



LOVELACE PRIMARY SCHOOL Special Educational Needs Policy

Approved by the Governing body on

Next review:

**The SENDCo for pupils in EYFS & KS1 is Kirsten Hurford who is also Assistant Head for Inclusion.
The SENDCo for pupils in KS2 is Siobhan Costello.**

This policy is written in line with the requirements of:

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

This policy should also be read in conjunction with the following policies:

- Behaviour policy
- Equality policy
- Safeguarding policy
- Assessment policy
- Supporting children with medical conditions
- Our SEND Information Report which is available on the school website -
<https://www.lovelace.kingston.sch.uk/statutory-information/send/>
- AfC Local Offer https://kr.afcinfo.org.uk/local_offer

High quality teaching (we call this 'quality first') that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

Definition of SEN

The Special Educational Needs Code of Practice 2014 states that a child or young person 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 or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age or;
- (b) Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

1. The kinds of special educational need for which provision is made at Lovelace Primary School

Lovelace Primary School is a three form entry mainstream school. At Lovelace, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.



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All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

At Lovelace Primary School we can make provision for every kind of frequently occurring special educational need without an Education Health and Care Plan (EHCP), for instance dyslexia, developmental co-ordination disorder (DCD), speech and language needs, autism, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care Plan (EHCP) with a range of special educational needs. Decisions on the admission of pupils with an Education Health and Care plan (EHCP) are made by the Local Authority.

The admission arrangements for pupils without an Education Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

2. Information about the policy for identification and assessment of pupils with SEN

At Lovelace, class teachers monitor the progress of all pupils in their classes through the school year to review their progress. A range of assessments are used and progress is recorded termly.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if a special educational need has not been identified. This extra support will enable the pupil to try to catch up.

Despite high quality targeted teaching some pupils may continue to make insufficient or inadequate progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised support programme. In many cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined / revised if necessary. At this point because the pupil requires additional and extra provision we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.



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All intervention and support that is put in place is recorded in a termly class provision map. This working document lists the interventions that support the child, how long the sessions run during the week and what the aim of the intervention is. At the end of each term (this allows enough time for the intervention to be deemed as effective or not), the child's progress is monitored against the intervention.

This all reflects the Code of Practice's model on Assess, Plan, Do and Review. The school assesses whether intervention is required, notifying the parents. A plan is put together to support the child, giving a time framework. The intervention is carried out, ensuring that the staff have had the correct training and professional development to do so, before a review takes place analysing the effectiveness of the intervention.

This model may then be repeated depending on whether the intervention was of benefit to the child. A new intervention could be put in place or the current intervention may continue, if the child is making the desired progress.

Some interventions may come from advice and support from outside agencies. Parents are invited to meet with these outside agencies and the key members of school staff to discuss the best way forward and follow the Assess, Plan, Do and Review model. Some children may already be known to particular outside agencies, whereas some children may need to go through a referral procedure to access that agency. The school and parents will then work together on the advice and support and meet again to review the effectiveness of it.

3a How we evaluate the effectiveness of the provision made for pupils with special education needs with or without an Education Health and Care Plan (EHCP)

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from the teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

- is similar to that of children of the same age who had the same starting point
- matches or improves on the pupil's previous rate of progress
- which allows the attainment gap to close between the pupil and children of the same age

For pupils with an Education Health and Care Plan (EHCP) there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked termly. In addition to this, pupils with special educational needs may have more frequent and detailed assessments to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

3c The school's approach to teaching pupils with special educational needs



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'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (SEN CoP 6.34)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework/Statutory Framework for the Early Years Foundation Stage, Lovelace employs some additional teaching approaches, as advised by internal and external assessments e.g. precision teaching / mentoring, small group teaching, use of IT software learning packages. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as 'notional SEN funding'. The class teacher will remain responsible for working with the pupil on a daily basis.

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

At Lovelace Primary School we work with the parents to review healthcare plans annually. These plans state the essential information and treatment required for the child. All members of staff working with that child will have access to the healthcare plan and ensure that specific training is put in place to meet the child's needs. The plan states the adults who are responsible for supporting the child, which is signed by the parents/ carers. These plans will also state the level of care that a child may need during the school day, all of which are individual to the child's needs.

Most support staff are trained in First Aid and have access to First Aid equipment. There is a medical room located centrally in the school and logs are kept and completed in this room of any treatment to a child.

There are 'Administering Medicines' forms to be completed by parents for a child that requires prescribed medicine during the school day and this states the medicine, the dose, when it is to be taken and who will support the child.

Some children may require pastoral care, particularly when understanding their special educational need and/ or medical condition. The school has trained Youth Mental Health First Aid Champions who can listen to any child who has worries or concerns about anything and be able to signpost for additional support if required.



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3d How the school adapts the curriculum and learning environment for pupils with special educational needs

At Lovelace we follow the advice in the National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education Health and Care Plans (EHCPs).

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11)

3e Additional support for learning that is available to pupils with special educational needs

Schools receive funding for SEN pupils. This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to the needs of individual pupils with SEN and evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In a few cases a very high level of resource is required. In this case the school will request 'top up' from the Local Authority where the child lives.

The Headteacher has the final say in the use of the personal budget within Lovelace Primary School.

3f Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All clubs, trips and activities offered to pupils at Lovelace Primary School are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made to ensure access. This is always done in partnership with families and carers.

All extra-curricular activities are planned to cater for every child in the school. Plans are put in place to allow children with special educational needs to access the club. This could involve having additional adults to support the children or ensuring the children would have the necessary equipment to join in.

