



Hotham Primary School

Special Educational Needs and Disability (SEND) Policy

Autumn 2023

Ownership and Consultation	
Document author (name and role)	Richard Byrne-Smith, Headteacher
Consultation (role)	Governors; ELT; SENCO; Phase Leaders
Approval	Full Governing Body

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Purpose

The Special Educational Needs and Disability (SEND) Policy is a key part of a successful inclusive school.

There is a shared expectation that all pupils regardless of their specific needs should be offered inclusive quality teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community.

The SEND policy outlines how Hotham Primary School aims to meet the additional needs of all children.

The School may offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory and physical needs.

We aim to provide induction, training, coaching and support to help teachers achieve good practice in teaching all children. This is achieved by working with parents and children and staff by monitoring plans, lessons and books, providing interventions, and seeking external advice to ensure that all children receive the provision they require.

It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

The Special Educational Needs Co-ordinator is Kimberley Walker

Sections

1. Principles of SEN
2. Roles and responsibilities
3. Appendices

The term teacher refers to all adults in school from this point onward.

Section 1: Principles of SEN

Definition:

As defined by the Children's and Families Bill 2013 and SEND Code of Practice 2014.

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 or a young person has a learning difficulty or disability 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill)

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition

Special educational provision means:

educational provision which is additional to, or otherwise different from the educational provision made generally for children of their age.

This section breaks down our principles of SEN into detail.

1. The needs of SEND children may be met at Hotham by:

a) Early identification

- Children will be identified as having SEND through the SEN Support Identification Process (Appendix 1)
- Children with SEND have identified difficulties in a number of categories (Appendix 2) that call for special provision to be made.
- Concerns are noted by the class teacher/Parents/carers or External Agencies.
- The class teacher in consultation with SENCO or phase/year leaders puts in place appropriate provisions within Quality First Education (Q1E).
- Parents/carers are informed of concerns and provisions but consent is not required at this stage of Q1E. At Hotham this may take the form of 'Focus Groups'.
- The impact of these provisions is reviewed within a short period. Where there is good progress, the child returns to regular tracking. Strategies may stay in place if appropriate long term. If some progress is made this cycle can be repeated.
- Where little or no progress is seen the class teacher and parents/carers, in consultation with SENCO or External Agencies, agree further strategies to support the child towards agreed outcomes. These are recorded on the Initial Concerns Record (ICR)(Appendix 3).
- At Hotham this is at the level of Pre-SEN Support.
- Examples of possible interventions can be seen in Appendix 4.

- Class teachers or the SENCO may have anonymous discussions for advice with external agencies, for example the school's Educational Psychologist or Behaviour Learning Support team, Literacy Support Service etc before to aid implementation of in school support. No names will be mentioned at this stage without parental consent. If any further specialist/external action is deemed suitable, parents will be contacted and parental permission will be sought.
- Progress is reviewed within an agreed period. Where there is good progress, the child returns to regular tracking. Strategies may stay in place if appropriate long term. If some progress is made this cycle can be repeated.
- Where little or no progress is seen the class teacher and parents/carers, in consultation with SENCO or External Agencies, arrange a meeting to agree further strategies (inc. placing child on SEND register)

b) Specialist teaching

- Teachers adapt to the needs of the learners.
- Teachers may provide interventions that are **additional to or different from** those provided as part of the schools usual differentiated curriculum (Appendix 4).
- Further details on resources that may be available are stated in the **SEN Information Report** (Local offer) which is also published on the school website (Appendix 5).
- The work is well-matched to the full range of learners' needs demonstrating a range of strategies to support the children's learning.
- Triggers for interventions are underpinned by evidence about the child, regarding progress and specific difficulties and consultations with parents, appropriate personnel or external agencies (see 1a above).
- Advice from outside agencies is incorporated in the teaching.
- Support and advice from External Agencies is sought by the SENCo where deemed appropriate.
- Parental consent will be gained at this stage for any referral to external agencies for a specific child.
- Parents/Carers, SENCo, Class teacher and outside agencies, work collaboratively to decide appropriate interventions and desired outcomes.
- Targets, incorporating recommended advice are established on a SEN Support Provision Map (Appendix 6)
- Provision Map targets are reviewed termly on a cyclical basis (plan, assess, do, review).
- Details and information about the child *may* be recorded on a Personal Passport, generic to both education and health which can serve as a record of the child's circumstances, needs and targets.
- Strategies and advice are followed by teachers to ensure targets are met.

