



SPECIAL EDUCATIONAL NEEDS (SEND) & DISABILITIES POLICY

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Introduction

At Barnes Primary School we welcome pupils with a variety of additional needs. We pride ourselves on being a highly inclusive school with high expectations for all our pupils, including those with additional needs. Pupils with Special Educational Needs and Disabilities (SEND) are included in every aspect of school life and where necessary reasonable adjustments are made to make this possible.

This policy complies with statutory requirements of the SEND Code of Practice 2014 and should be read in conjunction with the following [guidance, information and policies](#):

- The Accessibility Plan
- The Behaviour Policy
- The Equality Policy
- The Healthcare, Medicines & First Aid Policy
- [The Kingston and Richmond Local Offer for SEND](#)
- The Safeguarding and child protection policy
- [The SEND information reports that answer many FAQs](#)

This policy is reviewed annually by the Teaching, Learning, Access and Inclusion Committee (TLA&I) and by the Full Governing Body (FGB) in Summer term 2. It acknowledges both local and national SEND guidance and findings which are incorporated within the policy.

Section 1: Guiding principles

This document should be read alongside other documents that may be relevant to particular children for example the Safeguarding policy for looked after children.

1.1 The specific objectives of our Special Educational Needs & Disabilities (SEND) policy are as follows:

- to identify children with special educational needs and disabilities and ensure that their needs are met
- to ensure that children with special educational needs and disabilities join in with all aspects of school life

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- to use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet children and young people’s SEND. We will do this by making all reasonable adjustments to remove all barriers to learning and keeping all children integrated in the normal class programme alongside their peers as much as possible, adapting work or support to an appropriate level so that every pupil can access to the National Curriculum at a level commensurate with their ability and experience regular and continuing success to ensure that all learners make the best possible progress
 - to support teachers to meet the learning needs of all pupils with advice and continual professional development
 - to ensure parents are informed of their child’s special needs and support provision and that there is effective communication between parents and school
 - to ensure, whenever feasible, that learners are given an opportunity to express their views and are fully involved in decisions which affect their education
 - to promote effective, multi-disciplinary partnership work and involve outside agencies and external expertise when appropriate.

The success of the school’s SEND policy will be judged against the objectives set out above. The progress made by children with SEND will be the principal factor in all evaluations.

1.2 Important definitions

The Special Educational Needs Code of Practice 2014 states that 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 them. A child of compulsory school age has a special educational need if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age
or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

‘Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.’

‘Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age.’

‘A person has a disability if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.’

Children must **not** be regarded as having a learning difficulty solely because they speak English as an additional language (EAL) and are new to English. Similarly when EAL children make slow progress it should not be assumed that their language development is the only reason: they may also have learning difficulties.

The Special Educational Needs Code of Practice (2014): key issues

- The four broad categories of need as set out in the SEN and Disability Code of Practice (Section 6) are (i) communication and interaction (ii) cognition and learning (iii) social, emotional, mental health (iv) sensory and/or physical needs.
- Parents of children with SEND must be kept fully informed, through regular communication, about all matters relating to their child’s education. It is the school’s duty to develop a close and transparent partnership with parents. Parents have a vital role to play in supporting their child’s education.
- All schools have a duty to inform a child’s parents that special educational provision is being made for their child because the child has SEND.
- The school has a duty to make their “best endeavours” to offer the provision required to meet the special educational needs of children.
- The school has a duty to make “reasonable adjustments” for disabled children and those with on-going medical needs to support their conditions. The school will endeavour to make reasonable provision - on a case-by-case basis - to encourage fair and appropriate access to the curriculum for any child who cannot attend school - upon liaison with the family, healthcare professionals and in accordance with local authority policy.
- Provision should focus on the outcomes that are desired from the given support: what impact on progress is this having?
- Provision for children with special educational needs should be a core part of the planning by the class teacher.
- Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where the pupils access support from teaching assistants or specialist staff.
- Additional intervention and support cannot compensate for a lack of good quality ‘first teaching’. The school should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary, improving teachers’ understanding of strategies to identify and support vulnerable pupils. It also involves developing their knowledge of the special educational needs most frequently encountered.
- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion. Their opinions will be taken into account in any matters, or

decisions, affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.’ (UN convention on the rights of the Child)

- **The school’s job is to**

- **identify need**
- **assess need**
- **meet need**

This is referred to as the “graduated approach” or a cyclical process of assessing, planning, doing and reviewing.

- The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over-emphasised.

1.4 Admissions

- We are a mainstream primary school that follows the Local Authority’s admissions policy. We are fully committed to the principle of inclusion.
- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their particular needs.
- Every effort will be made to arrange appropriate provision for any previously identified need.
- All children with SEND play a full part in the daily life of the school and are encouraged to join in with all activities. If additional provision is necessary, the parents/carers are always informed.
- Children with an Education and Health Care Plan are admitted into school and fully integrated except in the following two circumstances:
 1. when the Headteacher, the SEND leader and the Governing Body do not believe the individual child’s needs can be met in our mainstream school
 2. when it would be incompatible with the efficient education of other children, and there are no “reasonable adjustments” that can be taken to prevent the incompatibility

Section 2: Roles and responsibilities

Provision for children with special educational needs is a matter for the school as a whole: governors, teachers, support staff and parents. Everyone is expected to play their part.

