

Horniman Primary School

Special Educational Needs and/or Disability (SEND) Policy 2022-23 and Information Report



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| This policy was agreed by the governing body on 1.03.23 and supersedes all previous policies relating to this area. | |
| Signed: Nicola West Jones | Designated Governor |
| Reviewed: | Annually by FGB |
| Review date: | October 2023 |
| Author: | Alexandra Newton (SENCo) |

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1. Aims

Horniman is committed to the promotion of an inclusive, safe and welcoming school environment.

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and/or Disabilities (hereafter, SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

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 SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out schools' responsibilities for Education, Health and Care (EHC) Plans, SEND Coordinators (SENCOs) and the SEND information report.

3. Definitions

A pupil has SEND 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 learners 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 Special Educational Needs Coordinator

The SENCo at Horniman Primary School is Alexandra Newton. She will:

- Work with the deputy headteacher for inclusion, headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision to support pupils with SEND, including those with EHC Plans.
- Work with the deputy headteacher for inclusion to provide professional guidance to colleagues.
- Work with staff, parents and external agencies to ensure that children with SEND receive appropriate support and high-quality teaching.
- Advise on the Graduated Approach to providing SEND support. **“SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach,”** (SEND Code of Practice).
- 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 pupils and their parents are informed about options and a smooth transition is planned.
- Work with the deputy headteacher, headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure that the school keeps the records of all pupils with SEND up to date.

4.2 The Deputy Headteacher for Inclusion

The deputy headteacher with responsibility for Inclusion is Sofie Hashmi. She will:

- Work with the SENCo, headteacher and SEND governor to determine the strategic development of the SEND policy and provision in school.
- Advise on the school’s delegated budget and other resources to meet pupils’ needs effectively.
- Work with the SENCo to provide professional guidance to colleagues.

4.3 The SEND Governor

The SEND governor is Nicola West Jones. She will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the headteacher, deputy headteacher for inclusion and SENCo to determine the strategic development of SEND policy and provision in the school.

4.4 The Headteacher

The headteacher is Andrew Pickering. He will:

- Work with the SENCo, deputy headteacher for inclusion and SEND governor to determine the strategic development of SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND.

4.5 Class Teachers

Each class teacher will be responsible for:

- Identifying emerging needs and putting classroom support in place to address these.
- Working with the SENCo to make referrals where needs continue to persist despite high quality teaching and classroom interventions.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants, learning support assistants or specialist staff to plan and assess the impact of support and interventions, and how these can be linked to classroom learning.
- Working with the SENCo to review each child's progress and development and decide on any changes to provision.
- Ensuring that they follow this SEND policy.

5. SEND Information Report

5.1 The kinds of SEND that are provided for

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

- Communication and interaction – for example, Autism Spectrum Disorder, speech and language difficulties;
- Cognitions and learning – for example, Dyslexia, Dyspraxia;
- Social, emotional and mental health difficulties – for example, Attention Deficit Hyperactivity Disorder, anxiety;

- Sensory and/or physical needs – for example, visual impairments, hearing impairments, processing difficulties, Epilepsy;
- Moderate/severe/profound and multiple learning difficulties.

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry to the school. We will build on learning from previous settings and Key Stages. 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 an attainment gap between the child and their peers;
- Widens the attainment gap between the child and their peers.

This may include progress in areas other than attainment – for example, social needs and personal care.

Slow progress or low attainment will not automatically mean that a child is identified as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including expected progress and attainment, and the views and wishes of the pupil and their parents/guardians. 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 additional is needed.

5.3 Consulting and involving pupils and parents

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

- All parties have a good understanding of the pupil's areas of strength and difficulty;
- Professional advice and reports are shared where available;
- Parental concerns are taken into account;
- All parties understand the agreed outcomes sought for the child;
- All parties are clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record, and a copy given to their parents.

When it is decided that a pupil will receive SEND support, we will meet with parents to formally notify them that their child will be added to the school SEND register.

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 class teacher's assessment and experience of the pupil,
- The pupil's previous progress, attainment and behaviour,
- Other teachers' assessments where relevant,
- The pupil's development in comparison to their peers, both within the school and nationally,
- The views and experience of the pupil's parents/guardians,
- The pupil's own views where possible,
- Advice from external support services where relevant.

The assessment will be reviewed termly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support required, and any teaching strategies or approaches which are required. We will regularly review the effectiveness of the support and interventions in place and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases

5.5.1 Entering Reception

Pupils entering the Foundation Stage are invited with their parents/guardians in the term before joining the school to a 'Playing with Words' transition programme. This is an opportunity for information sharing between the school and parents/guardians. The school will also liaise with pre-school settings and transition meetings will be held where appropriate.

5.5.2 Joining or leaving us outside of Reception and Year 6

We recognise that smooth transitions are key to children's success and wellbeing in new settings and environments. If a child is moving from our school to another setting, we will:

- Share information with the next school/setting on agreement with the child's parents/guardians,
- Facilitate transition meetings where appropriate.

If a child is joining us from another school or setting, we will:

- Seek information from the child's previous school/setting relating to their strengths, needs and any additional support they were receiving;
- Speak with the child's parents/guardians about the child's strengths, needs and any additional support they were receiving.
- Facilitate transition meetings where appropriate.

5.5.3 Moving to the next year group

On transitioning to the next class, all children meet their new teacher at the end of the summer term, and a handover meeting takes place between the current and receiving teacher. Vulnerable children who need additional support may be given:

- A transition plan or passport to their new class,
- Time with the new teacher and/or support staff,
- A social story or photographs of their new class to read during the holiday.

5.5.4 Moving to Secondary Schools

We liaise with our secondary colleagues in a range of ways to aid a smooth transition. These include:

- Sharing information with the new school about specific needs and vulnerable children,
- Secondary transfer meetings between primary and secondary SENCos,
- Transition meetings for vulnerable pupils,
- Additional visits with a member of staff where appropriate.

5.6 Our approach to teaching pupils with SEND

Class 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 SEND. This may be differentiated for individual pupils and can, if appropriate, involve a parallel curriculum to meet the pupil's needs.

In addition, interventions are planned by the class teacher for children who have gaps in their learning or need to make accelerated progress to close the attainment gap between them and their peers. These can be delivered either by the class teacher or by support staff, who will meet with teachers regularly to review the success of the intervention.

Further long-term interventions may be planned or delivered by the SENCo. These may be delivered by the SENCo, class teacher or support staff.

We provide the following interventions:

- Precision Teaching (reading / spelling / arithmetic)
- Inference Training (reading)
- Pre-teaching (whole curriculum)
- Nessy (reading / spelling)
- Athletics (maths)
- Fresh Start (phonics intervention for KS2)
- Lego Therapy
- Social Skills group
- Circle of friends

5.7 Adaptations to the curriculum and learning environment

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

- Differentiation of the curriculum through grouping, teaching style, lesson content etc.,
- Adaptation of our resources and staffing,
- Use of recommended aids such as laptops, coloured overlays, visual timetables etc.,
- Differentiation of teaching styles through providing thinking time, pre-teaching key vocabulary, reading instructions aloud etc.

5.8 Additional support for learning

We have 9 learning support assistants (LSAs) who provide 1:1 support for children with EHC Plans. Training is provided as required in response to the needs of the child as stated in their EHC Plan.

We have 5 teaching assistants (TAs). TA allocation is based on the needs of a class and varies throughout the day. We deploy TAs in a range of ways, including split teaching, small group support and working with pupils on a 1:1 basis. TAs may work with pupils in class or withdraw them to a teaching space away from their main classroom.

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

- Lewisham Specialist Teachers and Educational Psychology Service (STEPS)
- Drumbeat ASD Outreach Services
- Specific Learning Difficulties Team
- Speech and Language Therapists
- Inclusion Outreach Support
- Sensory Team
- Children and Adolescent Mental Health Services (CAMHS)
- Mental Health Support Team (MHST)

5.9 Expertise and training of staff

The team for inclusion includes:

- Deputy Headteacher for Inclusion
- SENCo
- Speech and Language Higher Level Teaching Assistant (HLTA)

The Deputy Headteacher for Inclusion has 10 years' experience as SENCo and has worked in education for over 30 years. She is a member of the school's senior leadership team.

The SENCo has undertaken the National Award for SEN Coordination. This is her first year in role, and she is supported by the Deputy Headteacher for Inclusion. She has worked in education for six years.

The Speech and Language HLTA is ELKLAN trained.

All TAs have received training in scaffolding support and developing pupil independence according to 'Maximising the Impact of Teaching Assistants'.

5.10 Securing equipment and facilities

We follow advice given by professionals and provided in professional reports regarding equipment and facilities recommended for pupils. Allocation of specialist equipment and facilities will be dependent on need, funding and availability.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term,
- Reviewing the impact of interventions after a set number of weeks,
- Using pupil questionnaires,
- Monitoring by the SENCo,
- Using provision maps to measure progress,
- Holding annual reviews for pupils with EHC Plans,
- Monitoring by the SEND governor.

5.12 Enabling pupils with SEND to engage in all activities

All school visits will be available to all of our pupils, and reasonable adjustments will be planned to ensure they are accessible.

All Year 4 and Year 6 pupils will be encouraged to take part in our residential visits and we endeavor to make adaptations, if appropriate and feasible, to ensure all pupils are able to participate. For, example 1:1 adult support, attend for a shorter time etc.

All pupils will be encouraged to take part in sports day, school plays, special workshops etc.

No pupil will ever be excluded from taking part in these activities because of their SEND. Where there are concerns over safety, a risk assessment will be carried out and alternative provision will be made if further adaptations are not possible. This will be done in consultation with parents/guardians and will be of equal value to the original activity.

Information about accessing our site can be found in the school's accessibility plan on our website.

5.13 Support for improving emotional and social development

We support children to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take part in the student committees which make up our Pupil Parliament.
- Assemblies promote awareness of a variety of disabilities and differences, and promote positive role models.
- Every class practices mindfulness as part of their daily timetable.
- Every class teaches Zones of Regulation and children are given the tools to identify and self-regulate their feelings, energy and sensory needs.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

We work closely with other agencies including health and social care agencies, local authority support services and voluntary sector organisations in meeting pupils' SEND and supporting their families. The SENCo is responsible for organising these where appropriate in conversation with the pupil's parents/guardians.

5.15 Complaints about our SEND provision

1. Complaints about our SEND provision should be made in the first instance to the class teacher.
2. If the class teacher is unable to resolve the issue, the concern/complaint should be made to the SENCo.
3. If the SENCo is unable to resolve the issue, the complainant will be referred to the school's complaints policy.

The parents of children with SEND have the right to make a disability discrimination claim to the first-tier SEND tribunal if they believe that our school has discriminated against their child/ren. [First-Tier Tribunal \(Special Educational Needs and Disability\)](#) is an independent national tribunal which hears parents' and young people's appeals against the local authority's decisions about the special educational needs of children and young people. They can make a claim about discrimination regarding:

- Exclusions
- Provision of education and associated services
- Reasonable adjustments, including the provision of auxiliary aids and services.

5.16 Contact details of support services for parents/guardians of pupils with SEND

There are a variety of useful parent support groups which families may be signposted to by the school. These include:

- [Lewisham Special Educational Needs and Disabilities Information, Advice and Support Service](#) (SENDIASS) is a free, confidential and impartial service for parents, carers, children and young people up to 25 years.
- [Contact](#) is a national charity which offers support and advice to parents and carers of children and young people with SEND.

5.17 Contact details for raising concerns

Class Teachers: administration@horniman.lewisham.sch.uk

SENCo (Alexandra Newton): senco@horniman.lewisham.sch.uk

All staff are contactable via: 0208 699 3190

5.18 The local authority's local offer

Our contribution to the local authority's local offer can be found here:

- [General 1 — Horniman Primary School](#)

Our local authority's local offer is published here:

- [Lewisham Council - Lewisham SEND Local Offer](#)

6. Monitoring arrangements

The SENCo will review this policy and information report annually. It will be updated sooner than this if any changes to the information within it are made during the year, or if our statutory duties change.

It will be approved by the governing board.

7. Links with other policies and documents

Further information relating to information in this policy may be found in our:

- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy



Horniman Primary School

Special Educational Needs and Disability (SEND)

School SEND offer 2022-23

At Horniman Primary School, alongside quality first teaching (QFT) and a broad and rich curriculum offer, we may provide additional and different provision in order to support children with SEND. Our Assistant Head for Inclusion will oversee the assessment and support of all school-based interventions and liaise with external professionals, ensuring appropriate support and interventions are implemented and reviewed.

All interventions and provisions provided are personalised in order to ensure highly differentiated curriculum support. Alongside this, we also use rigorous systems to monitor pupil progress, aid academic and personal achievement and remove any barriers to learning. Due to the personalised and highly differentiated nature of Horniman's support for learners with SEND, the programmes set out here are subject to change and not every intervention will be available to every child with SEND. Allocation of specialist services and intervention will be dependent on need, funding and specialist teachers/service availability.

Provision to facilitate/support access the curriculum:

- Small group support in class from class teacher/TA
- 1:1 support from an allocated LSA for children with an EHC plan
- 1: 1 support for children with identified needs
- Further differentiation of tasks and activities
- Parallel curriculum
- Provision of specialist equipment, e.g. writing slopes, pen grips, ear defenders, etc.
- Implementation of specifically tailored support strategies and programmes recommended by support agencies, e.g.; educational psychologist, speech and language therapist, occupational therapist, physiotherapist, Specific Learning Difficulty Team, CAMHS or Inclusion Outreach Team.

Access to a supportive environment –IT facilities/equipment/ resources (incl. preparation):

- Use of visual resources to support and enhance learning and understanding
- Pre-teaching of new concepts and vocabulary to enhance learning
- Use of interactive whiteboards
- Regular use of computer and iPads
- Use of individual visual timetables and communication cards
- Provision of resources to encourage independent learning, e.g.; sand timers, easy-grip scissors, fidget-toys, phonics mats and high frequency word lists

Strategies to support/ develop literacy including reading:

- Small group support in class through guided reading with class teacher
- Individual reading support with TA for children with reading difficulties
- 1:1 daily reading intervention programme for targeted children
- Implementation of literacy strategies recommended by external agencies by class teachers
- Additional handwriting support, where needed
- Use of Dyslexia Portfolio assessments to advise planning and differentiation
- Focused groups for phonics
- Booster programmes as required

Strategies to support/develop numeracy:

- Targeted small group support in class
- Use of resources to enhance visual understanding, e.g.; Numicon, Dienes, etc.
- Maths intervention and booster groups
- 1:1/ small group support out of class with TA

Strategies to support/modify behaviour:

- Implementation of school's Behaviour Policy
- Play leaders at lunchtime leading structured games, e.g. basketball, cricket.
- Quiet zone for board games, reading etc. during lunchtimes
- Structured lunchtime programmes for individuals as required
- Personal behaviour plans for individuals as required
- Collaboration and regular communication between home and school, e.g.: Home/school contact book, daily/ weekly texts from school
- Collaboration with external agencies, such as Inclusion Outreach Team, CAMHS, Early Help Support
- 1:1 support during break/lunch times
- Zones of Regulation (Zones of Regulation is a systematic, cognitive-behavioral approach used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially)

Social Skills programmes:

- Communication groups to develop social skills
- Circle of Friends
- Social Stories
- Transition groups (KS1 to KS2/ KS2 to KS3)

Support including strategies to enhance self-esteem and well-being:

- Weekly outreach support from Inclusion Outreach Teacher for targeted children
- Philosophy lessons
- Mindfulness
- CAMHS support

- Forest Schools (KS1)
- Zones of Regulation

Support/supervision at unstructured times of the day including personal care:

- Regular Child protection training for all staff
- Structured games led by Play leaders at lunchtime.
- Structured timetable at lunchtime for those children that require extra support
- 'Quiet Zone' in hall during lunchtime for board games, reading and drawing activities.
- Individual lunchtime supervision where specified (EHCP)

Strategies to support speech and language

- Referrals to Lewisham Speech and Language Therapy service (SALT) for assessment
- Elklan Trained speech and language HLTA two days per week (1:1 sessions)
- Communication groups to develop speech and language

Strategies to support Occupational Therapy/Physiotherapy needs:

- Referrals to occupational therapists (OT)/ physiotherapy service for assessments
- Delivery of Intervention programmes as advised by OT team/ physiotherapy service
- Recommended equipment provided for pupils

Access to medical interventions:

- Support to administer medication in school
- Care plans for children with medical needs and allergies
- Provision of aids and resources to support learning
- Regular staff training on supporting medical needs (E.g. epi-pens)
- Implementation of risk assessments
- Individual Health Care Plans (IHP)

Planning and Assessment:

- Class provision maps
- Pupil Passports to identify strengths, areas of difficulty and strategies/ resources to be used
- Differentiated learning activities and resources
- Termly pupil progress reviews
- Reviews of interventions

Liaison/Communication with Professionals/Parents, attending meetings and preparation of reports:

- Regular progress meetings for all pupils
- Review of targets on Pupil Passports
- Team Around the Child/Family meetings for vulnerable children
- Termly Planning/Review meetings with the Educational Psychologist
- Planning meetings with SpLD, ASD outreach teacher and Inclusion Outreach Teacher
- Sharing of professional reports with parents
- Information gathering for assessments

Access Arrangements for taking tests (where pupils meet the criteria):

- Additional time
- Rest breaks
- Scribes / transcribes
- Readers
- Prompter
- Small group
- Personal space