

HEBER

PRIMARY SCHOOL

All belong, all achieve.

SEND Policy

▪ **Special Educational Needs & Disabilities Coordinator (SENDCO):**

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Introduction

This document is a statement of the principles and procedures for Special Educational Need (SEND) provision at Heber Primary School. It takes strong guidance from Revised SEND Code of Practice 0-25(April 2015). The policy was developed through consultation with staff and governors. Parents are invited to make contributions.

Rationale

It is the shared responsibility of the whole school to plan and give access to the National Curriculum, so that the needs of all our children are met. We aim to encourage children to reach their full potential, intellectually, spiritually, physically, emotionally and socially. We are aware of the importance of giving all children equality of opportunity. We recognise that some children face greater obstacles to achievement and may need special consideration. The main purpose of this document is to provide practical guidance and information about our approach and procedures. This will enable all partners to work together for the benefit of our children.

Definition of Special Educational Needs & Disabilities (SEND)

The 2015 SEND Code of Practice says that:

“A person has special educational needs if they have a learning difficulty/disability which calls for special educational provision to be made for him/her.”

At compulsory school age, this means he/she:

- *Has a significantly greater difficulty in learning than the majority of children of the same age*
- *Has a disability which either prevents or hinders the child from making use of the educational facilities provided for children of the same age in mainstream schools.*

There are 4 areas of need identified in the new Code of Practice:

- 1. Cognition and learning**
- 2. Communication and Interaction**
- 3. Social, mental and emotional**
- 4. Sensory/physical**

Special Educational Provision means educational training/provision which is **additional to**, or otherwise **different from**, the educational provision made generally for children of the same age in a mainstream setting in England. The purpose of identification of the SEND is to work out what action the school needs to take and not to fit a pupil into a category. At Heber we consider the needs of the whole child and not just their SEND.

Some needs may **not be** SEND but may impact on progress and attainment:

- ... **Disability:** The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. The Code of Practice outlines the “reasonable adjustment” duty for all settings. These alone do not constitute SEND
- ... **EAL:** A child must not be regarded as having learning difficulty solely because the language /form of language at home is different from the medium in which the child is taught.
- ... **Attendance and punctuality:** *Pupils* who regularly absent themselves from school or are often late, miss valuable teaching and learning experiences which cannot be repeated. This will inevitably impact on progress and attainment
- ... **Health and Welfare**
- ... **Being in receipt of the pupil premium grant**
- ... **Being a Looked after child:**

Behaviour is no longer considered an acceptable way of describing SEND. Any concerns relating to a child's behaviour is described as an underlying response to a need which must be collaboratively recognised and identified.

Headlines from the SEND Code of Practice April 2015:

- No new statements will be issued by the Local Authority. Statements have been replaced by **Education Health Care plans** (EHC plans) which can be used to support children from birth to 25.
- All statements at Heber have now been converted to EHCPs
- School Action and School Action Plus have been replaced by one school based category of need known as **Special Education Needs Support (SENS)**. All children including those with SENS are closely monitored and tracked each term. Children with SENS are additionally tracked by the SENDCO.
- There are **4** main categories identified in the Code of Practice (CoP)-as listed above. We have children in all these categories of SEN.
- The child's own **views** and aspirations and the parents experience of and hopes for their child are taken into account. Parents are invited to be involved in the SEN reviews of their children.

All children benefit from Quality First Teaching (QFT). This means that teachers assess, plan for and teach all children at the level which allows them to make progress with their learning. Focused intervention and specialist expertise is sought to target particular needs.

Please follow the link to see the code: [SEN Code of Practice 2015](#)

See link to SEND Code of Practice:

We promote equal opportunities for all children, whatever their gender, background, race or ability.

We pride ourselves on an inclusive curriculum that provides the framework for well-defined, achievable aims & objectives. We have high expectations of all our children. Children on our SEND register make progress which compares with the progress made by other children in the school.