2.1 Governing Body

School governors are responsible for:

- monitoring and evaluating provision for children with SEND and the progress they make
- continually evaluating the structures and procedures in place to support meeting these needs
- ensuring that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible, with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated
- ensuring that the school meets all statutory requirements
- monitoring spending designed to support the needs of SEND children and ensuring best value.

2.2 The Headteacher

The Headteacher is responsible for:

- the day-to-day management of all aspects of the school's work, including provision for pupils with SEND
- evaluating the progress being made by all children, including those with SEND
- keeping the governing body fully informed about the progress of SEND children
- working closely with the school's SEND leader, conducting their performance management and establishing targets that, if achieved, will lead to positive outcomes for SEND children
- conducting an audit of the school's provision on an annual basis, in liaison with the SEND leader, the Local Authority, and using this to improve provision
- seeking out and sharing best practice
- preparing and reviewing the information required by law to be published in relation to SEN provision in liaison with the SEND leader

2.3 The SEND leader

The SEND leader is responsible for:

- taking a strategic overview of all forms of support designed to ensure that children with special educational needs achieve success
- offering professional guidance and practical support to class teachers, to enable them to offer high quality provision to SEND children
- managing the team of Learning Support Assistants
- programme planning with class teachers and Learning Support Assistants for all children who have an Education, Health and Care plan and for those who are on the SEND register under

‘SEND support’

- coordinating the organisation of targets and support systems for all children on the SEND Register and meeting with teachers and support staff each term to review progress and set new targets
- maintaining the Special Educational Needs Register and keeping precise data on children with Special Educational Needs
- coordinating the school’s responsibilities during the statutory assessment process, with a view to ensuring that children with a high level of need obtain an Education, Health and Care Plan
- supporting the professional development of staff by delivering continuing professional development sessions on aspects of special educational needs provision
- supporting and advising the parents of children on the SEND Register, and particularly parents whose child has an Education, Health and Care Plan
- liaising with Local Authority staff, external agencies and other organisations with a view to obtaining quality advice and support that will enable staff at the school to offer the highest quality provision to children with special educational needs
- keeping up-to-date records on all children with special educational needs
- organising and implementing Annual Reviews for all pupils with Education, Health and Care Plans
- working alongside the Headteacher to maintain and monitor high quality intervention programmes to assist lower performing pupils to meet (and surpass, if possible) the national performance standard for their age
- teaching individuals and small groups of pupils with SEND who require very specific, targeted additional provision
- seeking out and sharing best practice
- developing knowledge and expertise regarding common learning difficulties
- purchasing resources that are particularly beneficial to specific SEND pupils
- preparing and reviewing the information required by law to be published in relation to SEN provision in liaison with the head teacher

The SEND leader at Barnes Primary School is **Anna Freeland**, who is a qualified teacher and has been accredited with the National Award for SEND Co-ordination and has a Diploma in Specific Learning Difficulties (dyslexia)

The SEND leader is available on telephone number: 020 8392 0885 or via email address: afreeland@barnes.richmond.sch.uk

The SEND leader is part-time (4 days), but regularly picks up phone or email messages.

2.4 The School Staff

All teachers are teachers of children with SEND and do their best to adapt the curriculum to meet their need. All staff are involved in the realisation of the school’s SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

Teachers are responsible for:

- taking all reasonable steps to keep all children with SEND integrated in the normal class programme alongside their peers, and participation in all aspects of school life
- the educational progress of children with SEND who they are responsible for teaching
- planning suitable provision that challenges SEND children at their current level of understanding
- being aware of sensitivities and disadvantages of withdrawal for intervention work and therefore maximizing support at the beginning and end of the day
- differentiating learning activities for SEND children so that they are able to access them
- setting home learning activities that SEND children can do (this may mean differentiating home learning)
- setting ambitious annual performance targets for all children they are teaching who are on the SEND Register (including children EHC plans)
- ensuring targets for all children with SEND are set and reviewed on a termly basis
- the effective deployment of Learning Support Assistants so they have the maximum positive impact on the child they are supporting
- delivering the programme outlined on a child's EHC plan
- maintaining particularly close contact with the parents/carers of children with SEND who they are teaching
- seeking ways of overcoming the obstacles and barriers to learning that SEND children encounter, through either adaptations within the classroom, or the organization of intervention groups outside the classroom
- having high expectations of all children who have SEND

The school can request the support of a range of outside agencies if necessary. These include the educational psychology services; the speech and language therapy services; the occupational therapy services; the Education Inclusion Support Service and the Educational Service for Sensory Impairment

2.5 Health and Care

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We follow the statutory guidance supporting pupils at school with medical conditions.

The Data, Welfare and Resource Manager (Charlotte Betts) keeps a record of the health care plans for all children and communicates with class teachers about the medical and dietary needs of pupils, and the administration of medicines.

The SEND leader, Anna Freeland, and Well-being Mentor, Polly Kelynack work closely with the Family Support Team and other outside agencies to ensure that families and children who are vulnerable to missing school are given the support that they need to ensure attendance.

2.6 Emotional and social support

At Barnes Primary School, we understand that one of our most important tasks is to enable all pupils to develop resilience, empathy, emotional intelligence and social skills. From direct teaching in PSCHE lessons, assemblies and through their interactions with staff and other children we want our pupils to learn to name and manage their feelings, to understand their strengths and weaknesses and to develop an emotional tool box as they move through the school that equips them for life.

