



SEND POLICY

This policy should be read in conjunction with the SEND Information Report

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| DATE APPROVED BY ST. STEPHEN'S PRIMARY SCHOOL CofE PRIMARY SCHOOL | September 2023 | | |
| REVIEW DATE | September 2024 | | |
| SIGNED HEAD TEACHER | E Bachour | DATE | 04-10-23 |
| SIGNED CHAIR OF GOVERNORS | A Bishop | DATE | 04-10-23 |

The United Nations Convention on the Rights of the Child

Article 23

Children who have any kind of a disability should have special care and support, so they can lead full and independent lives.

Article 12

Children have the right to say what they think should happen when adults are making decisions about them.

Article 13

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

This policy is written in accordance with the Department for Education and Department of Health, 2014 Special Educational Needs and Disability Code of Practice and the Children and Families Act 2014 (Last up dated in April 2020)

This statutory code contains:

- details of legal requirements that we must follow without exception
- statutory guidance that we must follow by law unless there's a good reason not to

S.E.N.D.

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SENDCo: Naomi Mulholland co-ordinates SEND and is a member of the Senior Leadership Team (SLT). The SENDco is available by email naomi.mulholland@st-stephens.richmond.sch.uk or phone 020 8892 3462.

Designated Teacher with specific **Safeguarding** responsibility is Elizabeth Bachour and deputy safeguarding officers are Jess Morrison, Naomi Mulholland, Jo Miers, Lydia Cubby-Gibbs, Hannah Smart and Rachel Mowbray.

The member of staff responsible for managing **PPG/LAC** funding is Hannah Smart.

The School Business Manager, who line manages the Welfare Officer, is responsible for **managing the medical needs** of pupils.

Reviewing and Monitoring the Policy:

This policy and information report is reviewed by the SENDCO yearly. It will be updated if any changes to the information are made during the year. It is approved by the governing board.

Publication of the Policy and Consultation & Feedback to Parents and Carers:

The policy will be published on the school website. Hard copies of the policy will be available in school and will be given to parents by request. Details of how to access this and other policies will be noted in the school prospectus.

Consultation will be undertaken with parents and carers via meetings and questionnaires. Feedback from the audit and review of the policy and any parental consultation will be given via the school website and letters home.

Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for pupil's with SEN. "The parent-child connection is the most powerful mental health intervention known to mankind." (Bessel van der Kolk)

SEND Vision

We strive to eliminate prejudice and discrimination, and to develop an environment where all children can feel safe and flourish. We are keen to ensure they are rounded individuals who are prepared for their future in our ever changing world. We believe that all learners are entitled to an education that equips them with the knowledge, skills and values they need to embrace the opportunities and challenges they encounter; creating a future in which they wish to live. We want our children to challenge stereo-types, stretch boundaries and have the power to take part in everyday with confidence, for all of them to make positive changes in our world; to make it a better place for them, and all around them.

Rationale:

St Stephen's school ensures that all children with additional needs have opportunities to thrive and flourish, demonstrate their abilities and overcome barriers to learning, or barriers to living a happy and full life.

We have a cohesive approach to additional needs, training teachers and support staff to develop their awareness of a range of needs and enabling our learners to acquire knowledge and build self-confidence.

Discrimination on the basis of ability and disability is unacceptable. We are opposed to and will challenge all forms of discriminatory or behaviour. Each child is valued both as an individual and as a member of the school community.

We believe that inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners and neurodiversities.

Through being attachment aware, both children and adults are able to create an environment that is conducive to all learners; building positive relationships between children, staff, parents and children with their peers.

Definition of Special Educational Needs and Disability (SEND)

The definition of SEND is described in the SEND Code of Practice 2015 as follows:

- A child and young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made.
- A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has 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.

As a school we recognise these disabilities may refer to learning or physical impairment. We also recognise that extra provision may need to be made for the needs of gifted children. In addition, we recognise that children with needs in relation to their social and emotional mental health (SEMH) are included in the definition of special education needs.

Identifying SEND

The Code of Practice 2015 describes the 4 broad categories of need.

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|---|---|
| 1. Communication and Interaction Needs | 2. Cognition and Learning |
| <ul style="list-style-type: none"> • Speech, Language and Communication Needs (SLCN) • Autistic Spectrum Disorder (ASD) | <ul style="list-style-type: none"> • Specific learning difficulty (SpLD) (e.g. Dyslexia, dyspraxia, dyscalculia, dysgraphia) • Moderate Learning Difficulty (MLD) • Severe Learning difficulty (SLD) • Profound and Multiple Learning Difficulty (PMLD) |
| 3. SEMH – Social Emotional Mental Health. | 4. Sensory and /or Physical Needs |
| <ul style="list-style-type: none"> • Anxiety or depression • Eating disorders • ADHD | Physical disabilities (PD) <ul style="list-style-type: none"> • Visual impairment (VI) • Hearing impairment (HI) • Multi- Sensory Impairment (MSI) |

These four broad areas give an overview of the range of needs that our school plan for. The purpose of identification is to work out what action we need to take, not to fit a pupil into a category. We believe in identifying the needs of our pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. We will also consider the following things that are not considered SEND.

- Disability (The Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Ethnic Groups
- Travellers

Behaviour is no longer classed as a SEND. Any concerns relating to a pupil’s behaviour should be described as an underlying response to a need which we as a provider will be able to recognise and identify clearly as we will know the child/young person well.

All children at St. Stephen’s have their progress checked regularly and any child who is not making appropriate progress is identified and provided with support to reach their target. Some children maybe identified as having SEN.

This can be characterised by progress/ attainment which:

- is significantly below national expectations for the age group
- is making significantly slower progress 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
- social and communication needs
- sensory and/or physical needs

We follow the SEND Code of Practice 2015 and use the graduated response of assess, plan, do and review. Early identification enables us to assess the needs of a pupil and take the appropriate action in providing additional support.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school’s system includes reference to information provided by:

National Curriculum descriptors for the end of a key stage

Standardised screening and assessment tools

Observations of behavioural, emotional and social development

An existing Statement of SEND or Education, Health, Care Plan

Assessments by a specialist service, such as educational psychology, identifying additional needs.

Based on the school's observations and assessment data and following a discussion between the class teacher, Inclusion Manager and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional provision which will address their needs.

How can members of staff find out which children are on the SEND register?

A copy of the most current SEND register can be found on the google drive in Inclusion. Each class has an Inclusion folder of all these details.

How can members of staff get information about the children with SEND? Why should I read it?

Each child on the SEND register will have information in a file kept on the school teacher drive T:\Inclusion\2023-24 Pupils Inclusion. This will have a record of interventions, outside agencies reports, past and current IPP's. It will also contain recommendations and so it is important to read. They can help you with your planning and strategies for individual children. The most recent records can also be found in the class teacher's Inclusion folder.

ROLES AND RESPONSIBILITIES

Role of Head Teacher

- Should take overall responsibility for implementing the SEND reforms
- Ensure that the SENDCO is able to influence strategic decisions about SEND.
- Ensure the wider school community understands the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on SEND support and any newly identified pupils with SEND.

Role of SENDCO

The SENDCO role is a strategic one working with the senior leadership team to review and refresh the SEND policy and then with the classroom/subject teacher to review its practice, ensure every child with SEND gets the personalised support that they need. The role involves:

- overseeing day-to-day operation of school's SEND policy;
- coordinating provision for children with SEND;
- liaising with designated teacher where a Looked after Child has SEND;
- advising on graduated approach to SEND Support;
- advising on use of delegated budget/ other resources;
- liaising with parents of children with SEND;
- links with other education settings and outside agencies;
- liaising with potential next providers of education;

- working with head and governors on Equality Act; and ensuring that SEND records are up to date.
- As is required by government policy, all new SENDCOs will undertake training for the National Award in Special Educational Needs.

Role of Class teacher

Classroom and subject teachers are at the heart of the new SEND support system, driving the movement around the four stages (assess, plan, do, review) of action with the support guidance of the SENDCO and specialist staff.

- Reading information in Inclusion file
 - Ensure that professional advice from reports and EHCPs is followed and feed into pupils IPPs
 - Plan using Insight for the additional provision of their pupils with additional needs
 - At the start and end of each term download a copy of their pupils SEN Provision Plans from Insight into the child's individual Inclusion folder school staff teacher drive T:\Inclusion\2023-24 Pupils Inclusion
- Using the Science of Learning to support all learners
- Ensuring Quality First Teaching in their class (see school document)
- Differentiating the provision for a child so that they are able to make progress. E.g. differentiating the curriculum, adapting classroom, preparing resources or planning strategies
 - Complete 'Initial Identification Sheet' (IIS) for pupils that they have a concern about and discuss with SENDCO as to next steps
- Use Insight when setting targets and actions to aid children and complete an IPP termly using Insight
- Meeting with parents termly to review IPPs
- Meeting once a term with the SENDCO to review current progress towards targets and setting new targets.
 - Meeting with relevant outside agencies
 - Planning and managing Teaching and Learning Assistants.
- Making time to meet on a weekly basis with these staff to discuss and evaluate planning and progress of the child/ren
- Monitor and evaluate provisions delivered by their TLAs
 - Preparing reports on progress and current needs
- Writing reports for and referrals to external agencies
 - Monitoring progress and evaluating impact of interventions
 - Taking part in CDP when required and acting new training in the classrooms
 - Preparing children for meetings

Role of Governors

- Must have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- Must publish information on the school's websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND.
- Must ensure that there is a qualified teacher designated as SENDCO.
- Must cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.

Must ensure that arrangements are in place in schools to support pupils at school with medical conditions.

Must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

Role of Teaching and Learning Assistants TLAs

TLAs are part of the whole school approach to SEND working in partnership with the classroom teacher and the SENDCO to deliver pupil progress and narrow gaps in performance. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support. TAs are part of the support for an individual child but should never be a substitute for the teacher's involvement with that child.

The primary role of TAs is to enable access to the curriculum, facilitate independent learning, and promote inclusion. As well as:

- Reading information in Inclusion file and ensuring that they understand the needs of the children
- Using the Science of Learning to support all learners
- Monitoring progress and reporting to class teacher and contributing to target setting
- Taking part in CDP when required and acting new training in the classrooms
- Meeting with relevant outside agencies and sharing key information with other services
- Being involved in EHCP meetings
- Delivering intervention programmes
- Use Insight tracker to plan (when necessary), deliver and evaluate the progress of pupils they support
- Undertaking training where necessary to develop their knowledge and skills.
- Contributing to the development of resources for children with additional needs.

Parents/ Carers

- To follow guidance provided by either outside agencies, SENDco or teacher
- To support children at home with work
- To allow children to take part in interventions, when appropriate
- To attend meetings to discuss child's progress and give own feed back

Where can I get help to support a child with SEND?

The SENDco will be alerted to newly arising concerns through the 'Initial Identification Sheet' (IIS).

The SENDco will discuss issues arising from these forms with the class teacher within one week of receiving the form.

The process of assess, plan, do and review will be followed.

The SENDco is available to support all staff and parents, so please ask for help or talk to them about any queries or problems. If you are a parent and want to contact the SENDco, please email or phone the school to make an appointment. The SENDco will have a wide range of resources and ideas and can help with planning too. They can also contact outside agencies for support if appropriate.

The School's Arrangements for SEND and Inclusion In-Service Training

- The SENDco attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development s arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENDCO and outside professionals.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training where this is appropriate.
- Workshops are also arranged for parents throughout the school year.

What is Differentiated Support, School Action? How do children move through these stages?

At St Stephen's the class teachers frequently review and assess children's progress. In addition to the ongoing assessment, we also have some formal assessments to help us assess each child.

If a child does not make adequate progress the school puts in the 'assess, plan, do and review' graduated approach. In the first instance when a concern is raised, the teacher will differentiate class work and put in strategies to break down barriers that may be slowing progress and attainment e.g. providing visual prompts. The teacher will speak to the SEND co-ordinator for advice on the types of support that can be provided. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

If progress is still slow, the teacher in liaison with parents evaluates why these strategies have not had the desired impact and next steps. A discussion about underlying issues/ gaps is held and interventions are put into place to help them catch up e.g. small group work on gaps in knowledge/ social skills. These interventions often have the desired impact and children will begin to make appropriate progress.

However, if after our review we find that the child is still not making appropriate progress a more detailed assessment will be made which may include assessment from external professionals. At this point, the child will be placed on the SEND register. Additional interventions and recommendations to support the child e.g. speech and language will be implemented and recorded on a Provision Map.

Each term the class teacher together with a member of the Senior Leadership Team (SLT) and the SENDco meet to review pupil progress. Children with SEND are closely monitored and the impact of interventions are reviewed and adjusted accordingly. The SENDco liaises with the class teacher to review current IEPs and assess progress against the outcomes. New targets are set and shared during extended parent teacher consultation meetings. The SENDco is available to meet with parents as and when it is required.

If the child is still not making appropriate progress, even when recommendations from professionals have been put into place, the school may involve the educational psychologists. If the educational psychologist is in agreement they may complete a full assessment.

The school will then follow the recommendations provided by the educational psychologist and other professionals for six months. If progress is still inappropriate then the school may call a meeting with professionals and staff to discuss putting an Educational Health Care Plan.

If a child enters St. Stephen's and is already receiving additional professional support from external services, the school will liaise and use strategies and interventions recommended.

In all cases, St. Stephen's teachers will continue to assess, plan, do and review so that we can ensure that we can measure the impact of any intervention and maintain and amend as necessary.

What is an IPP?

An IPP is an Individual Provision Plan. You can also have a Behaviour Plan too. This sets out targets and actions for a child. These are filled in by the teacher. The SENDco will be available to support. All people involved with the child should be given the IPP. This includes parents/ carers who will also need a copy so they can support at home. These IPPs must be reviewed on a regular basis and termly with parents.

Possible outcomes of support plan reviews

1. The child no longer requires special provision (file is closed)
2. The child is monitored with a view to taking off the register
3. SEND support is continued with further support plans/Professional involvement
4. Application for assessment for EHCP is made.

Educational Health Care Plan

The **EHCP**, is the Education and Health Care Plan document which sets out the education, healthcare and social care needs of a child or young person for whom extra support is needed in school, beyond that which the school can provide.

There will be an Annual Review, chaired by the SENDco, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made,

Annual Review of EHCP

Those invited to the annual review meeting should include:

- The child
- The child's Parents / Carers
- All education, health and social care professionals involved with the child
- Teacher, SENDCO, the Teaching Assistant or other persons who work with the child
 - the EHCP coordinator

From an Annual review there are three possible outcomes: 1. The EHCP continues 2. The EHCP is amended 3. The EHCP ceases

Funding and Resources

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEND support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The School Leadership Team, through consultation with the SENCO and Governing Body, decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole school. This is a finite sum and is not adjusted through the year to take into account of any changes in the cohort of pupils with SEND.

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

We ensure there are no barriers to pupils with SEN enjoying the same activities as other pupils in your school. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

- All pupils are encouraged to go on our residential trip
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Pupils with SEN are also encouraged to be take on roles and responsibilities in the school such as the School Council, PE Council, Green Team etc

What support do we have in place for improving emotional and social development

A child's well-being and emotional health is as important as their academic progress. We include support for improving emotional, mental and social development of pupils with SEN and for each child's overall well-being. The self-esteem, self-respect, spiritual awareness and self-confidence of each child is at the heart of the school to ensure that each child reaches their full potential in all aspects of school life. We encourage each child to understand that they are both special and unique. Teachers plan for the holistic development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self-esteem.