Our guiding principles are:

- To enable all pupils with special educational needs to reach their full potential, to have equal access to a broad and balanced curriculum, and be fully included in all aspects of school life,
- To have rigorous systems in place to identify, assess, support and track the progress of pupils with SEND, as early on in their education as is possible,
- To seek advice and support from outside agencies where necessary and act upon their professional guidance,
- That pupils' own **views** are sought and where appropriate, each child's learning style is taken into account so that an adaptation/modification may be made in presentation, content and context to assist a child with a task.
- To ensure that children are encouraged to be aware of and be proactive in their own learning, through evaluating their learning styles and participating in setting targets for themselves. Pupils are directly involved in evaluating their progress and they are given the opportunity to celebrate any successes.
- To carefully consider the choice of appropriate teaching methods and learning environments to maximise pupil progress. Through this, opportunities for success are built into the programs of work, in order to nurture positive attitudes and inspire confidence in children with regard to their own abilities,
- To provide a staffing structure with clear lines of responsibility for SEND and with ongoing needs-based provision for staff training,
- That all staff are aware that differentiation of the curriculum is an integral part of planning and teaching, which takes into account the range of abilities and individual needs of pupils in the class. Thus every teacher is responsible for addressing individual needs in their classroom, including those with special educational needs,
- To ensure that wherever possible children are taught in their own class group and that withdrawal is kept to a minimum. However, where it is in the best interests of the education of the child with SEND and the rest of the class, withdrawal is used with discretion and careful planning. Arrangements for withdrawal support are monitored by the class teacher and SENDCO to ensure the child's access to the wider curriculum is not unduly affected,
- To allocate resources that can be used flexibly to support children's individual needs,
- That assessment procedure may sometimes require differentiation in administration (i.e. special arrangements) to ensure that children requiring educational support are given every chance to achieve.

- To devise effective, consistent lines of communication between all those involved with SEND. This includes finding effective ways of informing and consulting with all parents about SEND in the school; and supporting those parents who have children with SEND including through Individual Provision Map (IPM) reviews.

Admission arrangements

Within the context of our clearly defined guiding principles as set out above, our school values each child and aims to meet the needs of all pupils within the context of inclusive practice. Pupils are admitted to Heber without reference to ability or aptitude in accordance with the criteria set down in the School's Admission Policy. The school endeavours to make reasonable adjustments or take reasonable steps, to ensure that disabled pupils/prospective pupils are not placed at a substantial disadvantage in comparison with their non-disabled peers, without justification. Parents provide the school with their child's educational and medical history and liaison with the nursery, agencies and other schools, provide continuity if a need has been identified. Children with Statements of Special Educational Needs /Education Health Care Plans (EHCPs), who meet these criteria, will be admitted if the document specifies a mainstream placement and the school is able to make the necessary provision as is detailed therein.

Managing pupils needs on the SEND register.

Provision for all children including those with SEND is a matter for the whole school. The governing body, the school's head teacher, the Inclusion Manager, the SENDCO and all other members of staff, particularly class teachers, teaching assistants (TAs) and Special Needs Assistants (SNAs), have important day-to-day responsibilities. For all pupils the cycle of provision is: **Assess – Plan – Do – Review**

This means that staff:

... **Assess** what children understand and can do. They use this understanding to then,

...**Plan**, differentiate and do what needs to be done in the classroom so that pupils can progress in their learning.

...**Review** pupil progress every term and discuss this with parents and children.

Our school has a graduated approach to SEND support (SENDS):

Provision and support for **all children** may best be understood in stages. A child is usually identified with SEND around Stage 3:

Stage 1: Good/Outstanding Quality First Teaching (QFT)

Teachers are responsible for and accountable for the progress and development of all the pupils in their class, including where pupils access support from TAs or specialist staff. High quality teaching differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. Additional intervention cannot compensate for a lack of good quality teaching.

This means that teachers will:

- ... Have the highest possible expectations for every child in their class.
- ... Build on what children already know, can do and can understand.
- ... Ensure that every child in the class is fully involved in learning. This may involve adapting resources to meet the needs of particular children.
- ... Engage in discussion with the child, taking into account their views and learning styles.
- ... Put in place specific strategies - which may be suggested by the SENDCO/external specialists that may help a child learn/progress more effectively.
- ... Review the progress of pupils daily and respond to presenting needs, engaging with coordinators and school leaders as is appropriate to support QFT.
- ... Review the progress of pupils **termly** with the SENDCO to agree next steps in provision, particularly for underachieving or at risk of underachieving pupils.