Children and young people with SEND are more likely to be the victims of bullying. We have clear Name calling, Bad language, Homophobic abuse and Racial abuse statements which will be adhered to.

2.7 Extra-curricular activities

All clubs, trips and activities offered to pupils at Barnes Primary School are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

A wide range of before and after school clubs are available to all children, including those with SEND or disability. Concerted efforts are made to ensure that children with SEND attend at least one club.

The school regularly nominates children to go on an outward bound holiday run by the charity CHICKS, and more recently ATE Super Weeks. These groups include children with SEND.

Gill Hines is linked to the school to run parenting courses and parent & child courses for all interested parents, including those with SEND.

Section 3: The SEND Register

3.1 The purpose of the Register is to

- closely monitor the progress of SEND children, ensuring that their needs are not overlooked and they make the best possible progress
- act as a checking mechanism for senior professionals responsible for taking a strategic overview of standards across the school
- allocate additional support on an equitable basis, according to need
- evaluate data about different groups of children and ascertain whether the proportion of pupils in a defined category (for example, boys) who are on the Register is commensurate with the proportion of children in this category across the whole school. In the case of a disparity, senior leaders will take action to improve provision.

3.2 The Register - key issues

- The Register is updated termly. Each class teacher will meet with the SEND leader early in a new term to discuss the progress of all children in their class who are on the register. The Register is a flexible record that changes regularly as children join or leave it or as their needs change in consultation with the class teacher, SEND leader and parents or carers
- This document is confidential to those working at the school
- No stigma should be attached to being on the Register. Children whose names appear on the Register are not 'labelled'. The term 'lower attainer' (currently, at this time) is used at Barnes, as it is preferred to 'less able' (a self-fulfilling prophecy!).

Section 4: SEND stages

4.1 Identification

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2014. A range of evidence is collected through regular assessment and monitoring. Key assessments include Early Year Foundation Stage assessments, the Year 1 phonics screening test, the Year 4 multiplication check and year-on-year assessments. Importantly regular teacher assessments are made on a day-to-day basis. If these suggest that the learner is not making the expected progress, the class teacher will consult with the SEND leader in order to decide upon an appropriate course of action.

Senior professionals, teachers, support staff, parents, volunteers and children all have licence to communicate their observations about a child who they view as having a learning difficulty. In the first instance these concerns should be discussed with the class teacher. Every class teacher has a scheduled meeting with the SEND leader about children in the class at the start of each term. This is the forum to raise any concerns, share thinking and receive advice from the SEND leader but concerns can be raised at any other point in time as well.

4.2 SEND support

When a class teacher identifies a child with SEND they should ensure that learning is differentiated so that the child concerned has full access to it and is able to succeed. In these circumstances the child's name will appear on the SEND Register under the category of SEND support. Personalised targets will be written and recorded on the class summary, along with:

- a brief description of the barriers to learning
- ways in which the class teaching can be adapted to best suit the child, or
- strategies that can be used, as well as any intervention programmes in which the child is participating.

Intervention programmes are designed to work on specific targets. The targets chosen should represent the key milestones the child needs to achieve in order to demonstrate progress and achieve future success. The majority of children whose names appear on the SEND Register will be in this category. In the majority of cases the strategies put in place at SEND support will lead to the child's needs being resolved.

If, however, a child still fails to make progress, he or she may require statutory multidisciplinary assessment. This is likely to be the case under the following circumstances. The child:

- continues to make little or no progress in specific areas over an extended time period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have significant difficulty in developing literacy and mathematics skills
- has emotional and behavioural difficulties which substantially and regularly present as a barrier to the child's learning, despite having customised targets, strategies or/and intervention programmes
- has sensory or physical needs that require regular and continuing advice from a visiting specialist
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The key test of how far a child's learning needs are being met at SEND support is whether they are making adequate progress and beginning to close the gap between themselves and their peers

4.3 Education, health and care needs assessment

For a very few children the help given through SEND support will not be enough and a statutory multi-disciplinary Education, Health & Care (EHC) needs assessment may be considered. Significant ongoing concerns about the educational progress made by a child on the SEND register may lead to the school requesting the Local Authority to consider making a comprehensive assessment of the child that results in the child receiving an Education, Health and Care Plan. Where a request for an EHC assessment is made, the child will have demonstrated significant cause for concern. Parents/carers and/or schools can request this assessment.

If the school is to make such a request it must clearly demonstrate written evidence of the following:

- targeted assistance at SEND support
- precise, specific provision plans for the child
- records of regular reviews of these plans and their outcomes
- the pupil's health assessments
- the National Curriculum levels that the child is performing at
- standardised tests results (see below)
- the child's attainment in English and mathematics
- educational and other assessments from all other professionals, including an educational psychologist
- views of the parents and the child
- It is good practice in the case of child with complex needs to form a team around the child so that all professionals can meet and agree targets along with strategies to achieve them

The Local Authority will seek evidence from the school that the strategies or programmes implemented for the child in question have been continued for a reasonable period of time without success. Alternatives have been tried, but these have resulted in the child making negligible progress.

