



New End School

Special Education Needs and Disability Policy

January 2015

Staff Contacts

Headteacher

Karyn Ray

head@newend.camden.sch.uk

02074310961

Deputy Headteacher

Alan Girling

a.girling@newend.camden.sch.uk

02074310961

SENCO

Heidi Meakin

h.wilmot@newend.camden.sch.uk

02074310961

Heidi is the Inclusion Manager at New End School. She is out of class on Tuesdays and Thursdays and is available for meetings on those days. She oversees the SEND provision of the school and liaises with parents, staff and outside agencies. She is also a member of the Senior Leadership Team and holds the NASCO qualification (National Award for SEND Coordination).

SEN Teachers

Linda Kennedy and Jane Sedley

Linda works on Tuesdays, Wednesdays and Thursdays. She works with the children up until, and including, Year 3.

Jane Sedley works on Mondays, Tuesdays and Wednesdays. She works with the children in Years 4, 5 and 6.

Description of School

New End is a two-form entry primary school in the northern part of the London Borough of Camden. There is a nursery unit next to the main school site. The school caters for children between the ages of 3 and 11. New End is a multi-cultural school with children from a wide social background and a broad range of ability including children with Special Educational Needs and Disabilities.

The school follows the national guidance on Special Educational Needs and Disabilities (SEND) outlined in the Code of Practice 2014.

Our Vision

Every teacher is a teacher of every child, including those with SEN. This statement underpins our school vision, which is to provide the best expertise and support for all members of our community. We aim to close the progress gap and ensure full inclusion in the life of the school for all children. Our curriculum is broad and balanced and we aim for all to have access to this. We do this through:

- having high expectations and aspirations for what children can achieve
- working closely with families and children with SEND to achieve those aspirations
- identifying needs early and planning and implementing a graduated system of support
- liaising with our colleagues from outside agencies to provide a cohesive plan, focusing on long-term outcomes
- making decisions with families and giving parents and carers choice with regard to our SEND provision; and
- ensuring that excellent outcomes are achieved through the knowledge, skills and attitude of everyone working here at New End with our children.

At New End we operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs. Through good and effective teaching and targeted support, we aim always to ensure access to the curriculum for all pupils. We work within the guidance provided in the SEND Code of Practice 2014 and provide support and advice for all staff working with special educational needs pupils. Developing and maintaining a partnership and high levels of engagement with parents is a priority.

SEND Policy

This policy has evolved to take into account changes in the recent SEND Code of Practice and it reflects current thinking and theory related to SEND. Our stakeholders have been involved in its development. It is a working document and is reviewed and amended (if necessary) on an annual basis. In addition, the SEND policy can be found on our school website.

The provision and procedures for pupils with Medical conditions are covered in a separate policy (see policy). Heidi Meakin, SENDCO, is the senior leader responsible for this aspect of SEND.

Definition of Special Educational Needs and Disabilities (SEND)

If any At New End we follow the Code of Practice's definition of SEND which is:

"A child and young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made."

Children are considered to have SEND when their learning needs require support above and beyond that normally provided in classrooms in terms of Wave 1 Quality Teaching.

Types of SEND

At New End, provision is made for children who experience a range of difficulties. SEND falls into five categories and these are described below and are in line with those detailed in the Code of Practice 2014. It is the case sometimes that pupils may well have more than one special educational need.

Communication and interaction: e.g. speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD), Asperger's Syndrome

Cognition and learning: e.g. specific learning difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, severe learning difficulties (SLD)

Social, mental and emotional health: e.g. attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury

Sensory and/ or physical needs: e.g. vision impairment (VI); deafness or hearing impairment (HI); multi-sensory impairment (MSI); cerebral palsy etc.

Medical needs: our policy on medical conditions details our provision for children who have a medical condition. Where a child has a medical condition AND a special educational need this provision is well-coordinated. In these cases, the child may have an individual health care plan.

Arrangements for Admission for Children with SEND

We are a fully-inclusive school and make every possible and realistic effort to ensure that a child who wishes to come to our school is welcomed and provided for.

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. Our building is spread over five floors and does not have a lift. There are occasions that these limitations cause the school difficulty when catering for children with particular disabilities. However we have in the past, and will do in the future if required, worked with children and their families to make modifications where possible to meet needs. See Accessibility Plan.

We have an inclusive reputation and place much importance on this. Our SEND admission procedure follows the guidance of The Equality Act 2010 and our school's accessibility plan.