Stage 2: Targeted support from the class teacher:

Over and above QFT, staff may recognise that a child needs extra targeted support in the classroom and this is put into place. Across the school, all children are afforded the opportunity to choose between graded challenges-bronze, silver and gold- in their daily academic work. This means that all children can be guided to excel in line with their potential.

Stage 3: Interventions led by trained members of the Learning support assistants (LSAs)

The aim of these interventions is to consolidate and reinforce what has been taught in class. Interventions are set, monitored and supported by the class teacher. Sessions are taught by a Learning Support Assistant or class teacher. A child receiving extra support **may be** placed on SEND support and on the school's SEND register. However, accessing interventions **does not** automatically mean that a child has been placed on the SEND register.

Children will be placed on the SEND register with parental discussion and consent for the following reasons:

- the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness,
- when a child continues working at levels significantly below those expected for children of a similar age,
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment,
- presents persistent emotional or behavioural difficulties which cannot be addressed by the school's behaviour policy/management strategies,
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment,
- has communication and/or interaction difficulties and requires specific individual interventions in order to access learning,

What will being on the SEND register on SEND support mean?

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning. Your child therefore needs some extra support that is **additional to and different from** what is normally provided in class to close the gap between him/her and their peers.
- Your child's teacher or the SENDCO will consult with you and agree on whether your child needs to be on the SEND register on SEND support.
- Your child's teacher will liaise with the class LSA and, where needed, the SENDCO to determine what further interventions will best suit your child's needs. A draft **Individual Provision Map (IPM)** detailing these interventions will be drawn up by the class teacher and shared with you and your child inviting your input. Interventions are reviewed termly. You will be kept updated on any changes to your child's provision.

Stage 4: Advice is sought from outside agencies

This will be led by the SENDCO. With consent from parents/carers, children may receive support from outside agencies. They usually go on the SEND register and are seen as having SEND support. Assessment, advice and support from external agencies are accessed through filling in referral form to the Southwark Early Help Service See Website: <https://www.southwark.gov.uk/schools-and-education/information-for-parents/early-help-service>

A referral needs to be filled in when, despite receiving an individualised programme and/or concentrated support, the child:

- ... Continues to make little or no progress in specific areas over a sustained period,
- ... Continues working substantially below that expected of children of a similar age,
- ... Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having targeted social emotional interventions,
- ... Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service,
- ... Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

What will happen with referral to Early Help Services?

- If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child's particular needs better. The SENDCo will fill in the necessary referral forms, in liaison with you, which you will sign.
- The form will gather what is known about the child and what the continuing needs are, clearly detailing which external agencies would best support a way forward.
- The general waiting period within which this support becomes practically available is within 18 weeks.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - a. Making changes to the way your child is supported in class e.g. changing some aspects of teaching to support them better
 - b. Support to set targets which will include their specific professional expertise
 - c. Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group
 - d. Group or individual work with the outside professional
 - e. Individual or group support. This may be in or out of school. (Some support may be clinic based e.g. for occupational therapy or counselling). They will tell you how the support will be used and what strategies will be put in place.
- Recommendations and reports from external agencies are shared with parents and teachers and embedded in practice.
- Individual Provision Maps (IPMs) will clearly indicate what support is in place and regularly review how well this support is working.

This type of support is available to children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups.

Stage 5: Specialised Individual support

At this stage, the class teacher will have identified your child and SENDCo as needing a particularly high level of individual and small group teaching, which cannot be provided from the resources already delegated to the school. The identified needs will be severe, long-term and complex.

This provision was being delivered via a **Statement of Special Educational Need**. However, the new SEND code has introduced an **Education, Health and Care Plan (EHCP)**, which now takes the place of a Statement of SEND.

The school will not have the necessary evidence to apply for an EHCP if all avenues of support both at school and via external agencies, have not been explored. Recommendations from experts need to have been trialled and embedded. If the child does not progress in spite of all these comprehensive stages of provision, then parents and school agree that an EHCP application needs to be made. A parent has the right to make this request independently. However the LA will then ask the school to evidence why this is an appropriate application.

It is often the case that a child requiring a high level of support will need specialist support in school from a professional from outside the school. This could be from:

- Local Authority central services such as the AST (Autistic Support Team) Outreach Team
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS (Child and Mental Health Service)

What will this mean for my child?