4.4 Issuing-an Education, Health and Care Plan (EHCP)

The Local Authority Special Educational Needs Panel will decide whether or not a child should be issued with an Education, Health and Care Plan

An Education, Health and Care Plan is a legally binding document that clearly describes:

- a child's areas of strength and difficulty
- specific objectives that the school must support the child to achieve
- additional provision (which may be used to fund a Learning Assistant and/or teacher support) available to the school to meet these objectives above and beyond the initial £6,000, which the school is expected to pay from its own budget

All children with an Education, Health and Care Plan must have an educational programme that is designed to meet these targets. Part of this plan should ideally involve the child being heard reading at least once every day.

4.5 The Annual Review

The progress of all children with an Education, Health and Care Plan must be reviewed on an annual basis in a formal Annual Review meeting. The following people should attend this meeting:

- the child's parent(s)
- the class teacher
- the SEND leader
- the Learning Support Assistant(s)
- The Headteacher (if possible)
- External professionals who have worked with the child (for example, the educational

psychologist, medical professionals), if possible.

The purpose of the review is to:

- evaluate the progress the child is making generally but more specifically towards the long term outcomes on the EHCP and if these need amending
- celebrate successes
- consider how to overcome any barriers to learning
- decide whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the Education, Health and Care Plan.

4.6 Reception aged pupils and SEND

Generally, children in Reception are not placed on the SEND Register unless they have severe or complex needs. This is because they are still young and the difficulties they are experiencing are often due to the fact that school is a new and unfamiliar experience. These children require time to settle and learn about the culture of school. A small number of children, who have clearly demonstrated that they have additional needs by the start of the Summer Term may appear on the register.

In meeting the requirements of statutory Framework for the Early Years Foundation Stage the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / small group teaching or use of ICT software learning packages. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as 'notional SEND funding'. The class teacher will remain responsible for working with the pupil on a daily basis.

There are a very small number of children who begin school with an Education, Health and Care Plan (EHCP). For these children the procedures outlined above should be followed.

The Early Years Foundation Stage Leader is responsible along with the SEND leader for coordinating work with the following agencies following the identification of concerns:

- speech and Language Services
- the occupational therapist
- physiotherapy
- the school nurse

Section 5: Learning support assistants (LSAs)

5.1 Overview and principles

- Learning Support Assistants (LSAs) are employed to assist child with a statement or EHCP to meet the objectives outlined in the statement or plan
- The class teacher is the person who has overall responsibility for ensuring that the needs of the EHCP are met and the child makes good progress from the point at which they started when they joined the class in September. Class teachers are responsible for deploying LSAs and managing all aspects of the work they do.
- Class teachers are also responsible for setting pupil performance targets for all pupils with an EHCP
- At the start of each term every LSA is involved in meetings to plan a programme of learning for the child they are assisting with the class teacher and the SEND leader. Some of the input they offer can be in a group context, with the child they support being a member of that group
- Most of the support they offer should be within the classroom and they should capitalise on all opportunities to support the child to be integrated into the normal classroom activities
- At all times they should enable the child they support to be independent, doing as much as possible for himself. LSAs should be mindful of the possibility of inadvertently making the child dependent upon adult support in order to function in the classroom. On occasions this may entail them deliberately moving away from the child they are supporting and expecting him to participate in a task or activity independently
- They should ensure that they hear the child read at least once at some point every day
- Induction training will be offered to all LSAs by the SEND leader. Following induction, all LSAs have an entitlement to continuing professional development.

This may take different forms:

- attendance at internal sessions specifically designed for them (usually on Wednesday morning, 11.15 to 12.00)
- attendance at the five designated INSET days each academic year: LSAs are always encouraged to attend all of these and can put in a pay claim for additional hours worked, but are contractually obliged to attend at least the number proportional to the number of days that they work
- external courses that are appropriate to their work
- visits to other schools to see examples of good practice ('Learning Walks')
- observation of peers working with children with specific needs
- watching and sharing films of best practice

5.2 Effective communication

- Clear and regular communication between the class teacher and the LSA is essential if the learning opportunities offered to a child with an EHCP are to match their learning needs
- The task of learning support assistants is made harder if they are unclear about the content of the lesson and how the learning needs of the child they support can be met within this lesson

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- Class teachers should meet at least once a week with all LSAs working in their classroom. Ideally meetings should take place at the same time, so a regular pattern is established
 - The leadership of the school does not prescribe when these meetings should occur, leaving this to teachers' professional discretion

The following times are suggested:

- before school begins
- during a class teacher's planning, preparation and assessment time
- LSAs should be given a copy of the weekly planning by the class teacher of the child they support
- some teachers may wish to set up a communication book that provides notes to LSAs so that they are clear about the support they are expected to offer

Section 6: Targets

6.1 General principles

All pupils on the SEND Register should have termly targets. Targets should be agreed in consultation with the SEND leader and finalised by the end of the third week of the term. Subsequently the targets set should be reviewed by the end of the penultimate week of the term. Teachers have the discretion to establish half-termly targets if they wish to do so.

All targets should be SMART (see 6.3) and focused upon learning and the child's specific areas of need.

