

United Learning: Special Educational Needs and Disability (SEND) Policy Queen's Manor Primary School

Context: Queen's Manor Primary School is a multicultural community school in the London Borough of Hammersmith and Fulham. The Pavilion is our SEND unit with 20 places. We are a one form entry school from Nursery to Year 6.
This policy was developed in consultation with parents/carers, staff and pupils and has regard to: <ul style="list-style-type: none">• The SEND Code of Practice: 0-25 years – 2015• Part 3 of the Children and Families Act 2014 and associated regulations• The Equality Act 2010• The Statutory framework for the early years foundation stage (2023)
Principal: Lilli Landau
Governor with responsibility for SEND: Rachel Webb
SENDCO: Sarah Downey – Assistant Principal Deputy SENDCO: Lauren Naftis
SENDCO Qualifications: NASENCO SENCO Assistant Principal is a member of the Senior Leadership Team. Deputy SENDCO Qualifications: NASENCO SENCO (Pending) Is a member of the Middle Leadership Team.
Contact details: inclusion@queensmanorprimary.org.uk
This policy will be reviewed annually
Agreed by Governing Body
Review date: September 2024

This policy is produced in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our pupils. The responsibility for the management of this policy falls to the Headteacher, the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-Ordinator (SENDCO). The Governing Body, the Headteacher and the SENDCO will work closely to ensure that this policy is working effectively.

This policy should be read in conjunction with the School's Accessibility plan, Behaviour policy and SEND Information Report

1. Rationale

- 1.1. Queen's Manor Primary School is part of the United Learning Trust, they are committed to ensuring that the necessary provision is made for every pupil within their schools' communities. The Trust celebrates the inclusive nature of their schools and strives to meet the needs of all pupils with a special educational need and/or disability.
- 1.2. Quality first teaching, which is adapted to meet the needs of pupils is the first response to supporting pupils with SEND. Some pupils will need something additional to and different from that which is ordinarily available for the pupils, this is special educational provision and the pupils in receipt of this provision will be included on the school's SEND Register. Schools have a duty to use their best endeavors to ensure that provision is made for those who need it.
- 1.3. Queen's Manor Primary School will ensure that the necessary provision is made for any pupil who has SEND. We will ensure that all staff are able to identify and provide for these pupils to enable them to access all activities in the school in order to reach their full potential, be included in all aspects of school life and feel a sense of belonging to the wider school community.
- 1.4. This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:
 - Every teacher is responsible for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.
 - Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. To achieve this, we will work in partnership with parents/carers, pupils, local authorities, specialist
 - providers and other external agencies required to meet the individual needs of our pupils.

2. Aims

- 2.1. To provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve in all areas including their development of knowledge, skills and understanding. To equip children for the next phase of their education, employment or training. By doing this we will raise the aspirations and expectations of all pupils, especially those with SEND.

3. Objectives

- 3.1. Identifying and providing for pupils who have special educational needs and regularly assess and review the provision that we offer.
- 3.2. To ensure that a pupil with SEND (including those with medical conditions) gets the support they need to access the School's educational provision and are able to engage as fully as practicable in the activities of the School alongside pupils who do not have a SEND
- 3.3. Having regard to the statutory guidance the SEND Code of Practice (2015), in so far as it applies to the school.
- 3.4. Operating a 'whole pupil, whole school' approach to the management and provision of support for SEND.
- 3.5. Implementing a graduated approach to meeting the needs of pupils identified as SEND Support.
- 3.6. Appointing a teacher responsible for the coordination of SEND provision (SENDCO) and ensure they have the relevant training and qualification to undertake the role.
- 3.7. Providing training, support and advice for all staff as often as is appropriate and necessary.
- 3.8. Ensuring that all students with SEND are offered full access to a broad, balanced and appropriate curriculum, that sets high expectations for every pupil whatever their prior attainment.
- 3.9. Working in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- 3.10. Taking the views, wishes and feelings of the child into account (in light of their age and understanding), and involve them as fully as possible in decision making about their own education.
- 3.11. Working collaboratively with external agencies and specialists including those from Social Care and Health.
- 3.12. Ensuring compliance with the School's Equality Act 2010 duties and making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education.
- 3.13. In conjunction with the Medical Policy, making arrangements to support pupils with medical conditions and where applicable, to have regard to statutory guidance supporting pupils with medical conditions.
- 3.14. Having regard to any other guidance issued by the United Learning Trust.