We are an accredited Attachment Awareness school and provide support for pupils to improve their emotional and social development in the following ways:

- At a whole school level, we encourage our children to follow our Positive Behaviour Policy.
- Use of our RE programme, collective worship, circle time, PSHE sessions and assemblies ensure the school is developing children's personal, social, spiritual and moral education as well as their academic education
- Use of the Zones of Regulation throughout the school. Please see the Zones of Regulation section on the school website
- Teachers, Teaching and Learning Assistants and our Learning Mentors are readily available to the children to discuss issues and concerns at any time they feel necessary
- Each term teachers reinforce with their class their safe hands - 10 fingers
- The school works with parents and carers to encourage high levels of attendance
- The school has a very supportive and strong ethos and a very positive approach to behaviour management. Reward systems such as stickers to encourage good behaviour are used throughout school.
- School are part of the Mental Health Support Team (MHST) The Mental Health Support Team is a team of mental health and emotional wellbeing professionals who provide support to children, young people, families and staff in school settings within Kingston and Richmond.
- School offers parental on line training with the child MHST
- St Stephen's celebrates Neurodiversity Week each academic year
- Some pupils may benefit from additional support through specific emotional and mental health strategies, such as the use of social stories, comic strip conversations, time out spaces and use of the Sensory Room.

With the consent of a parent, pupils have access to outside agencies such as a Learning Mentor from the Extended Outreach Services, an external referral to the school nurse or CAHMS (Child and Adolescent Mental Health Service), or the MHST as well as access to a therapeutic intervention.

We recognise that pupils with SEND are vulnerable to bullying, and the impact that bullying can have on emotional health and wellbeing. We have a zero tolerance approach to bullying. Through careful monitoring of bullying incidents and a regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

What other agencies can be involved? How can they help?

There are many different agencies including those who can help with emotional, social and behaviour issues. We can refer to different agencies for support and checks. e.g. The school nurse can check for hearing and sight. The SENDco will help you with which agencies support the child.

The SENDco liaises frequently with a number of other outside agencies, for example:

1. Social Services
2. Education Welfare Service
3. School Nurse
4. Community Paediatrician
5. Speech Therapy
6. Physiotherapy
7. Occupational Therapy

What are the arrangements for partnership with parents?

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENDCo will attend this meeting if the school or the parent thinks this is appropriate.
- We make sure that all parents/carers are given information about 'our local parent partnership organisation, as soon as a child has been identified as experiencing special educational needs. Please see school website for School Offer and links to SEND Local Offer for Kingston and Richmond and for Hounslow SEND Local Offer or pg 9 of this Policy.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- IPP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IPPs and reviews will be copied and sent to parents/carers after meetings.
- Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are acted on promptly. Where this has not happened, however, parents/carers are able to make a complaint by contacting the

SENDCo or, if this fails to resolve the issues, the Head teacher. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

What transition arrangements are in place when a child changes school or comes into our school?

We welcome all children who are in our local community, regardless of race, class, gender, ability or their special needs. Under this procedure, children with EHCP or a Statement of Educational Needs are admitted outside the usual criteria. A child with SEND, with or without an EHCP, will be treated as fairly as all other applicants for admission.

Parents/carers who consider their child as having SEND will be given an opportunity to meet the SENDCO to discuss the child's needs and how they will be met within the school. We will encourage both parents/carers and children to visit our school as many times as necessary and advise us how their needs may be best met so that they have full access to the curriculum and the school facilities. Once the child's special needs have been identified the school commits itself to working with the Parents/Carers to secure the necessary provision.

Transitions between year groups, Key Stages and other schools

- Passports are used to help prepare children for the move from one year group to the next and across key stages.
- Records are shared by professionals in the Early Years setting to help children with the move from preschool to nursery and reception classes.
- Records of pupils from their previous school will be requested as soon as possible after their arrival. When the files are received, if the child has a SEND file, the SENDCO and Class Teacher will be informed.
- When a child is transferring from our school to another school or secondary school all relevant information will be passed to the child's new school.
- All classes have a day half days in the summer term with their new teacher in their new classroom.

Children with EHCPs

- We have good links with local secondary schools and a programme of visits is set up every year whereby children from our school attend taster days.
- SENDCOs from secondary schools visit the children with SEND in our school and may organise visits for the children to go to their new school to visit.

