for SEND and Annual Review meetings;
- Home visits for children entering the Foundation Stage;
- Home-school communication books (where appropriate);
- We regularly meet parents/carers to discuss any questions and/or concerns that they may have about their children's education;
- Coffee mornings for parents of children with SEND;
- A systematic effort to support parents/carers through periods of transition – e.g. by clearly explaining procedures, paying visits to new settings (internal or external), having interviews with newcomers and making sure that all needs are communicated effectively so that they can be followed up successfully. The Inclusion Team and Phase 2 Leader play an important role in supporting both children and parents/carers in transition to secondary school.
- Parents/carers of pupils with SEND can approach school staff to discuss the progress of their children and to seek information and advice and are also given the space to express concerns and complaints about any issue around their children's provision formally and informally. The school responds to these concerns by arranging meetings with the stakeholders and possibly external professionals to clarify matters.
- Signposting parents/carers to appropriate services to address their needs;
- Good links with Parent Partnerships to support communication with parents/carers;
- A link to the local offer is available on our website for parents and carers and the SEND Information Report explains what is ordinarily available at Sir Thomas Abney.

HOW WE WORK WITH EXTERNAL SERVICES TO SUPPORT CHILDREN WITH SEND

The school works successfully with many outside agencies:

- The Educational Psychologist (EP) meets regularly with the Inclusion Team during termly Multi-Agency Planning (MAP) meetings to agree a programme of support for the school and advice on individual children. Sometimes this will involve statutory assessment work and participation in assessments and reviews for children with statements. However, it is the intention of the school that the EP should be provided with an overview of the school's special educational needs and may be engaged in other forms of intervention such as support for parents and training for staff.
- As we are a Language Resourced School (LRS), we have Speech and Language Therapists (SaLTs) on site for most of the week. The SaLTs work with all the children in the LRS, as well as children in the mainstream school who have been identified as needing support with their speech, language or communication.
- The SaLTs provide regular staff training and daily advice to teaching and support staff. They also provide resources for interventions and on a bespoke basis.
- We also work with highly specialist SaLTs to support children with eating/drinking difficulties and those with Autistic Spectrum Conditions.
- The School Nurse meets regularly with a member of the Inclusion Team to review medical needs, concerns and update Medical Care Plans.
- We have regular visits from specialist teachers who work with children with Statements/EHC plans and provide advice for class teachers and TAs.
- We work closely with professionals from First Steps (CAMHS) to ensure thorough assessments of the needs of children who have been referred to the service. We ensure that we provide accurate and meaningful information to support the assessments.

There are also links and collaboration with the following agencies that make a contribution to the efforts of the school to create a happy, inclusive and meaningful environment for all:

- The LEA Attendance Officer - providing attendance support
- Health Service - particularly through the school nurse, Occupational and Physio-therapists
- Social Services
- Cariss Creative (providers of therapy)
- Specialist Teams for visual and hearing impairment, physical disability and autistic spectrum conditions
- Traveller/Roma Support Service
- Re-engagement Team

HOW WE LINK WITH LOCAL SCHOOLS AND SUPPORT CHILDREN WITH SEN THROUGH TRANSITION INTO SECONDARY EDUCATION

- Children from Sir Thomas Abney Primary School move on to a variety of secondary schools. We carry out a transition project for all children in Year 6, led by the Phase 2 Leader. Additional support for individual children will be provided as necessary.
- As part of the transition project, the Inclusion Team will try to arrange an additional visit to their new school for any vulnerable children. The Inclusion Team also

arrange visits to appropriate specialist schools/provisions for parents/carers of the most vulnerable children with SEND.

- For children with an EHCP, or for those children who are part of the LRS, we run an additional Transition Group in the Summer term which is led by the Speech and Language Team.
- When children with EHCPs are in Year 5, the Inclusion Team meet with the child and the parents/carers to discuss possible secondary school provision in the summer term. The SENCo of the new school is invited to attend either an Annual Review or SEND review. We pass on all the SEND records to the receiving school.
- For children with special educational needs who do not have statements, the Year 6 teacher/Phase Leader will meet with the Y7 transition teacher of the new school to discuss the child's particular needs with this teacher. We pass on all the records to the receiving school.
- When a child transfers to another primary school we pass on the SEND records and a member of the Inclusion Team will, if possible, speak to the teacher with responsibility for SEND at the new school. We send our pupil Transition Form to new schools which summarises key needs and provision.

HOW WE HELP CHILDREN WITH SEND TO MAKE THE TRANSITION BETWEEN YEAR GROUPS

There are a number of measures in place that support a smooth transfer of **all** children to the next school year. In addition to these, we have the following measures for children with SEND:

- The Inclusion Team ensures that all records are passed to the next class teacher
- At the hand-over meeting in the summer term the current class teacher shares detailed information with the new class teacher
- Personalised 'One Page Profiles' are completed by the most vulnerable children with SEND with a member of staff in order to share information with their new teacher or TA
- Behaviour plans are communicated with the class teacher and if needed with the whole school
- We put in place additional strategies for individual children e.g extra visits to the new classroom, photo books, buddying with older child/sibling/learning mentor support
- Use of **social stories** for within school transitions – such as a change of teacher or TA etc. during the year (especially for children who work one-to-one with adults)

HOW WE FUND OUR SEND PROVISION

The school receives funding for pupils with SEND from the Local Authority. In addition, the school is committed to using part of its delegated budget to support children with SEND.

