



The Alton Primary School

Special Educational Needs and Disability Policy

This SEND (Special Educational Needs and Disability) policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010. This draft policy was created by the SEN team and is due to be adopted at a Governing Body Meeting.

Introduction

All teachers at The Alton Primary School are teachers of children with special needs. We will ensure that equal opportunities are provided for all learners regardless of age, creed, gender, race and individual needs.

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means that educational provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England."

Code of Practice 2014

This school provides a broad and balanced curriculum. Teachers know their children well and set suitable learning challenges that meet the needs of all children.

This SEND policy details how, at The Alton, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them.

Teachers take account of special needs and make provision where necessary to support individuals or groups of children to enable them to participate fully in the curriculum and wider life of the school.

This policy refers to children in the mainstream school at The Alton and those who work in the Resource Base.

Aims

The aims of this SEND policy are to:

- Create an environment that meets the needs of all learners and allows them to reach their full potential;
- Entitle children to a broad and balanced curriculum differentiated to meet their individual needs;
- Ensure that pupils with SEN are identified, assessed and provided for with additional resources as early as possible;

- Involve parents/carers and keep them fully informed of all SEN issues;
- Work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-agency approach to meeting the needs of all vulnerable learners;
- Ensure a high level of staff expertise to meet children's needs, through targeted professional development;
- Provide support for pupils with medical conditions so that they can take a full part in all school activities.

To achieve these aims, the school will:

- Identify and provide for children who have special educational needs and additional needs;
- Work within the guidance provided in the SEND Code of Practice, 2014;
- Operate an effective system of identification and provision for children with special educational needs;
- Provide a Special Educational Needs Coordinator (SENCo) who will ensure that suitable provision is in place for all students attending mainstream;
- Provide a Teacher in Charge for the Resource Base who will ensure that suitable provision is in place for all students who attend the Resource Base;
- Offer support and advice for all staff supporting children with special educational needs.

The Role of the Special Educational Needs Co-ordinator (SENCo)

The SENCo at The Alton Primary School is Linsay Thomson. The designated Governor for Special Educational Needs is Liz Stoyel.

The SENCo can be contacted via the School Office on 0208 876 8482 or by emailing admin@thealton.wandsworth.sch.uk FAO of Mrs Thomson.

The SENCo is a member of the school's Senior Leadership Team.

The SENCo:

- Is responsible for the operational management of provision of education for pupils with SEN;
- Meets with the Head and Senior Leadership Team on a regular basis to discuss current issues and delivers staff meetings and training to keep all staff up to date in their knowledge;
- Supports and advises teachers in the provision for children with SEN;
- Maintains the SEN register;
- Oversees the work and training of teaching assistants;
- Liaises with outside agencies such as the Educational Psychologist, Child & Adolescent Mental Health Service (CAMHS), Social Services, Speech &

Language therapists (SALT), Occupational Therapists (OT) and Healthcare professionals;

- Works closely with the Learning Mentor and Home School Link Worker to support our most vulnerable children and families;
- Manages the SEN budget;
- Liaises with parents of children with SEN in conjunction with the class teacher;
- Contributes to the continuing professional development of all staff in the school with regards to SEN;
- Coordinates and costs the provision of whole school resources for SEN.

The Role of Teacher in Charge of Resource Base (TiC)

The TiC at The Alton Primary School is Lindsay Thomson. The designated Governor for Special Educational Needs is Liz Stoyel.

The TiC can be contacted via the School Office on 0208 876 8482 or by emailing admin@thealton.wandsworth.sch.uk FAO of Mrs Thomson.

The Tic is a member of the school's Senior Leadership Team.

