



# **Special Educational Needs Policy**

## Overview

At Richard Cobden School we support and value the abilities of all our pupils. We see them as individuals and aim to provide equal opportunities for every child in our care, within a safe and supportive learning environment. Children with special educational needs may require special or different provision to be made so that they can reach their full potential.

A child has special educational needs if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age or,
- b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school within the area of the local authority, and is under compulsory school age, and falls within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must **not** be regarded as having a learning difficulty solely because the language or form of language spoken in their home is different from the language in which they will be taught.

For children aged two years or older, special educational provision means provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the Local Authority, other than special schools, in the area.

Richard Cobden School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes. We have high expectations of all our children. We want the children in our school to feel that they are a valued part of our school family.

We are committed to inclusion within the school curriculum and participation in all aspects of school life. This policy ensures that curriculum planning and assessment for children with SEND/LDD takes account of the type and extent of the difficulty they experience.

The school follows the national guidance on Special Educational Needs (SEN) and Learning Difficulties and Disabilities (LDD), which is set out in the revised SEN Code of Practice (January 2015). We follow Camden LA guidance on identification of pupils with special educational needs and disabilities. We take account of the definition of disability as defined in the Equality Act 2010.

## 1. Aims

Our aims as a school are to remove barriers to children's learning and progress by:

- early identification of pupils with SEND/LDD through gathering information from parents, education, health and care services and previous early years settings
- monitoring the progress of all pupils in order to aid the identification of pupils with SEND/LDD
- ensuring that pupils with SEND have full access to the National Curriculum
- working with parents/carers to gain a better understanding of their child, and involve them in all stages of their child's education
- working with external agencies when pupils' needs cannot be met by the school alone
- creating a school environment where pupils feel safe to voice their opinions and express themselves

## 2. Areas of Need

### Definition of Special Educational Needs

A child at Richard Cobden Primary school is defined as having special educational needs when his/her learning requires support above and beyond that normally provided in classrooms.

The SEN Code of Practice describes four areas of need. We recognise that some children will experience learning needs in more than one area.

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

## 3. The Objectives of our SEN Policy

The objectives of this policy are:

- To help promote an inclusive 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 by all relevant members of staff working in the school
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To enable all children to have full access to all elements of the school curriculum and enrichment activities
- To ensure that all children experience a broad and balanced curriculum and make the maximum progress in the key areas of Reading, Writing and Numeracy
- To ensure that parents are able to play their part in supporting their child's education and independence and are fully involved in any decisions
- To ensure that our children have a voice in this process

This policy fully reflects the new SEND Code of Practice (January 2015)

## 4. How the Governing Body (GB) will evaluate the Quality of the SEN Provision

- The GB receives regular information through governor's meetings and the headteacher's reports. The impact of the school's provision for pupils with SEND needs is evaluated through autumn term data analysis. This is reported to governors where robust questions are asked to ensure the needs of SEND pupil are being met.
- Reviewing and evaluating progress on Inclusion (SEND/ LDD) matters against School Improvement Plan priorities and contributing to the identification of emerging priorities for further development.

- Supporting the Senior Leadership Team, including the Inclusion Leader, monitoring, evaluation, SEND/LDD provision.
- The GB will celebrate where the school is successful and work with school leaders to set out how and what we will improve.
- Governors with responsibility for SEND/LDD will monitor and collect information about the school's provision for children with SEND in a variety of ways, including:
  - Being a member of the Curriculum and Standards Committee where the attainment and progress of all pupils, including SEND/LDD, is analysed and where provision is planned and monitored.
  - Meeting regularly with the Inclusion Manager to review action towards meeting the SEND school improvement priorities and reporting on this to the Curriculum and Standards Committee.
  - Visit classes during the school day to talk to SEND pupils and see the impact of the school's provision on these pupils.
  - Holding discussion with members of staff and parents/carers.
  - Supporting the school with any LA reviews of SEND/LDD and in implementing any recommendations.
  - With the Curriculum and Standards Committee, supporting school leaders in their evaluation of SEND/LDD provision using the school's Self Evaluation Framework (SEF).
  - With the Curriculum and Standards Committee, reviewing data on children with SEND/LDD – for example, the number of children on the SEN Register; the progress and standards achieved by pupils with SEND/LDD, exclusions, progress, attainment and attendance.