Targets should reflect the small steps that are building blocks to achieving the long term outcomes for any individual child. Targets are recorded on a class summary sheet that also lists:

- the barriers to learning
- support that is provided within the classroom
- teaching strategies used for this
- intervention programmes that take place outside the mainstream classroom
- when the plan is to be reviewed and the outcomes that were achieved (completed at the review stage)

The class summary sheets are continually under review to ensure that the targets set provide success for the child and that progress is made. Whenever feasible parents should be involved in setting and reviewing their child's targets. The termly parent-teacher consultation meeting provides one good opportunity for teachers to review a child's targets with his parents but parents are encouraged to arrange a separate meeting to discuss these targets in more depth. Class teachers endeavour to discuss them with parents as soon as the review meeting has taken place.

Pupils should always know about the targets that have been set for them.

6.2 Communicating with parents

All parents of pupils at Barnes Primary school are invited to discuss the progress of their children on a termly basis. They also receive a written report at the end of each academic year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this does not necessarily imply that the pupil has a special educational need.

If, when following this normal provision improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs better. From this point onwards, the pupil will be identified as having special educational needs because special educational provision is being made. A target sheet should be sent home after each review, with parents encouraged to arrange a meeting with the class teacher to discuss the provision. They will be actively supported to contribute to assessment, planning and review.

Teachers and support staff should show sensitivity and use professional discretion when talking to parents about their child's learning difficulties.

They should be mindful of the following:

- this is a very emotive subject. All parents would like to hear that their child is making good progress. Parents may display a range of emotions, from distress to anger, when talking about their child's difficulties
- teachers should maintain a positive, solution focused approach. Meetings should focus on joint problem solving and finding constructive ways forward. At all times teachers should ensure that nothing in what they say or do could make parents feel that they are being criticised or blamed for their child's difficulties.
- Care should be taken in the choice of language when conversing with parents. For example, the terms '*dyslexia*' and '*autistic*' should not be used unless a formal assessment has diagnosed this.

6.3 SMART targets

SMART is an acronym which stands for:

Specific - very precise, focused targets relating to the child's next learning step.

Measured - all targets must be numerically measurable.

Achievable - the targets are within the child's reach because the teacher accurately assessed where the child is with their learning and understanding and appreciates how quickly they learn.

Realistic - the targets set should be realistic ones in relation to the ability level of the child concerned. That said, always err on the side of ambitious targets, rather than having low expectations for the child concerned.

Timed - there should be a timescale attached to all targets - usually an academic term - bear in mind terms differ in length (the Spring Term is much shorter).

SMART targets are precise, specific, focused ones that are well matched to the child's ability level and which should be achieved by the child over the one term time frame. As a general rule, pupils should be expected to meet at least 75% of the targets set. They should relate to the most important learning priorities for the particular child concerned. When setting targets for children already on the register teachers should analyse the child's performance in relation to previous targets and, wherever possible, set new targets which progress naturally from these.

So, for example, if a child has achieved the target below

*By the end of the Autumn term I can spell at least the first **fifty** high frequency words in a single word spelling test*

A progressive target would be

*By the end of the Autumn term I can spell at least the first **eighty** high frequency words in a single word spelling test*

Children's progress with targets should be celebrated by teachers. Children should always be informed of their achievements in relation to targets, as should parents/carers whenever this is possible.

Section 7: Provision to support children with SEND

7.1 The allocation of additional support

This is based upon the following principles:

- Our principal objective is to ensure that virtually no pupils transfer to secondary school having failed to secure the national performance standards in reading, writing and mathematics
- Support will be organised in such a way that it has maximum impact on pupil progress by the time pupils with SEND leave the school
- Whilst there will be equity in the allocation of support over the duration of a child's time at our school, staffing capacity may not render it possible to provide additional teaching assistant support every academic year to all pupils who would benefit from this
- Additional support is offered according to the assessed level of need. Intervention is offered in inverse proportion to the progress children made: those making the least progress require greater support. In this way equity is assured
- Those providing additional support should be working towards a child achieving specific targets that have been clearly communicated to the child
- The quality of the support offered and its impact upon the progress a child makes will be evaluated as part of the school's cyclical self-evaluation schedule
- The Headteacher and SEND leader will take joint responsibility for the establishment, monitoring and evaluation of the school's intervention programmes

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- The Educational Psychologist has led sessions to both support staff and class teachers on supporting children with Autism, and sessions on Executive Functioning Difficulties
 - The Speech and Language therapist allocated to our school has provided a series of Continued Professional Development (CPD) sessions to support staff to ensure that they are delivering the highest quality intervention support
 - The school has taken part in the “Maximising the Impact of Teaching Assistants” research project which helped to ensure that good practice is shared between year groups and that support staff are deployed effectively
 - Additional support will be organised in different ways: within the classroom; in a small withdrawal group and one-to-one.
 - We employ a Teaching Assistant with the express purpose of minimising the number of children moving to KS2 with reading difficulties.
 - Significant modifications have been made to the premises to ensure that children with mobility issues are able to access the school environment safely