The Tic completed the National SENCo award (PG Cert SEN Leadership) in 2011

The Tic:

- Is responsible for the operational management of provision of education for students educated with the Resource Base;
- Meets with the Head and Senior Leadership Team on a regular basis to discuss current issues and delivers staff meetings and training to keep all staff up to date in their knowledge;
- Supports and advises teachers in the provision for children with SEN;
- Oversees the work and training of staff within the Resource Base;
- Liaises with outside agencies such as the Educational Psychologist, Child & Adolescent Mental Health Service (CAMHS), Social Services, Speech & Language therapists (SALT), Occupational Therapists (OT) and Healthcare professionals;
- Works closely with the Learning Mentor and Home School Link Worker to support our most vulnerable children and families;
- Manages the Resource Base budget;
- Liaises with parents/carers of students educated within the Resource Base in conjunction with the class teacher;
- Contributes to the continuing professional development of all staff in the school with regards to SEN;
- Coordinates and costs the provision of resources for the Resource Base.

The Role of the Teaching Assistant

The role of the teaching assistant is to support all children in school but they may be asked to take on responsibility of a particular child or group of children with SEN. The teaching assistants are managed by the SENCo but may also be directed by class teachers.

Teaching assistants are responsible for encouraging and supporting children with work, play and social issues. They regularly liaise with the class teacher and have weekly meetings with the SENCo.

Teaching assistants keep a record file of relevant information, including Provision Maps and records of interventions. They are invited to all relevant review meetings and maintain the school code of confidentiality.

PROCESSES IN PLACE TO IDENTIFY SEN

The processes for identifying SEN is agreed by the Government and set out by local authorities. At the Alton, we follow the guidelines as set out by Wandsworth borough council. This process is outlined in a flow chart in [Appendix 1](#), which outlines the **SEN Support Identification Process**

Regular assessment and tracking of all students at regular progress meetings will identify when children are making less than expected progress despite a high standard of teaching in the classroom; or concerns may be raised by the school regarding a child's emotional well-being or behaviour. Equally, a Parent/Carer or other Professional may raise a concern about a child.

In either of these events, the child's classteacher will complete an **initial concerns record**, will meet with the child, their parent/carer and any other adults who work with the child, and will record agreed actions within a **notes of initial concerns meeting** document.

This will take place before Special Educational Needs have been confirmed, in order to identify whether additional support as agreed can give a child a 'boost' over a particular barrier or area of difficulty. **In the event that a child has identified SEN, this part of the process will not take place.**

The child's class teacher, with the support of the SENCO as necessary, will take a lead on setting outcomes and plans adaptations to teaching that will support the child and 'extra support and other rigorous interventions' targeted at areas of weakness.

The Senco will advise/support the class teacher to ensure pupil is receiving quality first teaching appropriate to their needs, for example: differentiation, targeted feedback, use of in-class support.

Adaptations to teaching might include targeting a small group for focused teacher input 2 times per week or use of a particular resource. Class/subject teacher led interventions involving working outside the classroom can be included at this stage. Provision such as this will be agreed with the parent at the Initial Concerns Meeting, with desired outcomes agreed and noted for the record. Progress towards these desired outcomes will be measured.

If, following additional provision of no more than two cycles, the child continues to make less than expected progress towards these outcomes, the class teacher, working with the SENCO and other suitable professionals, will carry out further assessment to provide a clear analysis of the pupil's needs. It will be agreed, based on this assessment and discussion, whether the child has a learning difficulty which requires SEN provision or whether other causal factors (such as attendance) may be impacting on progress.

If the child is agreed to have a learning difficulty, or SEN as defined in the Code of then the child will be recorded as having Special Educational Needs, their parent/carer will be informed, and cycles of support for SEN will be begun and recorded on a **SEN support record**.

Team Around the Child meetings may be held as part of this process, in which the child (where agreed appropriate) and all the adults involved in the child's wellbeing and progress will discuss progress and next steps. Other meetings may be held just between the school and parents/carers in more informal circumstances or where preferred by parents/carers.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (date) 3.65 and has been written with reference to the following guidance and documents.

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (date)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the school SEN team with the SEN Governor in liaison with the leadership team, all staff and parents of pupils with SEND in the spirit of current SEND reform.

Our SEND Team

Leader for Inclusion
(SENCO and Teacher in Charge of Resource Base) – Mrs Thomson

Learning Mentor – Ms Stephenson