Identification, Assessment and Intervention

Philosophy

We believe that 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. At New End our teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed using a range of assessment tools and interventions. We know the benefits of early identification where needs are identified at the earliest point; we then make effective provision improving the long-term outcomes for the child.

In practice

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

In addition, assessments are carried out from time to time in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Structure of our staggered support

Throughout our system of graduated SEND response, we will inform and communicate with parents. It is our wish to work in tandem with families as we believe this is in the best interest of the child. Recent research into regular, un-rushed parent-teacher consultations prove that effective meetings and shared goals provide the best outcomes.

Here are the steps of our SEND provision:

- Our **first** response to a slow rate of progress is **high quality teaching** targeted at areas of weakness.
- Where progress continues to be less than expected, the class teacher, working with a member of our SEND teaching team, would assess whether the child has SEND or is in need of a catch-up intervention. The **second** phase of support is to putting in place a **rigorous intervention**, targeted at the need, designed to secure better progress, where required. These interventions are generally led by a teaching assistant specially trained to implement. Examples of these interventions are spelling, spelling, maths boosting.

- If progress continues to be slow and of concern, the SEND team, together with the leadership team, will identify the child as having SEND. In this instance, our SEND team will work with the children for a period of time. This is the **third** stage in our response to providing for children with SEND. Parents will be consulted and they will be aware of any concerns that school has through parent-teacher meetings and annual reports. Examples of interventions are:

Communication and interaction – *Talk Boost* (speaking and listening groups)

Cognition and learning - *Catch-up literacy* – a structured one-to-one intervention for learners who find reading difficult. It includes a 15 minute individual session, twice a week and addresses all aspects of the reading process: word recognition and language comprehension. It is targeted to the needs of individual learners.

Social, mental and emotional health – *pastoral care and mentoring (led by Linda and Jane, our SEND teachers and our school child and youth psychotherapist)*

Sensory and/or physical needs – *adjustments to the environment and specific equipment provided, (interventions such as sensory circuits, handwriting without tears)*

For a more comprehensive list of interventions provided to support children with a range of SEND, please see the SENDCO.

At this stage, the children will be included on our school SEND register. This is primarily for us to track progress and intervention and is necessary for central funding to be delegated. However it is a private document and cannot be viewed by anyone but school staff. We will always inform and consult with parents. By this stage, the child will have been through the previous steps of provision and the parents will be aware that school has concerns.

- Over a period of time, the SEND team will identify whether the child needs to be referred to one of the outside agencies (for example, educational psychology, child psychotherapy, occupational therapy, speech therapy). If outside agency expertise is sought, this is our **fourth** stage. At this point, parents will be asked to collaborate with school staff and fill in a form which asks for opinions from both home and school. Outside agencies meet with families and keep them in the loop throughout their intervention. They may work directly with children or may operate a more advisory role where they attend meetings with parents and SEND staff and set targets. They will help school deliver personalised programmes. In addition, each service offers training to schools on an annual basis. We use a needs analysis amongst our teaching staff and teaching assistants which then prompts tailored training and professional development.
- If a child has needs which necessitate more intervention and more resources, school will initiate a referral for an Educational Health Care Plan. This is the **fifth** stage. This has taken the place of a Statement. Parents are very involved

with the referral and evidence-gathering and their views and opinions are taken firmly into account. The EHC becomes a working, appropriate and up-to-date document which centres on the child and states outcomes that all involved want to see the child achieve.

- As a school, we believe it is our responsibility to develop the whole child, caring and addressing all of their needs, not just educational needs. The new Code of Practice no longer states 'behaviour' as a description of an SEND. Instead, school will work hard to focus on underlying causes through knowing the children well. An example of these might be difficulties with speech and language. It is the role of the SEND team, together with the Senior Leadership Team, to oversee the school population and to liaise with the deputy headteacher to identify children who are falling behind using the school's tracking system. Conversations will occur with class teachers and with SEND teachers and all colleagues will meet and discuss children who are in need of more support.

Clearly we expect that many children identified as requiring SEND support will make good progress which will be celebrated. They will come off the SEND register at this point, with our team keeping a watchful eye to ensure that the child stays on track. Further intervention can be provided if deemed necessary.

