



Special Educational Needs and
Disability (SEND) policy
Including the SEN information report
Reviewed December 2018

Vision

At Kilmorie we believe that all children are entitled to an exciting and stimulating curriculum, which is resourced and differentiated according to need. The school, in partnership with parents, carers and outside agencies, work together to ensure pupils achieve their potential and have experiences that allow them to collaborate, communicate and create. Our staff are committed to inclusive education and their professional development includes supporting children with special educational needs. Our school provides a safe environment for children of all needs, including behavioural, emotional, learning and physical.

Aims and objectives

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with SEND
- Ensure all children have access to a stimulating curriculum which extends thinking and ensures high standards of achievement
- Ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with additional needs
- Ensure the legislation and guidance set out in the SEND Code of Practice 2014 (arising from the Children and Families Act 2014) are implemented effectively across the school
- Ensure that there is effective communication between school and home in order that children who require additional support make the best progress
- Describe current needs, provision and practise
- Describe training and continual development of staff

Definitions

Children and young people with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

The SEND code of practice states that:

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

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

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

The Children and Families Act 2014 resulted in a new SEND code of practice. There is a parent/carers guide to this available at www.gov.uk/government/publications/send-guide-for-parents-and-carers

Legislation

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

SEN Information

Inclusion Team at Kilmorie

As well as the class teacher, other adults in the school may be involved in the education and support for children with SEN

Janet Sturley (SEN consultant)
Dianne Selwood (individual support teacher)
Maria Johnson (inclusion manager)
Nicola Cann (pastoral and learning support mentor)

All of these members of staff can be contact through the school (telephone : **020 8291 1250** email : **info@kilmorie.lewisham.sch.uk**).

The kinds of SEN that are provided for

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

- **Communication and interaction**, for example, Autistic Spectrum Disorder, Speech and Language difficulties
- **Cognition and learning**, for example, Dyslexia, Dyspraxia, processing difficulties
- **Social, emotional and mental health difficulties**, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- **Sensory and/or physical needs**, for example, Cerebral Palsy, visual impairments, hearing impairments

Identifying pupils with SEN and assessing their needs

From time to time, many children need additional input to help them understand a concept or make progress in a particular area. This does not automatically mean they have SEN. Class teachers identify when additional support is necessary through assessment for learning (AfL) and address individual children's needs in their planning. They sometimes ask teaching assistants to help develop children's understanding by giving extra help in class or withdrawing children from class to do additional activities.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. However if a child's attainment and/or progress continue to be low despite high quality teaching targeted at areas of weakness this will be shared with the parents. The class teacher and the SENCO will meet with the parents to discuss any concerns and to agree outcomes sought for the child. Often at this point further assessment will be discussed in order to identify any underlying need the child might have that is affecting their progress.

There are a range of in-school practices that may be sought to help early identification of need and provide advice (carried out by the SENCO and Individual Support Teacher)

. These include:

- Class room observation and discussion with class teacher
- Assessments for indicators of specific learning difficulties, for example :
 - BPVS
 - Dyslexia Portfolio

Following discussion with parents, external referral to:

- Educational Psychologist (commissioned from local authority)
- Speech and Language Therapist (referred to NHS team)
- Drumbeat Communication Outreach Team (commissioned from local authority)
- Referral to Lewisham Inclusion Team (commissioned from local authority)
- Referral to Children and Adult Mental Health Service (NHS)
- Referral to physiotherapist, occupational therapist or paediatrician (assessment by these professionals will take place at Kaleidoscope <http://www.childrenfirstlewisham.org.uk/kaleidoscope>)

External referral to agencies is discussed with, and must be agreed by, parents. Agencies require signed permission by the parent/in-loco parentis in order to assess/work with the child.

When an external professional carries out an assessment, wherever possible the parent, SENCO and professional will meet on day of the assessment in order to share information about the young person. The professional will then write a report and copies will be given to the school and the parents. The report will be used to inform the class teacher's planning and any additional interventions. Specific targets from any reports will be transferred to the class Provision Map and will be reviewed at least termly or as needed by the SENCO and class teacher.

Consulting and involving pupils and parents

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

Where progress is, continues to be, or becomes less than expected, parents will be informed by the class teacher at parents evening or as necessary. After further investigation and if a child has been identified as having a particular learning need the SENCO or Inclusion Manager will have a discussion with the parents identifying whether they need special education provision. Through discussion with all adults involved:

- Everyone contributes to develop a good understanding of the pupil's areas of strength and difficulty
- We listen to the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on how these will be achieved.

The support the child receives is identified on the class provision map and discussed at parents' evenings.

