



## Special Education Needs & Disability Policy

**Date approved** 18th January 2017

**Signed** Daisy Armstrong

**Position** Acting Chair

**Committee** Curriculum and School

**Date of next review** Spring 2018

Support will be offered for those people for whom English is a second language or need help in understanding the policy and will be made available on request.

Avonmore Road, West Kensington, London W14 8RL

t: 020 7603 9750 e: admin@avonmore.lbhf.sch.uk www.avonmore.lbhf.sch.uk



At Avonmore School every teacher is a teacher of every child or young person including those with special educational needs. Every child is unique and may have individual educational requirements. We provide a rich curriculum that is broad and balanced and meets the needs of all pupils

We aim to provide an environment where everyone is happy. We aim to help learners reach their potential and to develop attributes of responsible citizenship. It is our aim to achieve this through effective learning opportunities; encouraged and supported by a school community that cares.

This policy was developed in conjunction with the school governors, staff and parents at Avonmore.

This policy is written to comply with 2014 Children and Families Act and its SEND Code of Practice 0-25, the SEN and Disability Act 2010 and Equality Act 2010. All of our school policies are interlinked.

## Aims of the Policy

### **The aims of this policy are:**

- To describe how we create an environment which demonstrates how we value, encourage, teach and include all pupils with special educational needs
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet their individual needs and abilities
- To define Special Needs and ensure that the special needs of children are identified, assessed and provided for following the guidelines of the SEND Code of Practice, 0-25 guidance January 2015 & (SEND Code of Practice 2014)
- To identify the roles and responsibilities of those involved in providing for children's special educational needs
- To inform parents, teachers and governors of the school's procedures in the implementation of the policy

### **SEN at Avonmore**

All schools are required to identify, address and provide for pupils who have special educational needs and additional needs. This policy should be read in conjunction with the published SEND, Local Offer, Accessibility Policy, Behaviour and other policies current within the school.





---

## What is Special Educational Needs?

A person has SEN if they have a learning difficulty or disability that calls for special provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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 school. Taken from 2014 SEN Code of Practice: 0 to 25 years – introduction xiii and ix special needs in the setting and requires special educational provision

Pupils in the following categories may have difficulties in relation to progress and attainment but this does not necessarily mean that they are SEN. A child is NOT thought to have SEN if they

- Have a disability. A child with a disability will have “reasonable adjustment” made in school under current Disability Equality legislation, disability alone does not constitute SEN
- Difficulties with Attendance and Punctuality
- Health and Welfare issues
- Behavioural difficulties
- English as an additional language. A child who is EAL may need careful assessment to ascertain if they may have special educational needs
- Pupils in receipt of Pupil Premium
- Pupils who are looked after
- Are a child of Serviceman/woman

## Identifying Special Educational Needs

The SEND Code of Practice 2014 identifies four broad areas of need that should be planned for and some of our pupils come within these categories.

- Communication and interaction – autism and language disorders
- Cognition and learning – dyslexia, dyspraxia and dyscalculia, moderate learning difficulties, global developmental delay
- Social, mental and emotional health – ADHD, ADD, attachment disorders, emotional difficulties, mental health
- Sensory/physical – hearing, vision, sight impairment. Medical conditions i.e. epilepsy, diabetes etc.





The purpose of identification of a special need is to work out what action the school needs to take to meet a child's need, not to fit a pupil into a category. At Avonmore we endeavour to identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of that child.

## **Objectives**

### **Our school will:**

- Identify and provide effective provision for pupils who have special educational needs and additional needs so that they have the same opportunities as those pupils who do not have SEND
- Work within the guidance outlined in the SEND Code of Practice, 2014
- Have an identified SEND co-ordinator who will co-ordinate special educational needs provision throughout the school
- Provide support, advice and training for all staff in the school, relating to SEND
- Ensure that parents/carers play their part in supporting their child at home and at school by informing when the school is making special educational provision for their child
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- Ensure that the views of the child are sought and taken into account

## **A Graduated Approach to SEN Support and Provision**

At Avonmore all children follow the National Curriculum, which is the universal approach adopted throughout the school using quality classroom teaching. Some pupils require targeted short-term support to enable learning in specific identified areas of the curriculum. Other pupils require more long-term specific individualised teaching to support their learning. Whatever a pupil's need may be, our Special Educational Needs provision will identify and provide the necessary support to enable every child to reach their potential.