The school receives funding for each pupil who attends as part of the LRP.

We endeavour to meet the needs of all children with SEND from within our allocated resources. The school requests Statutory Assessment/Education Health and Care Plans for any child we believe has significant, lifelong and complex needs.

HOW WE MONITOR THE IMPACT OF PROVISION FOR INCLUSION

Pupil progress and the effectiveness of our provision is monitored in a number of ways:

- Teachers are able to identify pupils early who need additional support
- Teachers and teaching assistants can provide support using a range of intervention programmes
- Teachers show clear differentiation in their planning, which also reflects high but

realistic expectations of pupils' progress

- Regular SEND reviews to monitor the effectiveness of provision
- Analysis/tracking of data
- Pupil feedback
- Formal assessments carried out by the Inclusion Team
- Inclusion Learning Walks
- Lesson observations
- Data related to specific interventions – e.g. on-entry/exit assessments
- Reports and assessments from outside agencies
- Teaching Assistant feedback on intervention programmes and progress
- Teacher assessments
- Monitoring of IEP targets by teachers and Teaching Assistants
- Parents views - formal and informal
- Use of P-levels for children with SEN working at pre-national curriculum levels
- Evaluation of IEPs
- SEND link Governor liaises with the Inclusion Team to have an understanding of how the relevant policies are being implemented

Date ratified: November 2016

Date to be Reviewed: December 2017

APPENDIX A

Staff list of some of the ways in which we may differentiate the learning for children at Sir Thomas Abney Primary School:

Pupil grouping:	Environment:
<ul style="list-style-type: none"> • Mixed ability groups (role models) • Focus groups (Class teacher/TA) • Smaller groups to focus support • Pairs (role models; friendships) • Give each child in the group a role • Review groupings regularly • Adults monitor behaviour and dynamics in the group/s • Clear rules and expectations • Adults monitor pupil participation in groups (e.g. dominant/passive) • Supportive peer/buddy • Adult led or independent • Equal adult attention and praise to all children • Being aware of distractions nearby 	<ul style="list-style-type: none"> • Use of real objects and concrete materials • Visual supports – e.g. pictures of tricky words; visual timetable; pictures of tasks/instructions; visual reminders/prompts • Wordbanks – accessible, clear and easy to use • Word Aware words on display – e.g. Goldilocks/Anchor words • Motivating displays – representing ALL the children • Children seated appropriately – e.g. those with attention difficulties near the teacher/front of class • Use of indoor/outdoor areas
Language:	Support:
<ul style="list-style-type: none"> • Key vocabulary displayed (+ Word Aware) – use colours and pictures • Adapt language (stick to essential words) • Wordbanks – in books or at tables • Use of Makaton (if appropriate) • Reinforce and model language – and repeat as needed • Pre-teach key language • Home languages represented • Use of ‘Communication in Print’ • Relate questions to ‘real’ life • Sentence starters • Carefully formed questions – targeted appropriately • Give instructions in correct order 	<ul style="list-style-type: none"> • Extra support from teacher • Support from TA • Peer/buddy support • Scribing • Liaise with Speech & Language Therapist or Specialist Teacher • Pre- or post- teaching of key concepts/language • Teach children how to help themselves if stuck – e.g. 5B’s • Support during whole class sessions as well as independent tasks • Carefully managed transitions • Open-ended extensions (depth)
Timing:	Resources:

<ul style="list-style-type: none"> • Visual timetables of the day and/or lesson • Allow children enough time to answer questions • Break activities down into smaller or shorter tasks • Use timers to motivate or ensure children know length of activity • Time for questions • Time to reflect • Visible time (IWB/timers) • Carefully managed transitions • Balanced sessions – not too long/short on some activities (appropriate pace) • Time prompts 	<ul style="list-style-type: none"> • Use concrete resources where possible – link these to things that motivate children • Use children’s ideas or interests when planning • Use everyday, familiar objects • Ensure resources are visible and have an obvious purpose • Demonstrate resources • Ensure resources are of an appropriate size • Ensure there are enough resources for all children • Use ‘Colourful Semantic’ resources to help with sentence order and construction • Scaffolded writing frames • Use word mats/sentence starters • Use multiple choice questions with resources • Adapted worksheets • Have extension work ready (depth)
<p>Marking:</p>	<p>Other:</p>
<ul style="list-style-type: none"> • Give verbal feedback (not always written) • Use annotated photographs • Scribe children’s responses • Differentiated ‘Next steps’ • Use symbols/stickers • Opportunities for self-assessment • Careful use of peer assessment • Marking should be written clearly and in child-friendly language • Marking should reflect WILF/WALT • Ask children to teach/show or explain their understanding (use iPad) 	<ul style="list-style-type: none"> • Praise <i>effort</i> and give rewards accordingly • Being aware of the social/emotional aspects of learning – children with SEND need plenty of self-esteem boosting • Sometimes, even the way that you greet children can make a big difference • Allow children with SEND to take part in whole class discussions