- The school (or you as a parent) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA), Southwark website: [Education Health Care Plans Southwark](#) A Statutory Assessment request or SA1 can only be made if all avenues of support both external and internal to the school have been used to maximum capacity and with little impact on the child's progress.

- After the school has sent in the request to the Local Authority (with a lot of information about your child, including a statement from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex, long term and severe enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the SEND support. They may also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- If you are unhappy with the decision the LA has made, not to go ahead with statutory assessment or the drawing up of an EHC, you have the right to appeal this and either request mediation from the LA or write to the Tribunal stating your dissatisfaction. Details of this process are always included in the letter you will receive in response to the initial SA1 application.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programs or run small groups including your child. All support will be directed by the EHC. There will be an annual review of the EHC which all relevant professionals, parents and the child where possible, will attend.

The SEND register is fluid. Children go on and come off the register following each term's review of provision.

Alongside the SEND register, the SENDCo maintains an **Inclusion Next Steps register**. This register keeps a termly record of progress for:

... **Children who have progressed and are no longer a cause for concern.** This is crucial for transition so that the next teacher/all staff working with the child know what historical concerns there have been. They can then bear these in mind and can continue to embed and enhance practice to support the child's success.

... **Children who are cause for concern.** These children do not need to be on SEND support or the SEND register. However steps need to be taken to further support and enhance QFT and provision.

... **Children on SEND support** Parental consent attained.

... **Children with EHCPs**

As the name suggests the Inclusion *Next Steps* register, clearly directs what the **next steps** are for that child based on the **assess – plan – do – review cycle**. These next steps are then followed up on at the next progress meeting.

Support for children with identified special needs when they start at Heber

- ... Parents are invited to visit the school with their child to have a look around and speak to staff
- ... If other professionals are involved a team around the child (TAC) meeting may be held to discuss the child's needs, share strategies used, and ensure provision is put in place before the child starts. This may include staff from the previous setting to support transition.
- ... A member of staff may make a home visit and may visit a child in their current school / setting
- ... A phased settling in period may be suggested if appropriate
- ... The Inclusion Manager contacts all parents to arrange a meeting for children who join the school after the start of the year.
- ... Heber has a booklet setting out key information about the school, which can be printed off, translated or printed in larger print for access.
- ... For pupils with medical needs, reasonable adjustments are made to accommodate pupil needs and to include pupils in all aspects of school life as far as possible. Having medical needs does not necessarily automatically mean that a child has SEND. Reasonable adjustments may mean that they continue to make good progress.

Roles and Responsibilities

Effective provision for pupils with SEND is highly dependent on effective collaboration where everyone is clear about their individual and collective roles and responsibilities. Staff liaise very closely to ensure that necessary steps are actioned, followed through and that everyone is kept informed.

The Voice of the Pupil

Placing our children at the heart of all our goals, listening to and responding to their needs is of paramount importance. The SEND Code of Practice emphasises the importance of including and involving children in the decisions being made regarding their educational provision. We listen to the thoughts and feelings of our children and focus on their strengths as well as their areas of need. We do this in the context of support, recognising that children need guidance and encouragement to make informed decisions. We have a pupil elected school council who meet regularly and actively discuss concerns and school improvement. Regular circle time discussions in class also provide opportunities for pupils to be heard and pupils with SEND are encouraged without prejudice, to participate fully. Weekly merit assemblies are just one example of how our children are regularly celebrated and given the opportunity to share their achievements. All children are encouraged to reflect on how they contribute to the wellbeing of the class. Confident young children who know that their opinions are valued, and who can practise making choices, will pave the way for more secure and confident human beings. There are class reward systems and individual reward systems that celebrate children daily and remind them of how integral they are to the Heber family.