4. Role of Governors

- 4.1. Governors have an important role to play in supporting schools to manage SEND. In their advisory capacity, all Local Governing Bodies of United Learning schools must follow the guidelines as laid down in the SEND Code of Practice (2015) to:
 - Appoint a member of the LGB to advocate for the needs of pupils with SEND.
 - Challenge and support the school to use its best endeavours to make sure that a pupil with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
 - Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
 - Check that the school has designated a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCO.
 - Ensure that the school informs parents/carers when they are making special educational provision for a child.
 - Confirm that the school has prepared an SEND Information Report to confirm their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

5. Identifying Special Educational Needs

- 5.1. The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for them.
- 5.2. A pupil has a learning difficulty or disability if they:
 - 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 generally available in a mainstream school.
 - It is important to note that a pupil who has a disability may not necessarily have a specific educational need.
 - Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.
 - It is important to note that a pupil who has a disability may not necessarily have a specific educational need.
- 5.3. The SEND Code of Practice (2015) identifies four key areas of SEND:
 - Communication and Interaction
 - Cognition and Learning
 - Social, emotional and mental health
 - Sensory and/or physical
- 5.4. These four broad areas give an overview of the range of needs that are planned for but we identify the needs of the whole pupil in order to establish what provision is required to meet their need, not just by the category in which they are placed. Queen's Manor Primary School will consider pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.
- 5.5. Queen's Manor Primary School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed that SEND provision is being made for their child.
- 5.6. The progress made by all pupils is regularly monitored and reviewed as part of high quality, differentiated teaching. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents as and when appropriate, for example at parents' evening.
- 5.7. Where concerns are raised about a pupil's progress, despite support and high quality teaching, the class teacher will seek advice from the SENCO. They will then assess if a pupil has a significant learning difficulty and agree appropriate support.
- 5.8. Where a pupil is identified as having SEN, the SENCO and the class teacher will take action to support effective learning by removing any barriers and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.
- 5.9. The school will notify the parents immediately that SEN Support is being offered and share with them the provision that is being put in place. This will be reviewed termly (three times per year) with the parents, the child and teacher at Pupil Progress Meetings.

6. The Graduated Approach to SEND

- 6.1. **Assess:** In identifying a pupil as needing SEND support the class teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on:
- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
 - the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.
- 6.2. This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.
- 6.3. **Plan:** Parents/carers, with their child, will meet with the class teacher and the SENDCO to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced. The date for review will depend on the level of need present but will be a least once per term.
- 6.4. The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate.
- 6.5. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- 6.6. **Do:** The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- 6.7. The SENDCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- 6.8. **Review:** The review will take place on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- 6.9. Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- 6.10. This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil.
- 6.11. Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.
- 6.12. When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and adapted teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEND register.
- 6.13. The school recognises that some pupils with a SEND may have a disability and the School will do all that is reasonable in order to meet the needs of pupils with disabilities.

7. SEND Provision

- 7.1. The provision offered to pupils requiring SEND Support will differ from pupil to pupil. They may include:
- an individual learning programme
 - evidence based interventions
 - additional support from another adult
 - different materials, resources or equipment
 - working within a small group
 - use of alternative technologies
 - peer-to-peer support
 - personal care support
 - access to a nurture room

8. Statutory Assessment of Needs (EHC)

- 8.1. A small number of pupils whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. Queen's Manor Primary School will follow their local authority's guidance for this process and involve parents/carers and the child from the beginning.
- 8.2. If the local authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.
- 8.3. Where a prospective pupil has an EHC Plan, the School will consult with the parents and the local authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School.
- 8.4. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the local authority if the local authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010.

9. Monitoring and Evaluation of SEND

- 9.1. Regular monitoring of the quality of provision for all pupils, including those with SEND and/or disabilities, follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate review and to meet pupil needs.
- 9.2. Review meetings take place termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken, as set out in this policy.

10. Supporting Pupils and Families

- 10.1. We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities.
- 10.2. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.
- 10.3. In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.
- 10.4. At Queen's Manor Primary School, we endeavour to support parents/carers so that they can:
- Feel fully supported and taken seriously should they raise a concern about their child.
 - Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
 - Understand procedures and documentation.
 - Make their views known about how their child is educated.

- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Parents/carers of a child with SEND support will have the opportunity to meet with the class teacher at least 3 times a year formally. The SENDCo is happy to meet with parents/carers, a booking can be made directly with the SENDCo via email: inclusion@queensmanorprimary.org.uk or through the school office.

More information about the support offered to parents/carers from our local authority can be found within their Local Offer, <https://beta.lbhf.gov.uk/send-local-offer>

11. Looked After Children

- 11.1. When a child is LAC, the carers are accorded the same rights and responsibilities as parents.

12. Pupil Voice

- 12.1. We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils can share their views in several different ways (appropriate to age and ability).
- 12.2. These views are welcome at any time but are specifically sought as part of their annual review, as part of their review meetings and at the end of a targeted intervention. We ask pupils to contribute to the setting of their own targets.

13. Partnership with External Agencies

- 13.1. The school is supported by a wide range of different agencies and teams. The school's SEND Information report details which agencies the school has worked with in the last 12 months. This report can be found on the school website and is updated annually.

14. Roles and Responsibilities

- 14.1. Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENDCO, all members of staff have important responsibilities.