Section 8: Assessment

- The vast majority of children - including those at SEND support - can be assessed using the same procedures and processes outlined in the school’s assessment policy
- In the Summer Term children who are unable to access the Year 3, 4 and 5 end of year tests should sit tests designed for children in the previous year group
- As well as the regular teacher assessments and national curriculum based tests the following tests are used at Barnes to assess the extent of SEND difficulties:
 - YARC York Assessment of Reading Comprehension
 - DTWRP Diagnostic Test of Word Reading Processes
 - Parallel Spelling Tests (Young)
 - HAST 2 The Helen Arkell Spelling Test
 - Wide Range Achievement Test (WRAT) spelling subtest
 - Wide Range Achievement Test (WRAT) Mathematical subtest
 - WRIT The Wide Range Intelligence Test
 - Phonological Assessment Battery 2nd edition
 - Working memory: TOMAL 2 Test of Memory and Learning 2nd Edition
 - DASH Detailed Assessment of Speed of Handwriting
 - Sandwell Early Numeracy Test

Section 9: The governing body’s Teaching, Learning, Access and Inclusion (TLA&I) committee

The governing body has a Teaching, Learning, Access and Inclusion committee consisting of between 3 and 5 governors. This committee meets on a termly basis. The remit of this group is to:

- monitor the carrying out of the legal duties of the governing body in respect of SEND
- meet regularly with the Headteacher and SEND leader

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- review the SEND Policy and the SEND information report regularly
 - respond on behalf of the governing body to consultations about SEND
 - report regularly on these matters to the governing body and to parents
 - **not** to be involved in any discussions about individual children on the SEND register

Section 10: Complaints procedure

Any parent who is unhappy with the help that their child is receiving, should first talk to the class teacher and then the SEND leader. They can also talk to the Headteacher, though they are advised to take this course of action after discussion with the class teacher or SEND leader. If the parent is still unhappy, then they can contact the Chair of Governors. At every stage, the complaint will be investigated and dealt with as quickly as possible. If any parent remains concerned and the staff and governors have been unable to resolve the problem, the parent should contact the SEND Section of the Local Authority, and under the terms of the Code of Practice can finally take their complaint to the Secretary of State for Education.

Richmond and Kingston Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS is a free, confidential and impartial service for parents and carers, children and young people (up to 25 years).

www.kids.org.uk

richmondandkingston@kids.org.uk

Section 11: Transitions between Key Stages

At Barnes Primary School we work hard to ensure that every transition between year group is as smooth as possible. This starts with the induction into either Nursery or Reception beginning with our application forms where there are several opportunities for parents to relate to us concerns that they might have about their child's development or services that have been involved such as speech and language therapy. The SEND leader is also in touch with local nursery providers and will visit them to meet new children joining our school. The class teachers make home visits so that the children have the opportunity to meet them in their own home environment before their first day at school. This is also another opportunity for parents to voice any concerns that they might have.

We aim to make the transition from the Early Years to Key Stage 1 site and subsequently Key Stage 1 to Key Stage 2 as smooth as possible. Children with SEND may be given more opportunities than their peers to familiarise themselves with the new surroundings before moving. Teachers in the Early Years and Year 1 work hard to ensure that the routine and structure of the day is maintained in the first few months of Year 1 to ensure a smooth transition. Similarly, teachers in Years 2 and Year 3 work hard to ensure that there is consistency of expectation and that routines are continued where possible. Clear, proven strategies are used to manage these transitions.

We recognise that preparing to leave Barnes Primary and embark on secondary education is likely to be more challenging for children with SEND than their peers. We try to ensure that a full and comprehensive handover to the receiving secondary school is made. This may consist of a variety of approaches:

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- The school SEND leader meets the receiving SEND leader at the borough transition meeting organised by the learning needs support team.
 - Often this is recognised as not sufficient for children with more complex needs. In these cases, the children may be taken by members of Barnes Primary staff to additional “taster days” or the SEND leader from the receiving school is invited to Barnes to observe the child in class, meet with them to discuss any issues concerning their learning and meet with both the SEND leader and the class teacher.
 - Where possible the receiving SEND leader is invited to attend the annual review meeting in Year 6.
 - In addition to this, the well-being mentor or Y6 support staff lead groups of Year 6 children in secondary transition support groups where they are able to discuss how the secondary school planner works and how to navigate their way around the school buildings and any other concerns they may have. Many of the children are unaware of some of the challenges they are about to face and the aim of these groups is to increase their awareness in a non-threatening, positive way.

Section 12: The local authority’s “local offer”

The ‘Local Offer’ states what help there is for children and young people with Special Educational Needs or who have a disability and how to access them within the borough of Richmond. The local authority’s local offer is published on https://www.afcinfo.org.uk/local_offer

Parents without internet access should make an appointment with the SEND leader for support to gain the information they require.

Sue Jepson

Status

Written: November 2009

Reviewed: Nov 2011, Nov 2014 (substantially), then annually Nov 2016 - 2020

Last review: June 2021

Next review: June 2022

APPENDIX 1 - Eleven generic issues to consider

The following questions are ones that all staff should consider carefully when planning, delivering and evaluating support for SEND pupils. These are not listed below because they aren't being adhered to, they are there simply to assist staff to analyse and evaluate the quality of provision on a cyclical basis.

I) Asking the 'impact question'

Class teachers should periodically evaluate the impact of additional support on the performance of pupils receiving that support. Over time is this support resulting in the pupil(s) concerned securing improvements? Is it making an appreciable difference? If the answer to these two questions is 'no', or 'negligible' they should consider what further action to take.

II) High expectations for all

SEND pupils achieve the greatest progress when their teacher consistently has the highest expectations for their social and academic progress. All staff should start from a position of believing that every SEND pupil can succeed and the knowledge that they are more likely to do so if expectations are high.

