



PERIVALE
PRIMARY SCHOOL

Special Educational Needs and Disabilities Policy

Committee with oversight for this policy – Standards Teaching & Learning	
Policy to be approved by the Full Governing Board	
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Perivale it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Roxie Mitchell senco@perivale.ealing.sch.uk

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor is Sherine Tyndale

They will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia , moderate learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their need

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Limited progress and below average attainment will not automatically mean a pupil is recorded as having SEN.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- Diagnostic Assessments

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We regularly review the

effectiveness of the support and interventions and their impact on the child's progress in partnership with staff, parents and child.

5.5 Supporting pupils moving between phases and preparing for adulthood

- **EYFS**
 - Home visits
 - Tour of school
 - Transition meetings
 - EHAP meetings

- **KS1/ KS2**
 - Transition Day
 - Meet the teacher sessions
 - Handover meetings- Assessments, support plans, interests and strengths are shared.
 - Transition Book- with pictures of the new staff and environment which they can take home for the summer
 - One-Page Profile for individuals, describing for the new staff how they need to be supported and encouraged.
 - Support staff may move up with a child where this is beneficial.
- **Within-Year New Pupils**
 - A tour of the school and time to meet class and teacher.
 - Information gathering of identified SEN needs
 - Transition meeting for parents with Welfare and Attendance Officer
 - Transition meeting with previous school if possible- files obtained

- **Year 6-7**
 - Induction days at new school
 - The SENCO will contact the new school to request information sharing
 - Inclusion staff from the new school will often visit a child with SEN
 - SEN files are sent to the new school
 - Children with an EHCP will have transition as the focus of their Annual Review
 - Children with SEMH will have transition support groups with ELSA trained staff or school counsellor

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following key interventions:

- Phonics- Little Wandle
- Flashback 5

- Catch-Up Literacy/Numeracy
- Shine- Reading, Maths
- Speech and Language therapy
- Language Link
- Occupational therapy
- Play therapy
- Lego Therapy- (communication)
- Bucket time (listening and attention)
- ELSA interventions (for social and emotional difficulties)
- Precision Teaching

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Ensuring teachers are adapting their teaching to ensure all pupils are able to access their learning at a level that is right for them, within an appropriate environment
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our approach to teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Accessibility Policy -increasing the extent to which disabled pupils can participate in the curriculum.

5.8 Additional support for learning

We know that supporting the needs of all of our learners starts with Quality First Teaching, within the classroom. For some children, they may require additional support. In these instances, we have teaching assistants who are trained to deliver interventions such as Catch-Up, Phonics, Speech and Language

Teaching assistants will support pupils on a 1:1 basis when they need a personalized learning plan in order to make better progress, for example those with an Education, Health and Care Plan. (EHCP)

Teaching assistants will support pupils in small groups when they need input at a different level, pre-teaching, modelling or focused support.

We are very fortunate to have a trained teaching assistant who delivers a full time programme of speech and language support across the school, from Reception to Year 6.

We work with the following agencies to provide support for pupils with SEN:

- Speech and language therapy service
- Occupational therapy service
- School nursing service
- Educational psychology service
- Social services
- SAFE team
- Behaviour support team
- Early Start SEND Team

5.9 Expertise and training of staff

Our SENCO, Roxie Mitchell, has four years' experience in this role and has worked as an Inclusion Manager in a setting with a Specialist Resourced Provision (SRP).

Roxie Mitchell is a qualified teacher.

She achieved the National Award in Special Educational Needs Co-ordination in 2020.

We have a team of 22 teaching assistants and 4 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in:-

Catch Up Literacy/Numeracy

Flashback 5

Phonics

Precision Teaching

Specialist training for children with an EHCP.

We use specialist staff for Speech and Language, Occupational Therapy, Play Therapy, Educational Psychology assessment, Clinical Psychology for Social Emotional and Mental Health and outreach support for Autism and behavior.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term (within Individual Learning Plans)
- Reviewing the impact of interventions after 5 weeks
- Using pupil questionnaires

- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- SEN Reviews with parents termly

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day, school performances, special workshops, school trips and after school clubs.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated
- Our school site is across two levels; however, we have a lift which ensures the environment is fully accessible for all.
- Our Accessibility Plan can be found [here](#). Our accessibility plan and SEND Information report covers the following:
 - Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
 - Improving the availability of accessible information to disabled pupils

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of football/multisport club to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

We challenge any pupil who demonstrates negative attitudes to disability. This is challenged within our Anti-bullying and Friendship policy and Behaviour Principles. Pupils are taught about the importance of respecting other people and how to relate positively with people of all backgrounds, reinforced continually by reference to our school values 'Respect' and 'Inclusivity' through:-

- PSHE lessons
- Circle time
- Assemblies
- Small group or 1:1 Interventions
- Using empathy when a child is upset (flip your lid)

- Zones of Regulation strategy

If necessary, we also support children's social and emotional development in individual support plans that teach social skills and coping strategies. This may be in partnership with an outside agency such as the Primary Behaviour Centre and the ESCP counselling service.

We also work in collaboration with The Schools Counselling Partnership (SCP) SCP offers support to children in formal one to one therapeutic sessions and also supports children during more informal drop in sessions. Parents and staff also have access to this service.

5.13 Working with other agencies

The school works with a range of services, agencies and professionals to support children's needs. In collaboration with one or more agency an EHCP or personalised support /medical plan will be put in place. Parents are regularly signposted to SEND workshops, parenting courses and support groups.

- Speech and language therapy service
- Occupational therapy service
- School nursing service
- Educational psychology service
- Social services
- SAFE team
- Behaviour support team
- Early Start SEND Team
- ISAID parent support group
- Ealing Services for Children with Additional Needs (ESCAN)
- EHAP team

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher or SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEN

Family Action Group (Helpline)

0808 802 6666

Text: 07537 404 282

familyline@family-action.org.uk

Ealing ISAID isaidealing@family-action.org.uk

Ealing Service for Children with Additional Needs (ESCAN)

<https://www.ealingfamiliesdirectory.org.uk> > directory

Family Information Service

020 8825 5588 (Mon-Fri, 9 am to 5 pm) or
email children@ealing.gov.uk

The Early Start SEND Inclusion Team also run workshops and targeted groups for parents and carers of children aged 0-5 with social communication needs.

Early Start Main Hub

020 8102 5888

clcht.ealingadminhub@nhs.net

5.16 Contact details for raising concerns

If you would like to raise a concern, please speak to class teacher in the first instance. Following this, appointments can be arranged with the SENCO-Roxie Mitchell via the School Office.

If you would like to discuss your concerns with the headteacher, this can be arranged via the School Office.

5.17 The local authority local offer

Our local authority's local offer is published here:



Ealing Local Offer

For 0-25 year olds with special educational needs or a disability

www.ealinglocaloffer.org.uk

Contact us on [020 8825 5588](tel:02088255588) or email children@ealing.gov.uk

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Roxie Mitchell **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy