Poplar Primary School
Special Educational Needs Policy

SEN Coordinator/Assistant Head for Inclusion:
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Head Teacher: Mrs Katharine Davies
Inclusion and Accessibility governor: Elspeth Clarke

Approved by the GB on: Jan 2019
Reviewed: January 2019

This policy is written in line with the requirements of:-
- Our School SEN report which is located on our website
- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following policies: Discipline Policy, Teaching & Learning Policy, Equal Opportunities Policy, Safeguarding Policy, Anti-Bullying Policy, Complaints Policy and Accessibility Plan, Rights Respecting School Programme.

This policy was developed with taking into consideration the views of all stakeholders including parents, families, local SENCos and representatives from the governing body and will be reviewed every two years.

School Context

Poplar Primary School is a 3-form entry primary school with a nursery attached. There are approximately 650 pupils on roll.

Poplar Primary School is situated in Morden and serves a diverse area of social class and ethnicity. One third of the pupils are White British/European heritage and the remainder are from a wide variety of ethnic groups (the largest groups are from Pakistan and Sri Lanka). 55% of pupils have English as a second language.

There are currently approximately 66 pupils on the SEN register. There are also another approximately 80 pupils who are receiving intervention for a wide range of needs including learning needs and social and emotional needs.
Aims and Values

At Poplar we aim to create a fulfilling and happy learning environment in which everyone:

- Fulfils their potential
- Develops resilience
- Works in Partnership
- Is a responsible citizen
- Respects and values each other

Our actions to achieve this are:

- We work together
- We take responsibility
- We are kind and caring
- We try our best
- We are positive
- We persevere

Inclusion and equal opportunities does not mean that everyone is treated in exactly the same way, but that everyone receives the provision they need to access the very best, high quality education, whatever their age, gender, ethnicity, impairment, attainment and background. Our commitment to inclusion can be seen in the school policies, practice and SDP where all learners are considered and provided for within the school community as part of everyday good practice.

Aims ‘Every teacher is a teacher of SEN’

- to reach high levels of achievement for all
- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for as early as possible in their school career
- to have a common vision and understanding with all stakeholders
- to identify the roles and responsibilities of all staff in providing for children’s special educational needs
- to achieve and maintain a high level of staff expertise to meet pupil need
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that our children have a voice in this process.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Coordinator (SENCO) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils.
Definition of SEN

The Special Educational Needs Code of Practice 2014 states that 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 them. A child of compulsory school age or a young person has a learning difficulty 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.

There are four categories of need in the SEN Code of Practice, they are:

- Communication and interaction (CI)
- Cognition and Learning (Cog)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical (SP)

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.

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

The kinds of special educational need for which provision is made at Poplar Primary School:

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

At Poplar Primary School we already make provision for every kind of frequently occurring special educational need with or without a statement of special educational needs or Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.
The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need (see SEN Report). Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

Graduated Approach:

At Poplar Primary School class teachers, with the support of the Senior Leadership Team (SLT), monitor the progress of all pupils termly to review their progress. We also use a range of assessments with all the pupils at various points in line with their individual needs. Teachers are responsible and accountable for the progress and development of the pupils in their class, with additional support when needed from specialist staff or teaching assistants. High quality teaching, differentiated for individual pupils, is the first step for responding to pupils who have or may have SEN. The SENCo and SLT, alongside class teachers regularly observe the quality of teaching for all pupils, including those at risk of underachievement. Through staff meetings, all staff have access to training to help identify and support vulnerable pupils.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if a special educational need has not been identified. This extra support can enable the pupil to catch up with their peers. Examples of extra support are outlined in our Local Offer.

Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate intervention programme. In many cases these underlying needs often explain less than expected progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise. The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed twice a year, and refined / revised if necessary. At this point because the pupil requires additional and extra provision we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.
We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. See local offer.

There are times, when a child may be identified as having additional needs which may impact on progress and attainment but is not considered as having a Special Educational Need.

**How we evaluate the effectiveness of provision:**

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether less than expected progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil’s previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

For pupils with a statement of special educational needs or Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made.

**Assessing and reviewing the progress of pupils with SEN:**

Every pupil in the school has their progress tracked termly. This is then discussed at the termly Pupil Progress Meetings. In addition to this, pupils with special educational needs may have more specific assessments to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

**Managing Pupils Needs on the SEN register:**

The SENCo regularly liaises with class teachers to ensure that the SEN register is reviewed and up to date. The school uses provision mapping and SEN Support Plans to monitor and review outcomes on a termly basis to ensure they are effective. The SEN Support Plans ensure targets are met within an agreed time frame with allocated responsibilities for those involved.

The SLT hold termly pupil progress meetings with staff to review the progress of all children.

If our school were unable to fully meet the needs of a pupil, we would consult outside agencies for support and inform the local authority. Pupils and parents are continuously informed of the process and progress through regular meetings.
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A child may be removed from the SEN register and consequent provision if significant progress has been made and maintained. This agreement would be in consultation with the SENCo, parents and the class teacher.

The school's approach to teaching pupils with special educational needs:
‘Special educational provision is underpinned by high quality teaching and is compromised by anything less’ (SEN CoP, 2014)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements the school employs some additional teaching approaches which can be seen in the local offer, as advised by internal and external assessments. 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 SEN funding’. The class teacher will remain responsible for working with the pupil on a daily basis.

We have regard to the statutory guidance supporting pupils at school with medical conditions. Please see our medical conditions policy.

How the school adapts the curriculum and learning environment for pupils with special educational needs:

At Poplar Primary School we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

‘All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.’ (Code of Practice 6.11)

As part of our requirement to keep the appropriateness of our curriculum and learning environment current and up to date, we have reviewed our curriculum in light of the new National Curriculum 2014.

How the school enables children with SEN to engage in the activities of the school:

‘Reasonable adjustments’ may need to be made in order for children with SEN to access extra-curricular activities and trips. This will be achieved in discussion with parents and carers.
Support that is available for improving the social, emotional and mental health of pupils with special educational needs:

At Poplar Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance:-. PSHE, SEAL, circle time and indirectly with conversations adults have with pupils throughout the day.

For some pupils with the most need for help in this area we can also provide a range of interventions to support their needs e.g Nurture Group, Family Group, ELSA (Emotional Literacy Support assistants), Learning Mentors and Theraplay- See local offer.

We value parents/carers and pupils’ views and regularly consult with them through termly meetings.

We recognise that vulnerable pupils may be at risk of bullying. We do not tolerate bullying in any forms and we have an Anti-Bullying Policy where our school procedures are outlined.

Training and resources: The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured:

Each school is allocated from the LA, funding which is to be specifically used to support the learning of children with SEN.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school’s SENCOs regularly attend the LAs and Cluster SENCO network meetings in order to keep up to date with local and national updates in SEND.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training is ongoing in response to identified needs.
How equipment and facilities to support children and young people with special educational needs will be secured:

Specialist equipment will be considered on an individual basis.

Funding:
Where a child needs additional support over and above the core funding the school shall apply for additional funding to further meet their needs.

The arrangements for consulting parents of children with special educational needs about, and involving them in, the education of their child:

All parents of pupils at Poplar Primary School are invited to discuss the progress of their children three times a year. Parents of pupils on the SEN register are given additional time at these meetings. Children with an Education, Health and Care Plan are offered an extended meeting with the class teacher and the Senco in order to discuss progress. In addition to this we are happy to arrange meetings outside these times.

Parents of pupils with a statement of SEN or Education, Health and Care Plan will also be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

Pupils will be consulted about and involved in the arrangements made for them as part of their personalised provision.

Advice for Parents on what services and support is available for their child can be accessed as part of the London Borough of Merton’s Local Offer (http://www.merton.gov.uk/learning/edinclusion/sendis/sen.htm)

Roles and responsibilities:

The role of the SEN governor is:

- use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEN;
- ensure that pupils with SEN join in the everyday activities of the school together with children without SEN, as far as is compatible with them receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources;
- take account of the ‘SEN Code of Practice’ when carrying out their duties towards all pupils with SEN; and
Dealing with complaints from parents of pupils with special educational needs concerning the provision made at the school:

The same arrangements for the treatment of complaints at Poplar Primary School are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns initially with the class teacher. Further queries can be passed onto the Phase Leader, SENCO, Deputy or Head teacher to try to resolve the issue before making the complaint formal to the Chair of the GB. (See the Complaints Policy on the school website (www.poplarprimary.org)

The governors agree to the specialised provision through using other agencies including health and social services, local authority support services, voluntary organisations in meeting the needs of pupils with Special Educational Needs and supporting their families.

Resolving Disagreements:

The SEN Code of Practice outlines procedures for resolving disagreements in Chapter 11.

You can also contact the Merton SEND Information Advice and Support Service who aim to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child’s special educational needs. This Service aims to build partnerships between parents and carers, the Local authority and schools. They can be contacted as follows:-

Fran Turko
Merton Information, Advice Support and Service Officer for families in relation to SEND (MIASS)
Based at Joseph Hood Primary School
Tel: 0208 543 8854

The school’s arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living:

At Poplar Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer is a seamless as possible.

We also contribute information to a pupils’ onward destination by providing information to the next setting.

Information on where the local authority’s local offer is published:
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The local authority’s local offer is published is on www.merton.gov.uk. There is also a link on our school Website. Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

This SEND Policy was written in line with the NASEN Help Sheet: Updating SEN Policy for schools 2014

Next review date: January 2020

Wendy Ellis
Assistant Head for
Inclusion @ Poplar