

Special Educational Needs & Disability Policy (SEND)

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Next Review Due:	Sept 2022
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1. Principles and Objectives

At The London Acorn School we recognise that at some time children may have a special educational need or disability (SEND). We recognise that the requirement which children have for support vary over time as a result of the influence of a variety of factors.

We have regard to the following definition of Special Educational Needs and Disability:

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

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

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

The London Acorn School is an independent School and as such we have a duty to comply with the Equality Act (2010). The School is guided by the practice described in the Department for Education SEND code of practice (2015) but we are not bound by it.

At The London Acorn School our SEND provision is based on:

A curriculum which aims to provide a holistic learning experience where learning is not rushed. We focus on the child as an individual and our aim is for all children to develop a love of learning and achieve their full potential. Every endeavour will be taken to accommodate the physical, emotional, social, intellectual and spiritual needs of each child.

- All children are valued equally regardless of their abilities and behaviours.
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs.

We also believe that:

- The quality of the education that we provide for children with a special educational need or disability should be maintained and improved wherever it is delivered.

- We should seek to further develop and implement more effective means of inclusion.
- Resources are allocated and used efficiently, effectively and equitably.
- Partnerships with parents are of key importance in the provision for children with SEN.

We monitor all children who are not making adequate progress in the four broad areas specified in the SEND Code of Practice (2015):

1. communication and interaction;
2. cognition and learning;
3. social, emotional and mental health difficulties;
4. sensory and/or physical needs.

We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.

Children with SEN are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

All children receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved.

2. Coordinating Provision at The London Acorn School

Management

The Special Educational Needs Coordinator (SENCO) will oversee the support provision for the children with SEN and the class and Kindergarten teachers will arrange and organise the delivery of the programmes of work.

The SENCO will update the SEND register on a termly basis (or when new pupils join the school if this is necessary) following consultation with the staff and will ensure that relevant members of staff are fully informed about the children's needs.

Consultation

The SENCO will consult the local authority (LA) for advice and support and will liaise with other external agencies as necessary.

The SENCO's Responsibilities

The SENCO, working closely with fellow teachers is involved in the strategic development of the SEND policy and provision. The SENCO has responsibility

for the day to day operation of the school's SEND policy, SEND Information Report and for co-ordinating provision for all SEND Support.

All staff will be involved in the development of the policy, made aware of changes to the Code of Practice, and of the procedures for identifying, assessing and providing for children with SEND.

The SENCO will work in collaboration with the class teacher and any learning support assistants (LSAs) about the needs of pupils, individual support plans, liaison with parents, and liaison with external agencies.

The Head's Responsibilities

The Head (who is currently also the SENCO) has responsibility for the day to day management of SEN, including provision of children with SEN. The head will keep the Governance Council fully informed where appropriate on matters relating.

Governor's Responsibilities

The governing body, in co-operation with the Head, will determine the school's general policy and practice. The board will review the SEND policy and guidelines each academic year. They will also designate a Governor with responsibility for SEND. The board member for SEND and the SENCO will meet on a termly basis.

The Board has a statutory obligation to report to the parents about SEND each year through the Governing Body's Report to parents. The report must contain information on:

- The success of the policy.
- Significant changes to the policy.
- Any consultation with the LA or Funding Authority of other schools.
- How resources have been allocated to and amongst children with LSAs over the period of the year.
- What is being done to make the school increasingly inclusive.

The Board evaluates the success of the education provided at the school for pupils with special educational needs through the following means:

- Analysis of pupil progress information for children with Special Educational Needs and Disabilities
- The SENCO's report to the Board. This includes information on training, pupils taken on and off the register, and an evaluation of programmes in the school.

The Special Needs Responsibilities of the Teachers

The class teachers are responsible for the day to day management of SEND in their class. The class teachers must ensure that, where appropriate, their SEND file is up to date and accessible to LSAs, SENCO and the Head. Teachers must liaise with the child, LSA and parents to write an Individual SEN Support Plan (ISSP) and to review this half termly (6-8 weeks). It is the teacher's responsibility to ensure that the ISSP is shared with and signed by the child's parents. The ISSP should be a working document which is under constant review and revision. They are also responsible for ensuring the folders of evidence are kept up to date to reflect the ISSP targets and evidence of progress.