15. Governing Body:

- 15.1. The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:
- Use their best endeavours to make sure that a pupil with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
 - Ensure that children and young people with SEND engage in the activities in school alongside pupils who do not have SEND.
 - Designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCO.
 - Inform parents/carers when they are making special educational provision for a child.
 - Prepare an SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

16. The Principal/Headteacher

- 16.1. The Principal/Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Head teacher will keep the Governing Body fully informed on Special Educational Needs issues. The Head teacher will work closely with the SENDCO and the Governor with responsibility for SEND.
- 16.2. In collaboration with the Principal/Headteacher and governing body, the SENDCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

17. The SENDCO

- 17.1. The SENDCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENDCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs.
- 17.2. Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENDCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.
- 17.3. The SENDCO liaises and collaborates with class teachers so that learning for all children is given equal priority. The principle responsibilities for the SENDCO include:
- Overseeing the day-to-day operation of the SEND policy.
 - Co-ordinating provision for SEND pupils and reporting on progress.
 - Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review.
 - Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs.
 - Monitoring relevant SEND CPD for all staff.
 - Managing the Inclusion team.
 - Overseeing the records of all pupils with special educational needs and ensuring they are up to date.
 - Liaising with parents/carers of children with special educational needs.
 - Contributing to the in-service training of staff.
 - Being a point of contact with external agencies, especially the local authority and its support services.
 - Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
 - Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
 - Monitoring the impact of interventions provided for pupils with SEND.
 - To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
 - Working with the Head teacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.

18. All Teaching and Non-Teaching Staff

- 18.1. All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- 18.2. Class teachers are fully involved in providing high quality teaching, adapted for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- 18.3. Class teachers are responsible for the progress and development of all pupils including those with SEND.
- 18.4. Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs to remove potential barriers to learning. This process should include working with the SENDCO to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- 18.5. Class teachers will ensure that any pupil on SEND Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson.
- 18.6. Teaching assistants will liaise with the class teacher and SENDCO on planning, on pupil response and on progress to contribute effectively to the graduated response.

19. Training and Development

- 19.1. Training needs are identified in response to the needs of all pupils. We have a number of staff with specific training in delivering speech and language and occupational therapy programs, phonics and maths interventions.
- 19.2. The whole school attends training sessions led by the SENDCO throughout the year, who also offers optional training in specific areas of needs through twilight and drop in sessions.
- 19.3. All members of teaching staff discuss the progress of all pupils and the support and provision that is being offered to them through their subject lead. The SENCo is involved in these conversations if the progress of a student with SEND is not in line with expectations.
- 19.4. The school offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance.

20. Funding

- 20.1. Funding to support the majority of SEND pupils in mainstream schools is delegated to the school's budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget.
- 20.2. Where the school is not able to meet the needs of a pupil from its budget we will seek "top-up" funding from the local authority. Where a pupil is in receipt of additional funding allocated via an EHC plan the school will use its best endeavours to ensure it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHC plan.

21. Storing and Managing Information

- 21.1. The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of a Learning Support Action Plan / Pupil Passports. This is drawn up in consultation with the pupil's teacher, the SENDCO, the pupil and their parents and kept on the school's information system – CPOMs, Be Squared and Provision Map.
- 21.2. The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.
- 21.3. Pupil records and SEND information may be shared on a "need to know" basis with relevant staff working closely with SEND pupils to enable them to better meet the individual pupil's needs.
- 21.4. Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual pupil's needs. Pupil SEND files are kept in a locked filing cabinet and all electronic information is stored on the school system in compliance with our School Systems and Data Storage Policy.

22. Complaints

- 22.1. In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.
- 22.2. If there continues to be disagreement about SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal.
- 22.3. Parents/carers have the right to appeal certain decisions about their child's special needs made by their Local Authority. Such an appeal is made to the SEND Tribunal.

23. Admissions

23.1. No pupil will be refused admission to school because of a special educational need. In line with the Equality Act 2010 we will not discriminate against children with a disability, in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

24. Transition Arrangements

24.1. Support for pupils with SEND includes the planning and preparation at key transitional phases of education. For students arriving at Queen's Manor Primary School, we have a comprehensive package of transitional support that is put in. This includes:

- Transition days
- Visits between SENDCOs
- Parent Tours
- Workshops for parents and pupils
- School Passport

25. Access Arrangements

25.1. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At Queen's Manor Primary School we do our best to ensure that those pupils who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working. The SENCO works closely with all teaching staff in completing the application to the awarding bodies.

25.2. This policy will be reviewed annually. It will be monitored by the SENCO and updated and revised if necessary during the annual cycle.

Owner	Secondary Improvement Team and Primary Team
Department responsible	Secondary Improvement Team and Primary Team
United Learning Independent Schools/Academies/Both	Academies
Reviewed	October 2023
Date Authorised	October 2023
Review Date	October 2024