The personnel involved in developing this provision are the Headteacher, the Inclusion Manager, the Special Educational Needs Co-ordinator (SENCO), Class Teachers and Support Staff

We have high expectations of all our children and provide a range of opportunities to help them achieve their potential.





---

We adopt a three tier approach to SEN provision:

**1. Universal Approach** In the classroom, class teachers are responsible for providing:

- Quality First Teaching in class for all pupils, with lessons planned to address potential areas of difficulty to meet the needs of individual pupils in class. This 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.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet a child's learning needs. Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support a child's learning.
- Avonmore routinely reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.
- Teachers plan support for pupils in the four areas of need identified in the SEND guidance: communication & interaction, cognition and learning, social, emotional & mental health difficulties and sensory and/or physical
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

**2. Targeted intervention** it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to a child's learning.

This takes the form of a graduated four part cycle of:

- a) Assessing a child's needs
- b) Planning the most effective and appropriate intervention
- c) Providing this intervention. This will usually involve support in a group or on a 1:1 basis with a member of the support staff or a teacher, in or out of the classroom. The areas of support could include – programmes from evidence based interventions in maths, reading, writing, spelling, phonics, social and behavioural skills.
- d) Reviewing the impact on a child's progress towards individual learning outcomes.

**3. Specialist intervention** it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for a child.





Where a child needs an assessment leading to a diagnosis, this will be discussed with a parent and referrals will be made to the appropriate agency. This may include Educational Psychology (EP), Speech and Language Therapy (SaLT), Occupational Therapy (OT), sensory advisory teachers and the child development service, CAMHS, autism outreach services.

However, for a very small number of pupils, access to these specialists may be through an Education and Health Care Plan.

### **Pupils on the Record of Educational Need (SEN Register)**

Regular assessments and monitoring of progress helps to identify those pupils who are not making expected progress and who may require help over and above that which is normally available in universal teaching.

- If there are concerns regarding progress, the class teacher will discuss these at parents' meetings or during informal meetings to discuss the child's progress.
- Where a pupil continues to make less than expected progress despite evidenced based support and interventions, they will be identified on the Record of Educational Need and will be identified as needing SEN Support.
- The teacher and SENCO will consult with parents regarding continued intervention and how they can support their child at home. When a pupil achieves expected progress they will be removed from the Record of Educational Need.
- It may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for a child. The SENCO and class teacher will liaise with parents and outside specialist agencies to assess pupils and put support programmes in place. An Individual Education Plan will identify targets set for a pupil and these will be reviewed termly or more frequently as required.
- Where a pupil has significant needs as identified in the SEND areas of need, the school may apply for an Educational and Health Care Plan (EHCP).
- The school may apply to the Local Authority for an EHCP. This process can take up to 20 weeks. The purpose of an EHCP is to make special educational provision to meet the special educational 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.





---

## Monitoring and Evaluating SEN Provision

At Avonmore, provision is regularly monitored to assess if pupils are making expected progress. This occurs in the school involving all staff and the Governors. Monitoring of teaching for all pupils including those at risk of underachievement, helps to identify areas of understanding relating to SEN pupils and improving teachers' knowledge and understanding of strategies needed to better support these pupils.

At Avonmore, we regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with specific educational needs. There is planned INSET to address whole school training needs. The school is able to access training programmes from different organisations including the Tri-borough Training, Specialist Outreach services in the Borough and professional agencies. Individual training programmes are arranged as necessary

We also value the input from other professionals and have regular consultations and feedback on pupils.

The monitoring and provision of SEN provision is carried out in several ways, through:

- Termly assessments that identify pupils' progress in English, Maths & Science. These are discussed and evaluated at Pupil Progress meetings
- Lessons are monitored on a rolling cycle to ensure appropriate provision is made for SEN pupils
- The SENCO monitors class teachers' planning
- Individual Education Plan targets are set and reviewed termly by the class teacher and monitored by the SENCO. New IEPs are sent to parents
- All provision is recorded on a provision map by the SENCO. Some pupils have individual provision maps, which are reviewed termly with their IEP by the class teacher.
- Inclusion meetings occur half termly to discuss provision across the school with regular informal discussions about pupils' progress
- The SENCO meets with class teachers termly to discuss the identification of needs in each class and have regular informal discussions
- Liaison with the SEN Governor, who reports to the Governing Body
- Annual meetings to outline provision and service agreements for the year occur with the Educational Psychologist and Speech & Language Therapy Service, with regular meetings throughout the year to discuss and monitor the effectiveness of the provision





- The SENCO monitors the movement of children within the SEN system in school and provides staff, governors and the Senior Management Team with feedback on the impact of practice in the school.