Any trips that take place also consider the individual needs of the children. Parents will be included in planning and discussions to ensure that the children will be able to access the trip fully. This includes ensuring that all medication can be administered, additional staffing is considered, particular items of equipment or resources are planned for etc.

All children are well supported through play times and lunchtimes. Support staff are assigned to supporting particular individual children at playtime, whether for a special educational need or a medical condition. At lunchtimes, all members of the lunchtime team are aware and kept informed of children who may need assistance or monitoring.



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3g Support that is available for improving the emotional and social development of pupils with special educational needs

At Lovelace Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following:

- access to the Mental Health Support Team (MHST);
- access to a designated member of staff for regular catch ups;
- referrals to outside agencies eg. Child and Adolescent Mental Health Services (CAMHS), Educational Psychologist (EP), Bereavement counsellors, Education Inclusion Support Service (EISS) etc
- access to a safe space or time out space, depending on the child's need.

Pupils with emotional and social needs because of their special educational needs will be supported to enable them to develop and mature appropriately.

We are interested in hearing parents/carers and pupils' views. These children are asked to help write a One Page Profile about themselves. This notes down on a single sheet of paper their strengths, what they need help with and what works for them. This is a powerful tool for anyone working with that child to understand a little more about them.

All children are invited and regularly reminded to talk to an adult about any fears or worries they may have, including any concerns over possible bullying. Children and young people with SEN are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. They will be provided with safe, supervised places that they can go to during social time.

4 The name and contact details of the SEN Co-ordinators (SENCo)

The Assistant Head for Inclusion and the EYFS and KS1 SENCo is Mrs. Kirsten Hurford. KS2 SENCo is Miss. Siobhan Costello. They are both qualified teachers and both of them have been accredited by the National Award for SEN Co-ordination. They can be contacted on 020 8397 3265 or office@lovelace.rbksch.org

One of the governors has linked responsibilities for SEND: **Katherine Gannon & Mrs. Aileen Sellers**. They are responsible for strategically monitoring special educational needs at the school and meet termly in school to check the systems and structures that are in place.

5 The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and learning support assistants, teaching assistants have regular training regarding special educational needs and disability and also on medical conditions. Training may be planned in the form of staff meetings or teaching assistant/ learning support assistant meetings, or they may take the form of as and when a need may arise.

Some staff in the school may be required to attend a more detailed training depending on the children's needs and their own professional development. We have access to a supportive staff team who can support each other through experience and skills, as well as accessing other local schools or agencies for advice and input.



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Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach include outside agencies, other schools and professionals in the local area.

6 How equipment and facilities to support children and young people with special educational needs will be secured

The school does provide additional resources and equipment within its budget and those that are proven to be effective. Specialist equipment will be considered on an individual basis.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Lovelace are invited to discuss the progress of their children twice a year and receive a written report at the end of the academic year. In addition we are happy to arrange meetings outside of these times. As part of our normal teaching arrangements, all pupils may access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision improvement in progress is not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education Health and Care Plan (EHCP) will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning where this is appropriate.

Children in the Early Years phase and Key Stage 1 will be asked to share their views in a more friendly way. We use 'Pupil View' which asks children in simple terms how they feel about the different subject areas in school. They are also asked what help they would like. Usually parents will play a more significant role during these years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The same arrangements for the treatment of complaints at Lovelace Primary School are used for complaints about provision made for special educational needs and disabilities. Parents should discuss their worries with the class teacher, year group leader, SENCo initially as they will be the professionals who know your child best.



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If the issue cannot be resolved the Headteacher may then be contacted to resolve the complaint before making the complaint formal to the Chair of the Governing Body.

10 How the governing body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following:-

- A Service Level Agreement with Educational Psychology service for a set allocation of hours and sessions through each term
- Premium level membership to SPARK (the School Performance Alliance Richmond and Kingston)
- Early Advice and Intervention Panel (EAIP) – this includes Education Inclusion Support Service (EISS) which offers advice and guidance to schools about children with challenging behaviour and social and emotional difficulties which impact on behaviour for learning; Children's Wellbeing Practitioner (CWP) which offers low intensity support interventions and guided self-help to young people who demonstrate mild/ moderate anxiety, low mood, or common behaviour difficulties; and school outreach involving training for staff, opportunities to observe good practice in specialist settings and consultation surgeries for social communication and Autism Spectrum Disorders.
- Link to the Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- School Nurse/ Your Healthcare
- Access support and help from the Mental Health Support Team which consists of an Education Wellbeing Practitioner (EWP), Art therapists and Drama therapists who can provide 1:1 support to parents, 1:1 support to children and run small group and whole class workshops for children.

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

SEND Information, Advice and Support (SENDIASS) – Service offering independent and impartial support for parents and families who have children and young people with Special Educational Needs and /or Disability (SEND). Offering support at school meetings, including Educational Health Care plan discussions and annual review, and signposting to services offering advice on medication, appeals and tribunals.

Contact details:

Richmond and Kingston
Telephone: 0808 164 5527
Email: info@RKsendiass.co.uk

Additional information, advice and support in Richmond and Kingston can also be found on **The Local Offer**: https://kr.afcinfo.org.uk/local_offer

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Lovelace Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. This includes gathering



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results and noting progress in the subject areas, asking for previous reports from outside agencies, understanding what special educational needs provision has previously been put in place.

We also contribute information to a pupils' onward destination by providing information to the next setting. This includes academic results and progress, outlining the special educational needs provision and intervention that has supported the child, which outside agencies have been involved. If a child leaves to attend another setting in the middle of an academic year, current levels and information on interventions and support are sent on to the new setting. When a child leaves at the end of their primary education in Year 6, the SENCo will discuss with the SENCo of the secondary school about the child at a meeting in the summer term.