

SEND POLICY



Alexander McLeod Primary School

Updated: July 2024
Date of review: September 2025

Alexander McLeod Primary School

Special Educational Needs and Inclusion Policy

At Alexander McLeod Primary School the Assistant Head Teacher with responsibility for Inclusion is Mrs Jennifer Bailey. The SENDCo is Mrs Christine Bearfoot. We have a Pastoral Lead, two Pastoral Learning Support Assistants and a Family Liaison Officer.

Introduction

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instill life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

MISSION STATEMENT FOR ALEXANDER MCLEOD PRIMARY SCHOOL

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

INCLUSION STATEMENT

As a school, we value the needs of all learners and foster a positive attitude towards pupils with SEND. We aim to teach all learners how to build on their strengths and minimise their weaknesses, by by-passing their barriers to learning, so that they are empowered to be the best that they can be. Alexander McLeod is committed to providing Quality First Teaching and an inclusive environment, as a basic entitlement for all learners.

Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give appropriate resourcing to SEND
- To provide curriculum access for all
- To continually develop inclusion in partnership with other agencies
- To achieve a level of staff expertise to meet pupil need

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

2. ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

3. MANAGEMENT OF SEND WITHIN SCHOOL

The governing body has delegated the responsibility for the day to day implementation of the policy to the Assistant Head for Inclusion and the SENDCo, both of whom have Qualified Teacher Status and have achieved the nationally recognised SENCo Award accreditation. The Assistant Headteacher has also achieved a PGCE in Inclusion.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet individual needs. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school.

Staff responsibilities are identified in individual job descriptions. Learning Support Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of LSAs is pupil centered.

The Assistant Headteacher for Inclusion is responsible for:

- Overseeing the day-day operation of this policy
- Monitoring provision for children with special educational needs
- Liaising with and advising teachers
- Overseeing the records on all children with SEND
- Liaising with parents of children with SEND (in conjunction with class teachers and SENCO)
- Contributing to the in-service training of staff

- Overseeing external agency involvement including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Reporting to the governor with responsibility for SEND on the day-day management of SEND policy. Termly meetings will take place.

4. IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability
- Attendance and punctuality
- Health and welfare, including mental welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After or previously looked after Child (LAC/PLAC)
- Being a child of a service woman/man.

The Inclusion AHT works closely within the Senior Leadership Team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of Special Educational Needs

- The analysis of data, including the end of EYFS data, SATs, reading ages, annual and termly pupil assessments
- The use of local authority SEN criteria
- Following up of teacher concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENCo maintains a list of pupils identified through the procedures listed; this is called the SEND register. This register is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

5. CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

The range of provision may include:

- In class support for small groups with the class teacher (CT) or Learning Support Assistant (LSA)
- Small group withdrawal with CT or LSA for Behaviour Support.
- Individual class support / individual withdrawal
- Further differentiation of resources
- Individual Learning Plan
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to specialist support services for advice on strategies, equipment, or staff training

6. MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

7. RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs. The Inclusion AHT and SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

8. TARGETS and ACTION PLAN

All pupils on our SEND register will have Individual Learning Plans (ILPs) setting out targets and any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan. Strategies for pupils' progress may also be recorded (as required) in Individual Education Plans which contain information on

- Short-term targets
- Teaching Strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The ILPs will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on two or three individual targets that closely match the pupil's needs.

8.1 REVIEWING AN ACTION PLAN

ILPs will be reviewed termly.

9. CODE OF PRACTICE GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents and staff, that a pupil requires additional support to make progress, the SENCo/Inclusion AHT, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEN register. The class teacher will remain responsible for planning and delivering an individualised program of support. Parents will be closely informed of the actions intended and reviewed outcomes. External support services may advise on targets for a new plan and provide specialist input to the support process.

Intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has SEMH difficulties that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting Plan may

incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

9.1 REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention within SEND Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past Learning/Behaviour Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals such as Speech and Language therapists or an Educational Psychologist

Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. These are used to develop short term targets that are:

- Matched to the longer-term objectives set in the EHCP
- Set out in a Behaviour/Learning Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support and resources where specified

Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The Designated LSA/s for the pupil
- The LA Case Officer for the school if appropriate
- Any outside agency workers involved in provision for the pupil
- Any other person the SENCO or parent/carer considers appropriate

As part of the review they will:

- Assess the pupil's progress in relation to the long term objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new objectives for the coming year
- At key stage phase transition reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.
- Within the time limits set out in the Code, the SENCO will complete the annual review form and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

10. PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements as necessary
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child if appropriate.

If you have a SEND issue you are invited to email Christine Bearfoot or Jennifer Bailey via Info@alex.greenwich.sch.uk

11. INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavor to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- Self-review their progress and set new targets
- participate in peer support groups

In addition, pupils who are identified as having SEND are invited to participate in:

- Learning Plan reviews and setting of individual targets
- Regular meetings with named adults
- Annual reviews (for those with an EHCP)

12. SPECIAL PROVISION

The school has the following special facilities:

Wheelchair access;

Disabled toilets with hand rails;

All mainstream classrooms are: carpeted (excluding halls and some corridor areas),

Blinds in classrooms to reduce glare. (Important for lip-reading)

Ramps to outside doors to allow for wheelchair access.

Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

Steps inside and out are marked in yellow, as are playground posts.

There are also two Designated Special Provisions for Learning on site. One is for pupils with significant social communication difficulties and the other is for children who are finding it challenging to access the curriculum due to their SEMH difficulties. There is additional information about these on the school website.

13. LINKS WITH EDUCATION SUPPORT SERVICES

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND register any one or more of the following agencies may be involved: Educational Psychologist, School Counsellor, School Nurse, CAMHS, SALT Specialist Provision, Waterside Outreach, Occupational Therapy, Physiotherapy, and Sensory Service.

14. PROFESSIONAL DEVELOPMENT

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the Headteacher's report to governors each term.

15. RESOURCES

The provision for SEND is funded through the main revenue delegated budget for the school. Funds are deployed to implement the SEND policy.

16. COMPLAINTS

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head teacher/Inclusion AHT. The Chair of Governors maybe involved if necessary. In the case of an unresolved complaint the LA may be involved.

Please see the school's Complaints Procedure available on the school's website.

18. REVIEW OF THE SEND POLICY

This policy was developed through consultation with staff, parents, carers and pupils
The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.