Class teachers of children joining from other school will receive information from the previous school; if there is an Inclusion issue the SENDCO will telephone to further discuss the child's needs. Children transferring from St. Stephen's to new schools will have details of their particular needs and additional provision made by the school passed on to the new school. The SENDCO will discuss these children with other schools on request.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The school has arrangements in place to support children in school with medical conditions. (See Supporting Children with Medical Needs Policy)

How does the school evaluate the success of the Policy?

Evaluating the success of the School's SEND

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour, major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

- For all children with SEND to make good progress
- A reduction in the percentage of children with very low attainment
- An increase in the percentage of children recorded as having special educational needs attaining expected at the end of KS2
- A reduction in behaviour incidents and exclusions.

We report progress against these targets to the governing body.

- In January and July, the SENDCo will provide information to the governing body as to the numbers of pupils receiving special educational provision. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- The SENDCo will meet with the SEND governor to discuss Inclusion and current SEND concerns. The SEND governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.
- Individual targets for children with additional needs will be reviewed through IPP targets, and a summary of the outcomes arising from these targets will be included in the governors meetings.
- Whole school monitoring and evaluation procedures will include sampling of work, observations and pupil voice. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

STORING AND MANAGING INFORMATION

Individual children's SEND files are kept in a lockable filing cabinet in the SENDCO's office (according to the Data Protection Act). These files are not secret, and the child's parent has the right to see their own child's file at any time. Teachers must ensure that they read the SEND files of children in their class.

The SENDCO will ensure school consistency in identification and record keeping by monitoring IPPs and classes Inclusion folders on a regular basis and monitoring the work of the TLAs liaising with subject coordinators regarding measurable levels of attainment in reading, writing and maths to ensure progress of all children with SEND.

Files are kept for the duration of time the child spends in the school. When the child leaves the school their

file is passed onto their new school by the school Admin team. Any files that cannot be forwarded to a new school are kept securely for the required amount of time in line with data protection requirements and are managed by the DPO.

What happens if there is a complaint made about a child's provision?

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCO, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office and on the school web site.

Local offers

SEND Local Offer for Kingston and Richmond – a website containing information about services and support for children and young people with special educational needs or disabilities, and their families, in Kingston and Richmond.

www.kr.afcinfo.org.uk/local_offer

Special Educational Needs and Disability Register

All local authorities must have a record or register of children with Special Educational Needs and / or Disabilities (SEND) in their area. If you live in either Kingston or Richmond, we encourage anyone whose family includes a child or young person whose has a special educational need* or disability** to register.

Everyone on the register will benefit from:

- Information about support, services, activities and events
- Information aimed at young people with disabilities
- Opportunities to have your say about the services that are important to you
- The knowledge that your anonymous statistical data is helping us to plan and improve services

[Find out more and register on the SEND Local Offer website](#)

SEND Local Offer for Hounslow

https://www.hounslow.gov.uk/info/20080/children_with_disabilities/1826/hounslow_local_offer

Below is a link to Hounslow Parent Carers Forum website https://fsd.hounslow.gov.uk/synergyweb/local_offer/

What other policies and documents this policy is linked to?

- This policy links to our:
- SEND Information Report
- Safeguarding
- Equality and Disability Policy
- Anti-bullying Policy
- Positive Behaviour Policy
- Accessibility Plan
- Equal Opportunities Policy
- Supporting pupils with medical conditions
- PHSE

Compliance with Statutory Duties

This policy meets requirements set out in the Children and Families Act 2014. It is written with reference to the following legislation and documents:

- Special Educational Needs and Disability Code of Practice 0-25 Years (Updated April 2020)
- Equalities Act 2010
- School Admissions Code of Practice
- Supporting Pupils at School with Medical Conditions June 2014 (Updated August 2017)
- Schools Complaint Toolkit 2014 (Updated March 2019)
- The National Curriculum
- Teachers Standards 2012
- Working Together to Safeguard Children 2013 (Updated July 2018)
- Keeping Children safe in Education (Updated Sept 2022)