Partnership with Parents

We are acutely aware of and acknowledge parents as their child's primary educators. They may be the first observers to identify a special need in their child. We encourage parents to tell the school about any specific needs their child may have upon entering school and at any time during their school career. All staff recognise the importance of working in partnership with parents. We therefore actively promote positive, effective and sensitive communications with parents through:

- ✓ Drawing on parental knowledge and expertise in relation to their child,
- ✓ Focusing on the child's strengths as well as areas of need,
- ✓ Recognising the personal and emotional investment of parents and being aware of their feelings,
- ✓ Respecting the validity of differing perspectives and seeking constructive ways of reconciling different viewpoints,
- ✓ Respecting the differing needs parents themselves may have, such as a disability, communication or linguistic barriers,
- ✓ Recognising the need for flexibility in the timing and structure of meetings,
- ✓ Ensuring that parents understand procedures and are aware of The Southwark Information Advice and Support Team (SIAS-formerly known as Parent Partnership), which offers parents impartial support, training and advice. Follow link to: [SIAS](#) or **Telephone: 0207 525 3104** as well as other external support services parents may need access/pointers to.
- ✓ Ensuring that at all stages of the SEND procedure, liaison is collaborative and parental involvement is encouraged, through formal and informal meetings. This includes parental consent before filling in a referral, referring to any external agencies and a full and regular discussion with parents where Statutory Assessment is being proposed,
- ✓ Ensuring that systematic records of all provision and intervention is kept,
- ✓ For pupils with Educational Health Care Plans, ensuring that parents are formally invited to submit their views and attend the Statutory Annual Reviews,
- ✓ Providing information on the Inclusion policy and making it available on the school's website or on request. Ensuring that the school's SEND Information Report (Local offer) is clear and accessible on the school's website: **Heber SEND Info Report and Local offer** which draws guidance from the LA local offer <http://localoffer.southwark.gov.uk>
- ✓ Keep parents informed about current projects, homework and general progress of their child.

The Class Teacher The class teacher's understanding of the needs of the child with SEND in their class is crucial.

Teachers are responsible for:

- ✓ Identifying children who are causing concern and sharing all evidence collected with the Inclusion Manager,
- ✓ Ensuring the right of all pupils to access the National Curriculum,
- ✓ Planning differentiation and liaising closely with TA's regarding support of the child with SEND,
- ✓ Initiating SEND support in close liaison with parent, child and SENDCO. Class teachers are encouraged to discuss pupils who are cause for concern with the Inclusion Manager at progress meetings. This stage may precede SEND support. The Inclusion manager cannot support provision unless she is duly alerted to SEND concerns, which is then shared with the SENDCO.
- ✓ Effective liaison with all relevant persons i.e. the child, the parent, the SENDCO, relevant teaching and non-teaching staff, outside agencies where needed,
- ✓ Developing, reviewing and delivering IPMs collaboratively,
- ✓ Involving themselves in policy development and their own professional development with regard to SEND.

Learning Support Assistants and other Support Staff

The line manager for Learning Support Assistants (LSAs) is the Assistant Head for Inclusion, Mrs Lyndsey Jefford; ljefford@heber.southwark.sch.uk and the line manager for Special Needs Assistants (SNAs) is Miss Hannah Darkin; hdarkin@heber.southwark.sch.uk

Learning Support Assistants and other support staff play an integral role in the provision for children with SEND. They contribute and participate in discussions about pupils experiencing difficulties. The Assistant Head for Inclusion meets fortnightly with support staff to provide needs-based training in keeping with the cycle of INSET of the school. They also ensure through close liaison that play leaders and midday meal supervisors know pertinent information about children with specific needs. This is not just dietary needs but also for example knowing about children on the autistic spectrum who may struggle with the social context of the dining hall and playground. The SENDCO oversees and manages support in close liaison with all relevant leaders and staff. This helps collate necessary information on the child's needs and quite importantly serves as part of the warm welcome into Heber.

Support staff:

- ✓ Work in collaboration with the class teachers and the SENDCO,
- ✓ Assist in the identification of individual needs,
- ✓ Help provide effective learning strategies for 1:1/small groups,
- ✓ Deliver interventions
- ✓ Develop a variety of methods appropriate to individual pupils,
- ✓ Assess record and regularly evaluate pupil progress,
- ✓ Feedback information to teachers and sometimes parents. Support staff first point of contact with regards to any feedback/concerns is the class teacher.