The SEN responsibilities of the Learning Support Assistants (LSAs)

LSAs working with pupils with SEND must work under the guidance of the class teacher in delivering programmes for individual children. When LSAs have been given the responsibility of delivering ISSP targets, they must ensure that they familiarise themselves with the current ISSP for that child. LSAs should share any concerns that they have regarding the SEN children that they support with both the class teacher and the SENCO. LSAs should record any work that they do with children on a record sheet that is kept in the pupils' SEND file.

3. Admission Arrangements for Pupils with SEND

As a truly inclusive and non-discriminatory school, children with Special Educational Needs and Disabilities are welcomed and admitted according to the same criteria as all other children. The Disability Discrimination Act (1995) states that it is 'unlawful' to treat a child *less favourably for a reason related to their disability*. A child cannot be refused a place on the grounds of special educational needs or disability unless there are no reasonable adjustments that could be made to meet their needs and the school can justify the decision to refuse admission.

Parents/carers applying for a place for a child with particular needs should approach the Head Teacher for more information and discuss how their child's individual needs can be met.

In the case of admission of a child with a special educational need, the SENCO, and class teacher, where applicable, will arrange for appropriate transition meetings and any other agencies who have been involved with the child's education as well as for close liaison with the child's previous educational setting.

4. Specialist provision for SEND at The London Acorn School

We are committed to ensure that staff are trained to meet the needs of SEND pupils and that their knowledge is updated where necessary. LSAs are able to take part in regular training opportunities, which are then disseminated to the

whole staff through regular LSA meetings, or whole staff CPD sessions if appropriate.

When there is a need to brief the whole staff on an SEND matter, INSET or training sessions are made available.

The school has an accessible toilet located on the ground floor and also contains a lift to use as appropriate.

Identification and Assessment

We are committed to the early identification and intervention of children who may have Special Educational Needs or Disabilities.

The following forms of assessment occur at The London Acorn School:

- Assessment of children's needs on entry to school
- Observations or concerns raised by teachers.
- Analysis of internal and external assessments.
- Concerns expressed by parents.
- Monitoring of outcomes, classwork and observations
- Professional diagnosis and outside agency recommendations

In addition the following forms of assessment/screening are available as an aid to the identification of SEND.

- ABCC Charts
- British Picture Vocabulary Scale
- Grapheme-phoneme correspondences assessment
- Word Recognition and Phonics Skills Test
- Word Reading Profile
- Diagnostic Reading Analysis
- Spelling Age

This list acts as a guide to the tools we currently have access to and is not exhaustive.

The Graduated Response to SEN

The process of assessment is a graduated one. At every stage of the assessment process the parent's point of view will be actively sought. The observations of the current Class teacher and LSA(s) will also be of key importance. Reference would also be made to a child's previous class teacher.

In the normal course of events the first part of the assessment process will be:

- Discussion will take place with the Class Teacher and then the SENCO when the class teacher, LSA or parents have concerns regarding a

child's progress. The teacher would complete an SEND Concern Form which outlines the concern and the class teacher would monitor progress

- At this stage the SENCO would recommend strategies which can be used by the Class Teacher. This is a process we call Early Intervention.

If the progress made by a child is less than satisfactory following the implementation of the Early Intervention Strategies, the child would then progress to SEND Support. At this stage:

- The strategies put in place would be in addition or different from the normal differentiated curriculum on a regular 'plan, do and review' cycle
- Following a monitoring period if the class teacher and SENCO believe that further interventions should be in place an Individual SEND Support Plan would be written.
- Parents will be invited in to discuss their child's progress and this would include the opportunity to talk with the SENCO if required.
- ISSP/intervention targets will be shared and discussed with the child.
- The SENCO will liaise with the class teacher to monitor the ISSP and aid with provision of support.