The level of consultation and involvement of the child is agreed with the parents.

Education, Health and Care needs assessment

From September 2014 Statements of Educational Need were replaced with Education, Health Care Plans. Existing statements have been converted into EHC plans

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the

SEN of the child or young person, the child or young person has not made expected progress, the school should, in discussion with parents, consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action already taken by the school as part of SEN support.

If the decision is made by the school to proceed with a request for an EHC assessment the school will gather as much information as possible in order to submit the request. The child will also, with the help of their parent/carer or a school adult, share their view. The SENCO will complete the paper work necessary for submission and will share this with the parent/carer prior to sending to the LA. Should the LA decide to go ahead with the assessment they must consult the child and the child's parent/carer throughout the process. The procedure for the request for an assessment, the assessment and the writing of the EHC plan is laid out in **Chapter 9. Education and, Health and Care needs assessments and plans** of the SEND Code of Practice 2014.

Reviewing Children's Progress

Class teachers continuously review children's progress. The impact of interventions and support is reviewed at regular intervals by the teacher (between 6 and 10 weeks depending on the nature of the intervention) and recorded on the class provision map. Termly meetings are held between the SENCO, the individual support teacher (IST) and the class teacher to review the provision maps.

Progress of all children is also discussed with senior leadership at termly pupil progress meetings.

Class teachers, with the SENCO or IST where appropriate, discuss the impact of interventions and support with parents and carers at termly parents meetings and plan next steps for the child.

Review meetings may also be held at other times as needed, for example to discuss a child's progress with the SENCO or with an outside agency. When there are a number of professionals involved these meetings are sometimes called 'Team Around the Child'. Where a child has an Education Health Care plan (EHCP) there will be an Annual Review to which everyone involved with the child's education and health (where relevant) is invited to contribute. It may be necessary to call an Emergency Review if the needs of the child escalate suddenly.

Parents/carers of SEN children may also request a review meeting to discuss their child's learning.

The SENCO is responsible for monitoring the provision maps ensuring that there is an overview of the programmes and interventions used with different groups of pupils and that these are having an impact.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

When children are identified as having difficulties in a particular area of their learning, they may be supported through additional interventions in either a small group or 1:1. The intervention is identified either by the class teacher or from advice given by external specialists. A majority of interventions last between six weeks and a term. The class teacher uses provision mapping to track interventions and their impact.

Examples of interventions we use :

- Daily reading
- Pre-teaching
- Additional phonics support
- Additional maths support
- Speed reading

- Handwriting and grammar groups
- Fine motor skill activities
- Speech and language intervention (targets set by therapist)
- Social communication group
- Maths 123
- Units of Sound

It is important that in order for interventions to have an impact that they are timetabled, short in duration and happen regularly during the week.

Interventions are supported by a range of staff including: teaching assistants (TA); the pastoral support & learning mentor; the SENCO; the IST (individual support teacher) and the class teacher. In some cases external professionals are also involved in delivering interventions.

No child will be supported by an adult 100% of the time, as we want our children to learn to be as independent as possible. As they move through the school all children, including those with complex needs, are expected to develop more independent learning styles.

To help develop independence, a range of strategies and structures will be discussed and implemented by class teachers, TAs, IST and the SENCO (e.g. workstations, visual timetables, PECs, work buddies etc). The school will seek out advice, support and training from professionals to ensure that where there is a need, the need is met.

Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it (e.g. by grouping, 1:1 work, teaching style, content of the lesson etc.)
- Adapting our resources and staffing
- Using recommended aids, such as laptops/iPads, coloured overlays, visual timetables, and so forth

As well as the resources required to implement the strategies and interventions outlined in the policy, we are always seeking out the best resources to suit each child's individual needs. For example : writing slopes for children with poor fine motor skills, visual resources for children with communication needs, PE equipment to suit children with poor motor skills, an iPad that mirrors the interactive white board for a child with visual impairment).

If children are not toilet trained or require changing from time to time we have clear guidelines for changing a child (please refer to our Intimate Care and Changing Policy). Parents/carers whose children require changing have a copy of this, which they sign to agree to.

The management of additional support

Kilmore has a large team of TAs, a Pastoral Support/ Learning Mentor (Nicola Cann), an Individual Support Teacher (Diane Selwood) and a SENCO (Janet Sturley) who all provide additional support to help raise the achievement of identified children. The Deputy Head (Maria Johnson) is responsible for managing inclusion.