c) Education Health Care Plans (EHCP)

- If a child continues to demonstrate significant cause for concern, a Team Around the Child (TAC) meeting to discuss the potential need for an EHCP will be arranged including the parents/carers, SENCO and all relevant agencies. From this meeting 'next steps' shall be agreed and managed by the appropriate agency.
- A range of written evidence is collected and submitted from all parties involved with the child's education and health provision.
- For children accessing EHCPs how best to meet their child's individual needs will be met through collaboration between the parents/carers, education, health and care professionals.
- The EHCP is reviewed annually and targets are set termly in conjunction with teachers, SENCo and parents/carers

2. The views of the child are sought and taken into account through

a) involving children in the decision making about SEND provision by:

- Target setting
- Assessing progress
- Contributing to the Initial Concerns Record, SEN Support Provision Maps and annual reviews.

- Contributing to school reports where appropriate or whenever deemed suitable in supporting provision.
- Contributing to Pupil Passports.

3. Parents/Carers have a vital role to play in supporting their child's education through:

a) working in partnership with the school and other agencies through sharing

- Concerns using the Parent/Carer Concerns Form and/or Initial Concerns Record or formally or informally in meetings or discussions with the class teacher. Parents are entitled to at least one meeting per term to discuss support.
- Information
- Progress
- Responsibility

b) Parents/Carers contributions are sought through:

- Parent meetings, Wandsworth Parent Partnership Concerns form, Initial Concerns Meetings, SEN Support Record Meetings, Provision Map reviews, EHCP reviews, informal conversations, any written format or any other method deemed suitable by all parties. There will be recognition of the need for flexibility and the timing and structure of meetings.

c) Keeping parents/carers fully involved

The school will:

- Make parents aware of procedures and how to access support in preparing for their contributions (see SEN Information Report, appendix 5 and Wandsworth/Family Information Service Local Offer) (www.wandsworth.gov.uk/localoffer).
- Make sure that parents/carers are given copies of all documents discussed
- Share information about pupil progress
- Inform parents of any changes
- Share SEN Support provision maps with parents termly.
- Hold EHCP reviews annually
- Make parents aware of Hotham Complaints Policy (on website)
- Parents may not be informed of initial anonymous advice seeking from external agencies but where further action is required all referrals and named discussions will only take place with parental consent.

4. Children with SEND are offered full access to a broad, balanced and relevant education through:

a) Admission Arrangements.

- There are not different admission arrangements for pupils with SEN who do not have statements (see admissions policy).
- Children applying with statements/EHCPs will have their needs assessed and admission agreed in line with the DFE admissions policy and SEND Code of Practice 2014, gaining priority admission if the school is able to provide for their needs.

b) Equality

- All pupils have an equal opportunity to engage in the curriculum.
- All pupils follow the expected behaviour policy as appropriate for their specific needs (see Behaviour Policy) or follow guidance and support from outside agency where appropriate.

c) Accessibility of physical environment and curriculum

- An accessible curriculum is provided for all individual pupil needs (See Accessibility Plan).

Section 2: Roles and responsibilities

Overseeing the provision of SEND within the school is the responsibility of the governors and the headteacher. The named link governor for SEND is **Roberta Gamba**. She can be contacted in writing via the School Office, or through email via info@hotham.wandsworth.sch.uk and marking the email for her attention.

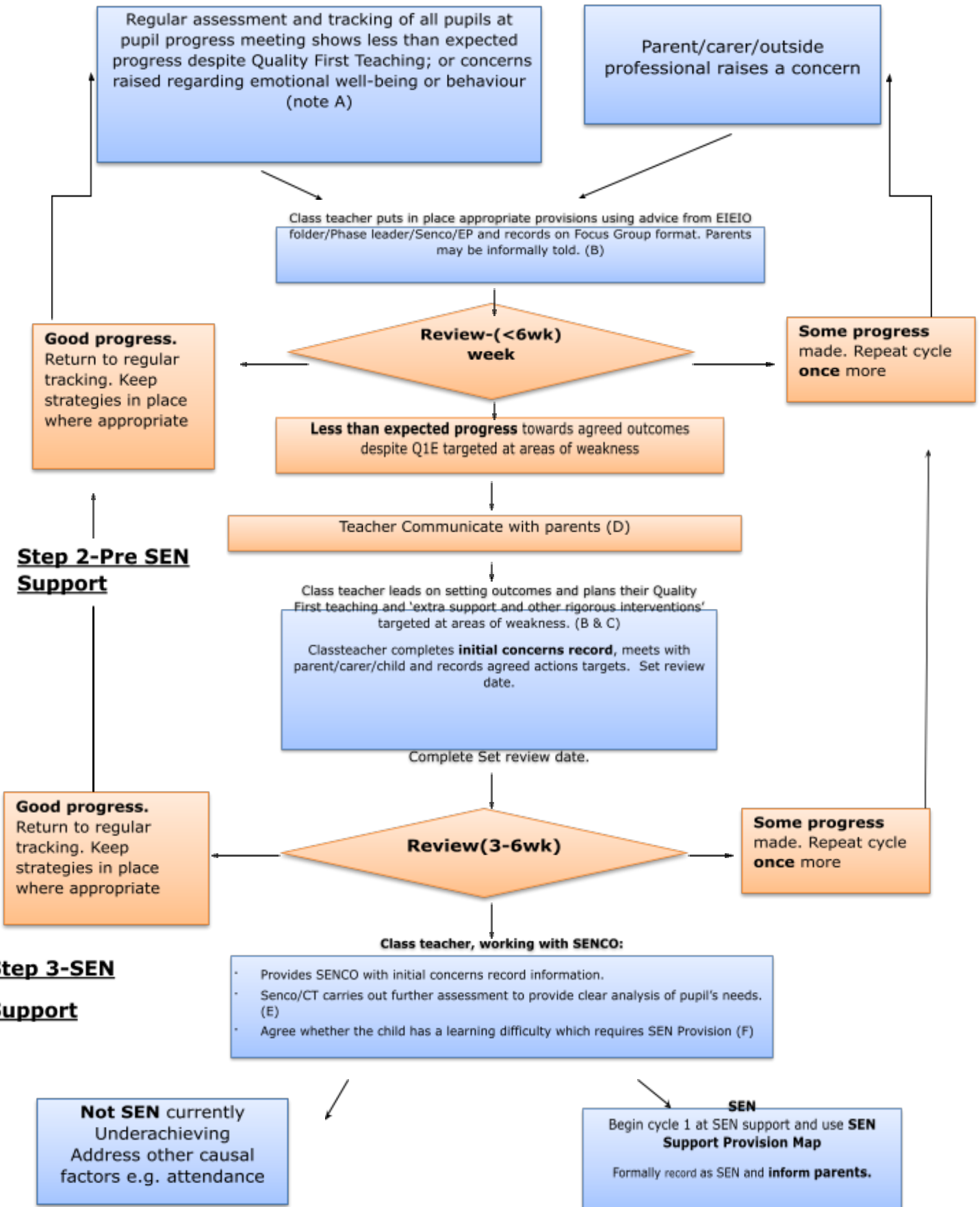
The governors and headteacher delegate responsibility to the co-ordinator for Special Educational needs coordinators (SENCo). The named responsible person is **Kimberley Walker**. She can be contacted via the School Office, or directly at send@hotham.wandsworth.sch.uk

The SENCo is responsible for:

- The day-to-day running of the SEND policy.
- Monitoring
- Assessing
- Coordinating the provision for pupils
- Maintaining the school's SEND records for identified pupils
- Liaising with and advising teachers about SEND planning, provision, resources, approaches etc.
- Liaising with parents of children with SEND.
- Liaising with external agencies
- Contributing to the in-service training of staff.
- Reporting to the governing body on SEND policy.
- Managing the SEND budget set for purchasing specialist resources.