III) **Facilitating independence and self-help, or reinforcing dependency**, with a possibility that this may result in 'learned helplessness'. Being an effective support assistant is a challenging role. There is always a danger that - with the best will in the world - one of the unintended consequences of providing support to a child is to make them reliant and dependent, rather than self-motivated and independent.

IV) The scheduling of support

Withdrawing a pupil from a classroom creates issues around the continuity of a child's learning experience. Pupils can find it a disorientating experience rejoining a class mid-session. In addition, teachers should be mindful of the classwork the child is missing during the time they are out of their classroom especially if this is on a regular basis. Withdrawal support is a complex matter. Teachers need to take into account the experience of the child when scheduling this form of intervention.

V) The location of withdrawal support

The physical design of the buildings at Barnes Primary School provide a number of shared, 'breakout areas'. Many of these are located within access routes. As a consequence, they are not the ideal location for more sustained withdrawal work (over 15 minutes) as there are frequent distractions. Whenever possible enclosed, or semi-enclosed, spaces should be used for this form of provision. Whilst many suitable spaces exist, demand for rooms often outstrips supply.

VI) Ensuring balance in entitlement

Some pupils, such as those with an EHCP who have a large number of support hours, spend a great deal of time in one-to-one learning situations with an adult. In this scenario there is a danger that the opportunity to engage in learning with their peers is restricted. Peer-to-peer reciprocal learning is an important element in the overall learning experience. It is therefore important that all pupils have access to a full range of learning situations, including one-to-one, small group and whole class.

VII) Communication between staff

Effective communication between the class teacher and additional adults is essential if pupils are to make good progress. Time together is precious . . . and there is never enough of it! It is important that senior managers and class teachers are creative and resourceful in establishing opportunities for regular liaison.

VIII) Precision in target setting

Individual education plans should contain SMART targets that are precise and specific, rather than generic and vague. As a general rule, at least 75% of the targets set should be achieved. The SEND leader's role in the pupil planning meetings is an advisory one. Class teachers know their children best and it is their responsibility to come to these meetings with draft targets for discussion.

IX) Reducing movement and increasing focus

Beware of moving SEND pupils around too much! Effective classroom teachers tend to minimise unnecessary pupil movement within the classroom. In general, SEND pupils find it harder to achieve the optimal state for learning: relaxed alertness. They are likely to become unsettled, fidgety and restless more easily and more quickly. Put simply, they find it hard to focus and they find it hard to maintain focus. So, it is important that their movement from one location to another is managed efficiently and effectively. The onus should be on assisting them to maintain the calmness and composure that enables them to concentrate their attention upon their learning.

X) Reaching out to parents

A key facet of successful SEND practice is the establishment of a solid relationship between the teacher and the child's parents. This can often be highly skilled, sensitive work. The most effective teachers are able to reach out to these parents, gain their trust and establish an ongoing partnership centered around helping the child to overcome the barriers to learning the child faces.

XI) Fostering resilience

All SEND pupils have experienced failure; older SEND pupils have experienced such feelings for a longer period of time. As they get older they become increasingly aware that most other pupils find learning easier than they do. Inevitably this affects their self-esteem and their feeling of self-worth. These pupils require regular feedback that clearly indicates what they have achieved and what their next steps are. They also require pastoral guidance to assist them to persevere, develop 'learning stamina' and show resilience when faced with challenge.

APPENDIX 2 - Exemplar Targets

- A termly plan should contain 3 or 4 SMART targets for each child with SEND
- 'I can' and 'I know that' statements should be used
- All the targets below should be adapted and customised so they are relevant to the child concerned.

Reading

- I can open a book at the first page and get ready to start reading
- I know that you start on the left when reading a sentence
- I can tell you the names of all the letters in my name
- I can return sweep to the left at the end of a line
- I know that words are separated by a space
- I can tell you the names of at least 10 of the letters in the alphabet
- I can tell you the sounds made by at least 15 letters in the alphabet
- I can recite the alphabet in order
- I can recognise full stops
- I know that I should pause when I come to a full stop
- I can recognise question marks
- I can recognise the sounds made by these consonant clusters: ch, th, sh
- I can use the first letter of a word to help me work out what the word might be
- I can read all words ending in ight because I know what sounds these letters make
- I can read all the days of the week
- I can choose a book that is just right for me
- I can use my finger to help me when reading
- I can read the names of five children in my class
- I can think of a word that rhymes with pet, cat, back, shouting . . .
- I can recognise the five vowels in the English language
- I can read the first 10, 20, 30, 50, 80, 100 of the most common words in English
- I know that there are 26 letters in the alphabet
- I can read aloud with expression, varying my voice
- I can find capital letters and smalle letters on a page
- I can put words into alphabetical order
- I can retell a simple story that I have heard
- I can use pictures in a story to help me read the words
- I can self-correct when reading
- I can recognise adjectives and adverbs in texts
- I can infer information from a text
- I can summarise the main events in a chapter
- I can answer simple factual questions about a text I have read
- I can answer more sophisticated questions relating to a character's motives