The Assistant Head for Inclusion & the SENDCO

The SENDCO ensures that staff are kept up to date with Inclusion and SEND procedures through setting up class-based well-structured Inclusion Files that provide teachers with:

- Relevant general/specific information relating to the children with SEND, medical needs and other pertinent information about the children in their class. This should be kept in the classroom with due regard to confidentiality issues,
- Detailed procedures to follow in the identification, assessment and review of pupils with SEND, with reference to the roles and responsibilities and active partnership of all involved,(set out in this policy)
- Records that review and track pupil progress in Individual Provision Maps(IPMs)
- The opportunity for giving and receiving feedback from the SENDCO

With guidance from the Assistant Head for Inclusion, the SENDCO is responsible for:

- ✓ Overseeing the day-to-day operation of the school's SEND policy.
- ✓ Coordinating provision and monitoring of IPMs for children with SEND, including:
 - ... ensuring that pupil voice is represented in provision through for example pupil interviews
 - ... conducting regular book scrutinies to monitor planning and differentiation,
 - ... doing lesson observations and providing feedback to teachers to embed recommendations and enhance practice
- ✓ Supporting staff in the interpretation of the Inclusion policy.
- ✓ Identifying the need for training in relation to the specific SEND needs in the teacher's class and ensuring that teachers feel suitably equipped to teach to that need.
- ✓ Identifying whole school training needs and ensuring that this takes place
- ✓ Coordinating and supporting the work of support staff
- ✓ Assisting in the development, monitoring and evaluation of the Inclusion policy.
- ✓ Identifying and contributing to the in-service training of staff.
- ✓ Maintaining a central record and overseeing the records of all children with SEND. Information on SEND is kept confidential and shared only with the relevant staff. Records are sent on to the next school when the child transfers.
- ✓ Liaising with parents of children with SEND for example through attending parents evenings where necessary and parent surveys
- ✓ Liaising with outside agencies and the LA, keeping abreast of changes to SEND through attending SENDCo forums and training as appropriate.

The Headteacher is:

Rivka Rosenberg who can be contacted via the school office: adminoffice@heber.southwark.sch.uk

The Headteacher has the overarching responsibility for the management of all aspects of the school, including provision for children with SEND. These responsibilities are met through close collaboration of the Headteacher, Senior Leadership Team and the SENDCO in the early identification of and subsequent provision for pupils with a significant educational need. The Headteacher will:

- ✓ Assist in the development, monitoring and evaluation of the Governors' SEND policy,
- ✓ Assist in establishing success criteria,
- ✓ Involve all Staff and Governors in SEND development,
- ✓ Agree a job description with the SENDCO creating the opportunity for non-contact time,
- ✓ Establish procedural guidelines for all staff,
- ✓ As designated Safeguarding Officer share relevant safeguarding information with the SENDCO with regards to children with SEND
- ✓ Oversee the day-to-day management of SEND

The Governing Body

In order to ensure that the necessary provision is made for any pupil who has SEND, the Governing Body should:

- ✓ Have knowledge of the school's system for the identification of pupils experiencing difficulty.
- ✓ Have knowledge of the school's course of action for such pupils in relation to the SEND Code of Practice
- ✓ Publish information about and report annually on the School's Inclusion policy ensuring that this information is readily available to parents.
- ✓ Ensure that where the Head teacher/Link Governor has been informed by the LA that a child has SEND, those needs are made known to all those who are likely to teach them.
- ✓ Promote procedures in the school that are inclusive and ensure equal access to the National Curriculum, where children with SEND join with children who do not have SEND in all the school's activities, so far as is reasonably practical and compatible with the learning needs of the child receiving SEND provision and the efficient education of all children.
- ✓ Ensure that parents are included in and notified of a decision by the school to make SEND provision.

Staff training and expertise

All of our teachers are carefully recruited and trained to work with children with SEND. Some are very experienced and others less so but all have access to advice, information, resources and training to enable them to teach all children effectively. The Senior Management Team (SMT) regularly meet with teachers to review progress, observe lessons, interview pupils and look at books to determine training/support needs. The Headteacher and Assistant Head for Inclusion meet termly at progress meetings with all teachers talking through any child in class, who is even the slightest cause for concern, not just those with SEND. The SENDCo also meets weekly with all 1:1 SNAs. Through collaborative discussion, next steps are decided which may include training/support needs. The school currently accesses additional expertise for training from the educational psychologist, speech and language therapist and the LA's Autism Team. This is in addition to access to these and other external agencies to support individual pupil provision.