Appendix 1 – SEN Support Flowchart

Step 1 Initial Concerns & Focus Groups



Explanatory notes on SEN Support Identification Flowchart

A. The Code of Practice (June 2014) identifies less than expected progress as progress which (page 84):

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap*

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

- B. Senco/Phase leaders to advise/support the classteacher to ensure pupil is receiving quality first teaching appropriate to their needs. eg differentiation, targeted feedback, use of in-class support. Has the classteacher been provided with advice, support and training to support this pupil?
- C. Quality First might include targeting a small group for focused teacher input twice a week or use of a particular resource. Class/subject teacher led interventions involving working outside the classroom can be included at this stage. This should be agreed with the parent at the Initial Concerns Meeting.
- D. 'Communicate' – ie let parents know results of your review in a timely manner, but this **might not** be a formal meeting which would probably be best held when further assessment/information in school has been carried out. Can be in playground/parent meeting/informal/formal meeting/phone call.
- E. Assessment can include: review of records and any earlier interventions; structured observations of child undertaking work in area of weakness ; analysis of samples of relevant work eg mis-cue analysis, ABC behaviour log, audio recordings; use of school screening and assessment tools;, could include specialist assessment depending on severity/type of need.
- F. Definition of SEN in Code of Practice 2014 (page 4-5)

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (This is provision over and above what is described in notes B and C above)

xiv. 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 (ie compared to national averages)

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

Appendix 2: Categories of need

A child with SEND may have one or more categories of need, the primary need is identified, and where possible the secondary needs identified and recorded.

- **Communication and Interaction Need (CIN)** – Includes Speech, Language and Communication (SLCN) and Autistic Spectrum Disorder (ASD)
- **Cognition and Learning (C&L)**– Includes Literacy, Numeracy and general learning difficulties, Specific Learning Difficulties (SpLD) such as Dyslexia, Moderate Learning Difficulties (MLD) and Profound and Multiple Learning Difficulties (PMLD).
- **Social, Mental and Emotional Health (SMEH)**- Includes all social, mental and emotional needs including behavioural needs with a social, mental or emotional cause.
- **Sensory and Physical (S&P)**- Includes Physical difficulty (PD), Visual Impairment (VI), Hearing Impairment (HI) and Multi-Sensory Impairment (MSI).

Appendix 3 – Initial concerns record

Completed by class teacher on _____

Pupil information - This form will be shared with all professionals & parents/carers involved with child

Name:		DoB:	Year group:	Class teacher:	
Attendance % (less than 95%):		(Please circle as appropriate)		Exclusions:	
Punctuality:		CLA	Pupil Premium		
EAL Stage	Home language	Medical information		Specialist services - Health – Education - Social Services	
Concerns:					

Achievement data

FS Profile scores																		
Year																		
Attainment	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
NC/P levels																		

Baseline information – provide detail where there is an area of relative strength or difficulty

Language (please circle as appropriate)

Speech sounds	Expressive	Receptive	Social and functional

Literacy – Are needs related to: (please circle as appropriate)

Phonic phase – reading Phonic phase – spelling HFW – reading HFW – spelling

Comprehension Book band level Letter formation Other

Is example of free writing attached? (please circle) **Yes / No**

--

Numeracy (please circle as appropriate)

Shape / Space / Measure Using & applying Calculation Data Handling Number Other

--

Behaviour for learning (please circle as appropriate)

Concentration Co-operation Independence Engagement

Confidence Self-esteem Organisation Self-control

Other Age appropriate behaviours Recorded examples of behaviour concerns attached? (please circle) **Yes / No**

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Differentiation in place over time

What action has already been taken through curriculum differentiation to address the child's needs, i.e. modification to teaching approaches, classroom organisation, behaviour management strategies, or through provision of ancillary equipment and aids already in place, with outcomes?

Differentiation	Impact – progress and inclusion
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Additional observations – (Please circle as appropriate) This could include:

Parents (child's behaviour at home) Support staff Previous class teacher(s) Lunchtime supervisors

Note any key issues raised:

List individual assessments completed to support identification of need, including behaviour plans Include standardised assessments (reading/spelling age as well as criterion-referenced assessments)

Test	Date	Outcome

Have you spoken to the parents? (please circle) **Yes / No**

Parents' and pupils' perspective on child's strengths/additional needs

Summarise information from discussions

Parents/carers Have concerns been shared with parents/carers to date?
Pupil
Peers

Home setting:

Desired outcomes:

INITIAL CONCERNS RECORD

To be completed with parents at an initial meeting regarding concerns about a child.

Parents to be given a copy, a copy to be placed in Pre-SEN in file.