There are children who fall into the categories listed below who are not considered to have an SEND:

- short term lapse in progress and learning
- attendance and punctuality
- health and welfare
- housing difficulties
- English as an additional language
- being in receipt of the pupil premium
- being a looked after child

Confidentiality, funding and record keeping

As explained in the previous section, we have a graduated approach to SEND support at our school. Progress of all children in our school is tracked and we can see easily what progress has been made over time. The data originates from class teachers' assessments and formal testing and is measured against average expected attainment for each year group. When support is put in place, be it at stage two and a short-term intervention, the children will have targets set and they will be assessed

at the beginning of the intervention and at the end and the outcome will be measured. All records such as these will be kept with the SENDCO. This information is confidential, never taken out of the building and only looked at by the senior leadership team and the SEND team. Throughout a child's journey through this school, records will be made and kept and we are always extremely aware of confidentiality as is the whole of New End Staff.

We foster excellent relationships with outside agencies and many planning meetings, 'team around the child' meetings and training sessions are held in conjunction with our colleagues. Their role is essential to the progress and well-being of our community as is their support and expertise. We refer children to outside agencies using a common assessment form (CAF) which is an online form which can be accessed (with permission) by other professionals. It is intended to provide an integrated support network where education, health, social services etc. can link up easily.

From September 2014, all local authorities are required to draw up an **Education, Health and Care (EHC) plan** instead of a statement of SEND. An EHC plan brings the educational, health and social care needs of a child into a single legal document. The purpose of an EHC plan is to make special educational provision that meets the needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

There are some significant changes to the process of assessment, planning and delivery of EHC plans. The main change is that it produces a plan which is more outcomes focused and family centred. The EHC plan will detail the provision to meet the child/young person's educational, health and care needs and include what offer of a personal budget is available (if any). It is expected that most children and young people who currently have a statement will be transferred to an EHC plan. Statements of SEND will remain in force until the transition to an EHC plan has been completed. Current statements will be migrated to EHCs over the course of the next three years.

In our school budget, we now have delegated funding from Camden local authority and we have the money to respond to all but the most complex special educational need. There may be a cross-over in funding for those children who have SEND funding allocated as well as pupil premium funding (the sum of money allocated to all children eligible for free school meals).

Evaluating our effectiveness

We regularly evaluate our practice and provision of SEND support through:

- teacher observations
- formal and information meetings between teachers and SLT
- scrutinising data and levels of progress made
- book looks
- performance management of TAs
- regular support and monitoring at subject level by our middle leadership team

- in-depth discussion and planning at senior leadership level
- classroom and environment walks

We have a designated SEND governor who meets with the SENDCO and SEND teachers, keeping up-to-date with the provision within the school. The SENDCO also provides a review of SEND to the curriculum sub-committee on an annual basis. This information is then fed through to the whole governing body.

Rates of progress are tracked using our rigorous assessment tool. The SEND team are aware of the children's starting points and their expected levels and rates of progress. Optimum progress is at the heart of all SEND provision. TAs run lots of interventions and these have an entry assessment and an exit assessment; this allows the interventions to be measurable and their effect evaluated.

Assessing and Reviewing Progress

Termly pupil progress reviews are held with class teachers and the headteacher or deputy headteacher. At these reviews teachers report on the expected progress of all children in their class. When progress is deemed to be slower than expected, decisions are made at these meetings as to which intervention might be appropriate. We assess, plan, deliver and review on a termly basis. Parents of children with statements are offered termly structured conversations which are longer meetings with the child's class teacher and SEND teacher. Other professionals involved may also attend these meetings. In addition, these children have a home-school book where parents can feel more in the loop and are able to keep up with what is happening in school.

Teaching children with SEND

The teachers at New End are committed, effective and competent and adhere to the teaching standards at all times. Standard 5 expects that teachers ...

"... have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them."

Therefore, we use our expertise and experience to adapt our pedagogy according to the needs of our children. Children are grouped according to ability, sometimes paired with a partner who will support them, supported by a TA in class, they may work with the class teacher in a small group or with the SEND teacher in class or in another room, or work with an SEND teacher individually in a 1:1 session. We adapt our methods to suit the needs. Lessons are differentiated and, where, appropriate, technological aids such as alphasmart keyboards or flip cameras are used.

Teaching assistants support learning and progress and, in consultation with class teachers, help deliver the curriculum in a scaffolding way to those who learn best by taking small steps. Training in all areas of SEND is organised for the TAs from a range of sources such as occupational therapy and speech and language therapy. In

performance management meetings training needs and desires are flagged up and the SLT attempt to ensure the training is put in place.

Children on our SEND register have individual education plans which are drawn up in consultation with the class teacher and SEND team. These contain targets which are achievable and challenging at the same time.