Writing

- I can write my name
- I can hold my pencil properly
- I know that different letters are written in different ways
- I can sit properly when writing
- I can use my non-writing hand to lean on
- I can copy a three letter word
- I can form 5, 10, 20, all of the letters in the alphabet correctly
- I can spell 5 words
- I can write down correctly the first letter of a word I don't know how to spell
- I can leave a finger space between words when I write
- I can read back some of the words I have written
- I can write a simple caption for a drawing or picture
- I can use some capital letters and full stops
- I can use capital letters and full stops correctly 60% of the time
- I can join 25%, 50%, 75%, all of my letters
- I can write the correct first letter of 80% of the words I write
- I know that capital letters are not joined
- I can write a simple sentence
- I can use question marks correctly in my writing
- I can use speech marks correctly 50% of the time
- I can start a sentence with a time connective (Later, After that, Soon)
- I know that and is a joining word and I don't start sentences with this letter
- I can use other connecting words at the start of a sentence other than the word 'then'.
- I know that verbs ending in -e change drop this letter when the -ing ending is used (make-making; come-coming, bake-baking)
- I can write a complex sentence containing a main clause and a subordinate clause

Mathematics

- I can count to 5, 10, 20, 50, 100
 - I can count backwards from 20 to 0; 50 to 0, 10 to 0
 - When I see two numbers I can tell which is the biggest and which is the smallest
 - I can arrange a group of 4 numbers in order of size from biggest to smallest
 - I can split a number up into tens and units
 - I can split a number up into hundreds, tens and units
 - I can write a 2 and a 5 the right way around
 - I can follow a simple repeating pattern: A B A B A B
 - I can add ten to any number mentally
 - I can add a hundred to any number mentally
 - I can tell the difference between an even number and an odd number
 - I can write all the numbers up to 10, 20, 50, 100 when I hear them
 - I can tell the difference between 14 and 41, 15 and 51, 16 and 61
 - I can find pairs of numbers that add up to 10, 20, 50, 100
 - I can double numbers up to 10, 20, 30, 50, 100
 - I can halve even numbers to 10
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- I know that when you halve an odd number the answer is always something and a half
 - I can halve odd and even numbers up to 20
 - I can add together near doubles up to 10 (e.g. 6 + 7)
 - I can add two single digit numbers together in my head
 - I can add a one digit number to a two digit number in my head
 - I know my 6 times table and can answer questions on it
 - I can measure a line to the nearest centimetre
 - I can tell which shapes are circles, squares, triangles and oblongs
 - I can count on when subtracting
 - I know that addition can be done in any order
 - I can use the fact that $3 \times 4 = 12$ to solve sums like 3×40 and 30×4
 - I know that 100 pence equals £1
 - I can tell the time when it is O'clock and half past the hour
 - I know how many centimetres there are in a metre
 - I can multiply two numbers together using the grid method

APPENDIX 3 - Personalising learning statement

Personalised Learning is the tailoring of pedagogy, curriculum and learning support to meet the needs and aspirations of individual learners. Personalised learning involves high expectation of every child, given practical form by high-quality teaching based on a sound knowledge and understanding of each child's needs. It is not individualised learning where pupils sit alone at a computer. Personalised learning involves the teaching, curriculum and school organisation being designed to reach as many pupils as possible with diverse needs and experiences for as much of the time as possible. The progress of the individual is ensured by:

- whole-class and group interaction
- tailored, focused intervention for pupils who are underachieving at any level to support group work.
- small group work and a small amount of one-to-one support is used to support the needs of SEND learners

Personalisation differs from differentiation in that it affords the learner a degree of choice about what is learned, when it is learned and how it is learned. This does not mean unlimited choice, since learners will still have targets to be met. However, it gives learners the opportunity to learn in ways that suit their individual learning styles. Thus dialogue is a central element to personalisation. Also central is the process of assessment, i.e. sharing with learners the overall aims of the learning and giving learners clear criteria by which success in learning may be judged. Learners embarking on a learning journey need a clear map and some obvious signposts! This also forms part of the dialogue with the learner.

Differentiation

Differentiation means teaching a pupil in ways and at levels, which match their ways of learning. Pupils make progress in different rates. Not all pupils learn in the same way and need to be taught in different ways. All pupils will receive help through differentiation but if the pupil does not make adequate progress, the school will do more to help

Home learning

Teachers need to consider carefully the needs of SEND children when setting home learning. It is extremely disheartening for SEND pupils if they do not understand the homework, find it too difficult or do not have the confidence to have a go. For these reasons, home learning tasks should be differentiated to ensure they are pitched at a suitable level of challenge. Other issues to consider

- it is good practice to ensure sufficient time is made available each day to thoroughly explain home learning tasks. Tasks should never be given to children at the end of a session or the end of the day when insufficient time is available
- some children may benefit from having the task written down in a log book
- LSAs should make some time available to clearly explain any home learning tasks
- SEND pupils enjoy playing games. Any opportunities to learn in this way should be exploited.

Pupil conferencing

SEND pupils benefit from having an opportunity to talk about the progress they are making and the difficulties they face with their teacher. For this reason from January 2008 the school introduced cyclical pupil conferencing meetings. The purpose of these meetings will be to:

- discuss targets
- review progress
- review pupil workbooks together
- discuss what the child would like to improve on over the forthcoming term
- consider how to overcome any obstacles to learning
- consider self-help strategies that the child can use to make learning easier.