Links with Agencies, Organisations and Support Services

Heber Primary School makes additional arrangements for pupils with SEND when they transfer to secondary school, ensuring that the pupil's needs are known to the secondary school's SENDCO and that the parents are comfortable with the secondary placement and transition arrangements. Links with mainstream feeder schools and transfers to other schools are made as smooth as possible and include the exchange of relevant information regarding the transferring child. These links are equally beneficial when a child with an EHCP has to transfer to a special provision.

Where necessary, referrals are made to a range of external specialists for detailed assessment and advice via referral as detailed earlier, including:

- The Early Help Team [Early Help Services Southwark](#)
- The Southwark Information Advice and Support Team (SIAS-formerly known as Parent Partnership), which offers parents impartial support, training and advice. Follow link: [SIAS](#)
- Educational Psychology (EP) Services – Max Dixon is Heber's allocated EP.
- Mainstream Speech and Language Therapy – Louisa Righelato is the school's Speech & Language Therapist (SALT).
- Autistic Spectrum Condition (ASC) Outreach Team.
- Occupational Therapy/Physiotherapy.
- Hearing and Visual Impairment Services.
- School Nurse and Health Clinic.
- Southwark Child and Adolescent Mental Health Service (CAMHS).
- The Education Welfare Officer (EWO) who monitors attendance concerns.

To keep up to date on developments within SEND, the SENDCO also attends collaborative meetings/SENDCO Forums and accesses needs-based CPD. At Secondary Transfer, The SENDCO liaises with secondary school staff regarding vulnerable pupils who may have SEND and SEND records are sent on to the receiving schools. Secondary School staff are also invited to Year 6 Annual Reviews for pupils with EHCPs.

Complaints Procedure

Many complaints/concerns can be resolved by informal discussions between the class teacher and parents. Should these concerns remain unresolved, discussion should ensue as follows:

1. Approach Class Teacher
2. Refer to SENDCO / Assistant Head for Inclusion
3. Refer to Headteacher
4. Write to Chair of Governors
5. Written complaint to Southwark Education Authority.
6. For children who are undergoing Statutory Assessment, there are special appeals processes for parents who disagree with outcomes .Full details are sent to parents at that time.

Evaluating Success

We continually endeavour to support our children to attend school happily and cope well with class work. Liaison with parents is well established and parents are very supportive. There is good contact between school and home. Children continually move from one phase of support to another. Their needs may change and many no longer need SEND provision as their concerns diminish and their needs are addressed. Or, further expertise is sought from external agencies to support increasing and more complex needs.

The effectiveness of the SEND Policy is continually under review and amendments are made where necessary, with the approval of the Governors.

The success of the school's SEND policy is evaluated through:

- ✓ Monitoring of classroom practice by SENDCO/Subject Leaders.
- ✓ Termly SENDCO meetings with class teachers to review IPMs for children with SEND.
- ✓ The Senior Leadership Team working closely with the SENDCO to monitor the movement of children within the SEND system in school.
- ✓ Analysis of pupil tracking data and results.
- ✓ Termly progress meetings with the Senior Leadership Team and the SENDCo to monitor the provision of all children with a specific focus on the more vulnerable children and those who are not progressing despite the provision in place. At these meetings careful analysis is made of what the barriers to learning are for these children and collaborative action points are agreed with the class teacher.
- ✓ This is recorded on the Inclusion Next Steps register and then followed up on at the next progress meeting.
- ✓ School self-evaluation.

The governing body reviews this policy regularly and considers any amendments in the light of annual review findings.

Helpful links (documents to be read in conjunction with the SEND policy):

- **SEND Information Report: Local Offer**
- **Medical needs policy**
- **Accessibility Policy**
- **Safeguarding Policy**
- **Behaviour and Anti-Bullying Policy**
- **Equality Policy**
- **Teaching and Learning Policy**

Approval and Review Record

Policy Approved by Governors on (date).....24/11/2023.....

Signed by Chair of Governing Body/Committee:.....J Watson.....

(Date)...24/11/23.....

Due for Annual Review by Governors (date)Autumn 2026.....