If children are thought to be falling behind their peers, they are placed on an appropriate intervention programme. These have clear outcomes. If progress continues to be slow, they will have input from the SEND teachers who may decide to refer them to an outside agency. Our graduated system of provision is explained previously in this document. We aim to include parents in all planning and decision-making. We believe that meeting the special educational needs of children depends on a partnership with parents between school and home and we value the contribution and involvement of parents to this end. We provide a consistent approach to meeting the needs of SEND children, within the constraints of the school's budget. We appreciate the support of parents of children with SEND recognising that it is only through a positive home/school partnership that children with SEND will make the most effective and rapid progress

Adapting the curriculum and learning environment

We aim to be fully inclusive and have made changes to our classrooms to ensure that the needs of our children are provided for. These include installing acoustic-friendly ceilings, providing materials for children with visually impaired children, moving around classrooms and year groups to ensure children with hearing disabilities are in the best environments to suit them. Arrangements are made for those children with SEND to best access assessments. We are flexible in our approach, aiming at all times to give the child the chance to shine.

Engaging in activities

Our children with SEND are able to access all activities including physical education activities, lunchtime and before and after school clubs. Where necessary, learning support assistants who support children will accompany them to activities and they are then able to make sure that the child can join in. When Year 6 go to France for their end of year school journey, LSAs who work with children with a statement of SEND, will go too so that the child can access this very important experience. It is always our wish that all of our children have equal access and that extra-curricular activities are adapted accordingly. We build our children's confidence by giving them responsibilities and roles. We aim always to remove any barriers to participation.

Provision for emotional, mental and social development

We recognise that this area of development is key to happiness and optimum learning. Therefore, we place importance on children's emotional well-being through having our PSHE curriculum firmly embedded throughout our curriculum and our assemblies reflect good citizenship. We have a school buddying system where the Year 5 children act as 'New End Friends' for the younger children and encourage the latter to make friends, sustain participation in games and also problem-solve. The New End friends work in the playgrounds and take this responsibility very seriously. We employ a child

psychotherapist one morning a week providing professional support for children and their families. She trains teachers and gives advice and strategies to all members of staff. In addition, she works with individual children and groups of children (for e.g. transition group for Year 6). Her input into our community is valued highly. Through this approach, we have strong links with the Tavistock Centre and we access their service regularly. The CAMHs link is:

<http://www.localoffer.camden.gov.uk/template/16/camden-child-and-adolescent-mental-health-service-camden-camhs>

Our SEND teachers provide 1:1 emotional support through activities such as 'emotions through art'. Responding to needs at our school has led to us employing learning mentors/mediators who work in classes during the school day and are ever-present in the playgrounds to help resolve disputes, teach the children to do the same and make sure that playtimes pass harmoniously. We celebrate anti-bullying week and e-safety is taught across the year groups in computer lessons.

Expertise and training of staff

The SEND team disseminate information and guidance to class teachers which helps develop everyone's practice in relation to SEND. On a regular basis, outside agencies will provide training - such as the whole staff being trained in restorative justice and safe handling of children, Makaton sign language, sensory circuit training and handwriting programmes. Individual LSAs keep up-to-date with the needs of their child (for e.g. autistic spectrum disorder, Down's syndrome). Teaching assistants are trained fully to deliver specific, widely respected interventions. The SENDCO arranges termly surgeries which are led by the speech and language team and occupational therapy; these are attended by teachers and teaching assistants. Members of staff can sign up for a slot to discuss a particular child or to ask about strategies to improve the provision for all.

The SENDCO will visit a child in their nursery setting if they are joining our reception and have SEND. This is always a very useful experience and allays parental concerns at the same time as being an information-gathering exercise for school. As a consequence, we are then able to put in place the correct amount of support so that the child has the best possible start.

We are well-supported by Camden's Sensory Advisory Service who visit regularly, provide equipment and have excellent communication channels with parents. Their service can be contacted on:

<http://www.local.offer.camden.gov.uk/template/3/camden-sensory-advisory-service>

The SENDCO hold the national SENDCO qualification which is obligatory to being in post. She is a member of the Senior Leadership Team and is the Assistant Headteacher. The two SEND teachers hold a range of qualifications (such as speech and language, dyslexia and ASD).

Equipment and facilities

Our school is over a hundred years old and is made up of several floors so we are not always entirely accessible. We make arrangements to be as inclusive as possible and

mostly, are able to offer places to the children that apply to New End. See our Accessibility Plan attached as an appendix. When specialist equipment is required, we are advised by the relevant specialised team what to purchase or the equipment is loaned to us for a period of time (e.g. equipment for children with a hearing impairment). We buy particular items on the advice of the occupational therapy team and we act on their suggestions. We have a disabled toilet. Although our school is situated on several floors with lots of stairs and no lift, we will always aim to meet parents on the ground floor and we hold our class assemblies on the ground floor so that everyone can access them.