## **Roles and Responsibilities**

### **The Governing Body ensures that:**

- The school follows the SEND Code of Practice 2014 when carrying out its duties towards all pupils with Special Educational Needs
- There is a qualified teacher designated as SENCO for the school
- It works with the headteacher and SENCO in determining the strategic development of SEN policy and provision in the school
- All teachers are aware of their responsibilities towards these children and can make appropriate provision for them
- It consults with the LA and reports annually to parents on provision for Special Needs in the school
- There is an identified governor that has responsibility for Special Needs
- This governor liaises with the SENCO, Headteacher and teaching staff and reports back to the governing body

### **The responsibilities of the SENCO include:**

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after child has SEND
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet identified pupils and those with Educational Health Care Plans needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services





- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

#### **The Headteacher is responsible for:**

- Informing and liaising with governors on special needs provision
- Managing the Special Needs Educational Policy on a day to day basis
- Ensuring that complaints regarding SEND provision are dealt with in accordance with the LA guidance for school-based complaints procedures
- Ensuring all staff are trained in SEND and where appropriate to provide support for SEND pupils and to allow for personal and professional development

#### **The role of the Class Teacher:**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. This includes:

- Identifying children with SEND
- Devising and implementing targets and support for individual children
- Reviewing and setting new targets with parents and children
- Liaising with the SENCO to ensure the needs of individual pupils are met through the implementation of the identified strategies/interventions
- Implementing the school's Special Educational Needs Policy
- Undertaking any training suggested or supplied by the school
- Working closely with Learning Assistants, support and specialist staff involved, to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching.
- Evaluating the quality and impact of the support and interventions along with the views of the pupil and parent/carer
- Revising the support in light of the pupils progress and development and decide on any changes in consultation with the parent / carer and pupil





---

### **The role of the School Nurse:**

- The nurse is responsible for setting up medical care plans for pupils, in conjunction with their parents and for informing staff in school
- The school nurse carries out medical checks on all children in Reception
- The nurse identifies any medical concerns that may need further investigation
- The nurse works closely with other health service personnel as well as social workers
- The nurse liaises with the SENCO, class teachers and parents
- The nurse provides up-to-date information on various syndromes or conditions
- The nurse keeps medical records of children
- The nurse offers training for staff as and when needed

### **Partnership with parents:**

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. Parents are key in sharing with school their child's needs, experiences and aspirations. All parents will be treated as partners to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and the type of help they would like. Their views are taken into account and are involved particularly in the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take into account the wishes, feelings and knowledge of parents at all stages.

We encourage parents to take an active contribution to their child's education by having regular meetings to share information about progress and to involve them in any outside intervention, providing clear information about processes at each stage.

Parents always have access to the SENCO through, class teacher, making an appointment or through a school email address. SEN information about the School Local Offer and SEND policy is available on the school website.

### **Equal Opportunities and Inclusion**

We ensure that vulnerable learners are supported to become independent and resilient in social development and their learning. Through all subjects we ensure that the school meets the needs of all, taking into account of gender, ethnicity, religion, language, age, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.





# Appendix

SENCO contact: 0207 603 9750 email: [admin@avonmore.lbhf.sch.uk](mailto:admin@avonmore.lbhf.sch.uk)

Avonmore School Local Offer: [www.avonmore.lbhf.sch.uk](http://www.avonmore.lbhf.sch.uk)

School Policies: [www.avonmore.lbhf.sch.uk](http://www.avonmore.lbhf.sch.uk)

SEND Code of Practice 0-25 (January 2015)

[www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

## Glossary of terms

SENCO Special Needs Co-Ordinator

SEN Special Educational Needs

SEND Special Educational Needs and Disability

EHCP Education, Health and Care Plan

IEP Individual education plan