EAL English as an Additional Language(EAL)

At the London Acorn School, including EYF, teachers use various methods to help children who are learning English as an additional language, they provide a range of opportunities for them to engage in English speaking and listening activities with peers and adults. Lessons are adapted to meet their individual needs and additional support is given where necessary. The language needs of all EAL pupils are judged on arrival.

Able, Gifted and Talented students

We believe identification of strong able, gifted and talented pupils is vital to support the ethos of TLAS, as designing specialist programmes for them will promote increased performance across the board, lifting the aspirations of pupils, teachers and support staff. These are children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities). Their specific talents and skills need to be nurtured; by providing them with either the opportunities to work at high cognitive levels in academic areas; or a chance to aspire for creative or physical excellence, whilst still ensuring the holistic needs of the child are met, in order to provide a well rounded education.

Education Health Care Plan (EHC plan)

If the stage were reached when a child meets the requirements for an EHC needs assessment then the school would pursue this in conjunction with the LA and the parents of the child.

EHC plans should be used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. The child's parents, a representative of the school, a local authority SEND officer, a health service representative and a local authority social care representative must be invited to attend as a minimum.

Waves of Intervention Model

All teaching interventions for children with SEND fall under the following categories:

Wave One: Inclusive high quality teaching. This is an entitlement for all children at the school.

Wave Two: Additional interventions to enable children to work at age related expectations or above. These include small group work or focused tasks.

Wave Three: Additional highly personalised interventions which should be delivered on a one to one basis.

Individual SEN Support Plans

Any child who is receiving SEND Support will have an Individual SEND Support Plan/intervention Plan (ISSP). This will be written by the class teacher (in liaison with the SENCO if required).

An intervention plan will:

- Be shared with the child, parent, LSA and SENCO.
- Help to identify how support will be given including the programmes, resources and organisation of support.
- Help to identify monitoring arrangements.
- Indicate liaison and review arrangements.
- Have SMART targets

The targets on the IEP will require specific teaching strategies to ensure that they are met. This will usually require the support of a key worker who will be working with the child during normal class time. This time may be as part of a group or individually depending on how the child's needs are best met.

The Role of Parents

We will always seek the opinion of the parents when assessing the needs of a child with Special Educational Needs or Disabilities and when setting Intervention targets.

We will meet and communicate with parents/carers when the SEND Support Plan is being reviewed, in addition there may be informal conversations and individual meetings as well as keeping a dialogue in home/ school record books and diaries where necessary.

Parents should be confident that we are keen to discuss their children and view their participation as being of key importance to their child's education. If a parent has a concern regarding the provision of support that their child is receiving they should contact the class teacher, the SENCO, the Head Teacher. If, after pursuing these they continue to have concerns then they can approach the local authority for further information at www.merton.gov.uk

All parents are kept up-to-date with developments in SEND, recent training and methods for supporting their children with learning at home. We offer training events, parent workshops and parenting classes to support the school's ethos and broader identified areas of need.

Inclusion

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Evaluation Procedures

The governing body will, on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND Policy and/or SEN Information Report need to be made.

The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.

The school will continually review and report to stakeholders on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

The SENCO and teachers monitor classroom practice and analyse pupil observation data for pupils with SEND. This will also be monitored by board members /governors and the Head.

Professional Development for Staff

The SENCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.

It is the responsibility of the SENCO to ensure that staff are kept up to date with information and legislation.

The school's policy and procedures for SEND are part of the induction procedure for new staff.

Support Services Available

We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals.

Advice and support from outside agencies is available if requested by the school.

Transfer Arrangements

When children transfer from year group to year group, close liaison between the staff involved ensures that transitions take place with ease and are perceived in a positive light by all pupils. In the case of vulnerable children, extended transition procedures are in place to ensure that pupils have time to adjust to the new key people in their teaching and learning.

When children are transferring to other schools, records of all children are sent to the receiving educational establishment for their attention. The SENCO discusses with receiving staff any children identified as needing additional or different provision to enable continuity of support.