Consulting our children and their parents

We aim to fully involve the children and their parents at all stages of the process, asking for their views and feelings at the planning and review stages and discussing with them progress and next steps. They are involved in setting targets. For the children with Statements, we have home-school books which pass between school and home keeping both parts of the child's life linked. This is an opportunity for parents to see what their child is learning and what they can do to help their child at home. These children also have a camera which can record the day at school in photograph or video form; an immediate insight into their day at school. We offer termly meetings to parents but operate an 'open-door' policy where teachers are very happy to meet with parents in an informal capacity. These meetings will need to be organised in advance, of course, but our aim is always to be communicative and working together towards the same goal.

As Statements migrate into EHCs, children will be given a bigger choice and their voice will be heard more clearly.

The school's aim and commitment is to raise the achievement of every child at the school. Apart from the regular meetings already mentioned, parents are more than welcome to discuss their concerns with their child's class teacher and we actively encourage them to do so. A parent knows their child best and will be able to give staff valuable insight into any difficulties that they may be experiencing at school. Staff will always make every effort to contact and involve parents should they themselves have a concern about a child. We will use the expertise we have in the school to communicate with parents who do not speak or write English, but if such expertise is not available we use Camden's translation service to support such communication.

Complaints procedure

If any parent has a concern about their child's progress at school they should first discuss this with the class teacher and agree a course of action that will be reviewed at regular intervals. If they are unhappy with the action that the class teacher is taking they should ask to meet with the Inclusion Manager and SENDCO or the Headteacher to explain their concerns further. If the parent is still unhappy with the response that they get they should contact the SEND link governor, who will investigate their concerns and respond. If the parent continues to feel that the school has not addressed their concerns adequately they should write to the Camden's Special Needs Department, outlining their concerns and ask for the matter to be investigated. The LA

is the final arbiter should such a situation arise but we hope to address any concerns at a very early stage. Camden has a mediation service, see the link below:

<http://www.kids.org.uk/Event/sen-mediation-service>

Support for Parents

There are a range of services and organisations that provide support for pupils and families in the school and they offer advice which can make all the difference to children's progress and well-being. For more information on these, please see Camden's local offer on:

www.localoffer.camden.gov.uk

In addition to information and contacts for parent support, all the outside agencies are listed on Camden's local offer (see the link above). These external services are explained clearly and their roles defined. Links to National organisations such as Down Syndrome Association are also to be found on the local authority's local offer.

Induction, transfer and transition

On arrival at New End, the children and families are met by the office staff and accompanied to their classroom where they will meet their teacher (if they have not already done so). The class teachers are alerted beforehand that they have a new child and have therefore prepared books etc. for the child. New families are given letters, procedures and copies of any relevant information at this stage. We seek as much information as possible from the transferring school when children come to New End. We ensure that all information about children with special educational needs is sent to the receiving school when children transfer schools.

When children are transferring to secondary schools, the SENCO and Year 6 teachers meet with the secondary school transition teachers to ensure that the children have a smooth move into the next stage of their education. The SENCO and SEND teacher attend a secondary transition conference each year where colleagues from primary and secondary meet and exchange information. Communication channels between Camden schools are good. The headteacher holds parent meetings for Year 5 parents and explains the procedure of choosing a secondary school. Parents then apply to Camden noting their choices on an on-line form. This happens in October of Year 6. Any child who has a Statement of Special Educational Needs will have a review in their final year at New End and the Statement will be amended to take account of the different circumstances at their secondary school. At this review, parents complete a form where they make their choices of secondary schools clear. The child's statement or EHC is then re-written to name the secondary school.

The Role of the Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The responsible person in this school is Sue Blake. The

SEND team meet with Sue to keep her abreast of SEND throughout our school. Sue attends meetings and is keeping up-to-date with the recent SEND changes. The headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

Local Offer

New End has a draft local offer which is in line with Camden's Local Offer. This can be found on our website.

Educational inclusion

At New End we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all and believe that we will achieve this through the removal of barriers to learning and participation. All children have an entitlement to a broad and balanced curriculum, which is differentiated, to enable levels of understanding and rates of progress that bring feelings of success and achievement.

Heidi Meakin
Inclusion Manager
January 2015