Date of meeting:	Present:
What are the parents' views?	
What do the school think?	
What are pupil's strengths/preferred learning styles?	
Targets: What are the desired outcomes for the pupil's progress for this period? 1. 2.	
Provision: What will school / home do to meet these targets? 1. 2.	
<i>Parent / Carer to sign here to agree to targets:</i>	

Review (to be completed 3 weeks after initial meeting)	
Date:	Present:
Progress towards targets 1 2	
Review decision: Return to school monitoring / further classteacher led intervention / move to SEN support	
<i>Parent / Carer to sign here to agree review decision:</i>	

Appendix 4 – What provision might look like

We have an Inclusive Support Map which sets out what inclusive provision for children with SEND needs looks like in our school. This is based on the 'Ordinarily Available Provision' document published by Wandsworth.

Our Inclusive Support Map is regularly updated as needs change within our school and provision is reviewed.

For up-to-date versions of both documents, please visit the SEND page on the school website:

<https://www.hothamprimaryschool.org.uk/send>

You can also find our SEND Information Report which sets out all key information in relation to SEND.

Hotham Primary School
Inclusive Support Map



Goal:

An inclusive whole-school approach to teaching and learning uses evidence-driven, tried and tested methods, which keep pupils on track and help them catch up rapidly.

Inclusive support in our school:

High quality inclusive teaching across the board	Classroom teaching provides limitless opportunities for all pupils to learn and aspire. We have high ambitions for everyone. There is an expectation that everyone will achieve and reach age-related standards wherever possible. Additional layers of support are in place to supplement classroom learning and accelerate pupil progress.
Identification	Barriers and gaps in learning are immediately identified by adults, using a range of formative and summative assessments.
Planning	Learning is adapted to address pupils' individual barriers, with the ambition that the same aspirational outcome will be achieved. Where additional support is in place, adults will consider which provision is suitable, who will deliver it, where and when it should take place, for how long it will run, and how it will be measured. All interventions should be explicitly 'additional to' high quality inclusive teaching in the classroom.
Target setting	Where additional support is in place, a measurable outcome is set for each pupil, which is aspirational but achievable based on the needs of the pupil. The impact of support will be measured against this and reviewed frequently.
Use of adults	Adults delivering additional support and interventions are highly trained and there are clear timetables planned so that adults' time is used effectively. Efficient communication and information sharing is in place between adults. All adults are accountable for progress and attainment.
Pre-teaching	Pre-teaching is used to pre-empt gaps/barriers. Adults consider upcoming needs and pre-teach explicitly or by supporting by using additional resources.
Greater depth	Adults consider all-round pupil potential and provide support for pupils who should be aspiring to reach the greater depth standard.
Wellbeing	Wellbeing is always considered and we think of children 'in the round'. All staff play a role in identifying where pupils have barriers to their wellbeing. Early and timely additional provision is used to supplement any ongoing support pupils receive during the day.
Communication with parents	Adults communicate with parents and share resources where appropriate, enabling parents to support the intervention process.



Appendix 6: SEN Support provision maps

Provision maps are completed at the mid-point of each term and are reviewed at the mid-point of the next term. Targets are shared with parents/carers and children and provision maps are signed and shared. Targets are S.M.A.R.T. (Specific, Measurable, Attainable, Realistic and Time Constrained.).

In our provision maps we:

- Identify the primary need
- Ensure the provision map is reviewed and signed by teacher and parent termly.
- Write at least 3 SMART targets linked to the pupil's area of need.
- Identify additional provision which will help the pupil meet their targets and access the curriculum.
- Record frequency, days/times and who is responsible for providing a provision/resource.
- Assess and review targets termly.

Hotham Primary School
SEND Support Provision Map



Name:	
Academic Year:	
Class:	
Teacher:	
Areas of Need:	

Academic assessments			
	Reading	Writing	Maths
End of last year			
Autumn term			
Spring term			
Summer term			

Autumn to spring targets			
	Target	Pupil voice	Review (spring)
1			
2			
3			

Spring to summer targets			
	Target	Pupil voice	Review (summer)
1			
2			
3			

Provision to help me access the curriculum and meet my targets			
Provision / resource	Staff / pupil ratio	Staff involved	How often