All year groups have TAs attached to them. Teachers are responsible for ensuring that the TAs are provided with appropriately differentiated planning and, if they are responsible for managing an intervention that they have sufficient information and time. TAs are responsible for ensuring they know children's strengths and areas of need and that if they are working regularly with named children that they endeavour to foster independent learning.

The IST works with children who have EHC plans and with others where appropriate. She helps teachers to plan for these children and, together with the SENCO, meets termly with teachers to review provision maps for these children. The SENCO also manages some of the intervention strategies, supports TAs in their implementation and provides training.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- The school has a Pastoral Family Support Worker who provides support to all children
- Children with Social Communication difficulties participate in group activities such as Lego Therapy and the Drumbeat Emotions Toolkit, to develop specific skills
- Pupils with SEN are encouraged to be part of school council
- We have a PHSE curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being
- Bespoke plans, which include regular meetings with parents and professionals (where appropriate), to support children with particular emotional needs
- Referral to outreach support where necessary and with parental permission

Extra-curricular activities and school trips

All our extra-curricular activities, school visits and off site activities (e.g. forest school, sports day) are available to all our pupils. All pupils are encouraged to go on our residential trips. Risk assessments are carried out for individuals where necessary and reasonable adjustments made where appropriate.

Only if there is a health and safety risk either to the individual child or group of children will a child be unable to take part in an off-site activity.

Transition times

Transition times, such as starting a new school or class, can be difficult for vulnerable children, for example those with ASD or communication difficulties, complex SEN, 'looked after' and previously 'looked after' children.

There are a number of ways the school aims to minimize anxiety for children:

- Before going into a new year group in the school all children have a 'meet the teacher' session at the end of the school year, where as a class they go to their new class and spend some time with their next teacher.
- Children will complete a pen portrait with their teacher, the SENCO, the IST or the Pastoral Family Worker this will be shared with parents and the new class teacher to aid transition.
- Vulnerable children will have the opportunity to meet their new teacher and support staff before the end of the school year. They will also be given something to go home with such as a picture of the new staff so they can be reminded of the changes during the school holidays
- Staff (generally support staff) will spend time preparing vulnerable children for the transition change. For those children who are ASD they will prepare social stories to help with this preparation. For children with emotional/behavioural needs the learning mentor may spend time discussing the change with them and preparing them.
- Where health professionals are regularly involved with a child there will be a review meeting either at the end of the school year or the start of the new year to exchange information and ensure a smooth transition
- When a vulnerable child is moving to secondary school preparation begins in the final half term. The learning mentor will run a transition group, if necessary, to discuss what secondary school is going to be like and any worries children might have.

- A member of the inclusion team attends the secondary transition day organised by the local authority to share information about children moving into Year 7
- If a child has an EHC plan, transition planning to secondary school begins in Year 5. There is a Transfer Review meeting which replaces the Annual Review and is held to discuss preferred schools. In the summer term the parents/carers together with the child, need to make a decision which school they wish to name to the Local Authority.
- Individual arrangements can be made for phased entry into Reception classes for those children who might find transition difficult

Moving and Handling

A small number of children with disabilities need help moving from activity to activity. The staff that work with them have specific training, usually provided by an occupational therapist or physiotherapist. Our building is fully accessible apart from our art room which is on the top floor and to which there is no lift

Continuing Professional Development

Kilmorie places a great value on the continuing professional development of all staff. One of the Assistant Heads is responsible for this area. Training takes place through : observation, one to one or small group training ,whole staff training and external training.

Parental involvement

Communication between home and school is important for all children’s progress. For children with complex needs who cannot easily relate day-to-day events to parents/carers, teachers will keep a home school communication book where successes can be celebrated and concerns shared.

Further information about support for children and young people with special educational needs and/or disabilities in Lewisham can be in the Lewisham Local Offer <http://www.lewishamlocaloffer.org.uk/#/>

Lewisham 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).

<https://www.kids.org.uk/lewisham-sendiass>

Complaints about SEN provision

Whilst all staff are committed to providing a high quality service there may be a time when a parent wishes to raise a concern or complaint. The procedure for this is clearly laid out in the school complaints procedure, available on the school website <http://www.kilmorieschool.co.uk>

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child’s needs. We are grateful to parents for their information sharing and openness and

respect their confidentiality. Pupil SEN files are kept in a locked filing cabinet. Individual SEN files are transferred to receiving schools when pupils leave Kilmorie.

Other policies to refer to:

- Mid Term Admissions Policy
- Accessibility Plan
- Attendance policy
- Anti Bullying Policy
- Behaviour Policy
- Managing Medical Conditions in School Policy

The local authority's local offer can be found at <http://www.lewishamlocaloffer.org.uk>

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