## **5. Admission and Induction Arrangements for Children with SEND/LDD (Including those with Education, Health and Care Plans).**

We welcome children with SEND/LDD into our school. We follow Camden LA guidelines on admissions of children with SEND/ LDD.

Richard Cobden Primary admission arrangements for children with SEND/LDD include the following:

- The Inclusion Leader/SENDSCO gathers information from the parents/carers and all the outside agencies that are involved with the child's care, (including early years' providers) involved with the child.
- The Inclusion Leader/SENDSCO and Headteacher make appropriate admission arrangements for the child. These may include visiting the child in his/her previous school/ setting, providing the child with visual information about Richard Cobden School, arranging for the child to visit Richard Cobden School prior to starting.
- The SENDSCO meets with parents/carers to plan for and agree a transition plan appropriate for that individual child, taking into account their special needs. This is reviewed frequently throughout the transition period by the appropriate adults involved. Changes may be made to the initial plan as the settling in process continues.

In addition to these arrangements, children with SEND/LDD enrolling into the Nursery or Reception Year can:

- Make additional visits to the classroom and the school
- Start school in the earliest admission group so that it is easier for them to get used to the school day.

We are committed to working in partnership with parents/carers to ensure a smooth start to their child's time with us.

## 6. Specialist Provision for Disabled Pupils

We are committed to the LA's policy of inclusion and to meeting the needs of all our pupils. Our school continues to review and plan for reasonable adaptations to meet the needs of pupils with mobility difficulties: ramp access, accessible toilet facilities, modifications to the handrail, appropriate changing table, outside door fitted to some classrooms and accessible modification to doorways, and we make changes to our day to day procedures to help our children be included.

Whilst we are not yet a fully accessible school, we are working closely with the local authority to meet the challenge of adapting our Victorian building to increase accessibility through any reasonable measures possible. We work closely with appropriate professionals to seek advice on the most appropriate actions to take to meet our aims.

## 7. How we Organise Provision for Children with SEN

All members of the school community share responsibility for the quality of provision for all children including those with SEND/LDD. However, some members of staff have specific roles and responsibilities in this area.

The Inclusion Leader/ SENDCO is responsible for co-ordinating the provision of Special Educational Needs.

The Inclusion Leader/ SENDCO, together with the Leadership Team, are responsible for the day-to-day implementation of the SEND Policy.

### **The Inclusion Leader/ SENDCO's main responsibilities include:**

- Working in partnership with parents/ carers regarding their child's Special Educational Needs and how best to meet these needs.
- Supporting staff in developing knowledge, skills and confidence to increase the inclusion of children in the classroom.
- Ensuring Special Needs Records are relevant, reviewed and kept up to date.
- Working in partnership with outside agencies.

- Linking the work of specialist services with class work.
- Managing, developing and evaluating the intervention programmes by:
  - Placing children on appropriate intervention programmes in consultation with parents/ carers and the class teachers based on findings from the Pupil Review Meetings (PRM's), SEND Review Meetings.
  - Supporting and training Teaching Assistants (TAs) to deliver intervention programmes.
  - Tracking the progress of children on Intervention Programmes
  - Assessment and observation of individual children in order to put appropriate provision in place.
- Managing individual, group support or in-class support to some children, where appropriate including those with emotional and behavioural difficulties.
- Working with class teachers and Teaching Assistants to ensure that the advice from specialist and external services is implemented.
- Ensuring that termly Provision Maps reflect group and one to one interventions and are communicated with members of staff.
- Working with local authority colleagues to develop assessment procedures for SEND pupils.

**The class teachers' main responsibilities include:**

- The teaching and learning of all pupils;
- The day-to-day management and direct supervision of the TAs working within the class. This includes managing daily and weekly planning meetings and meetings where information about a child's learning, progress and well-being are shared;
- Joint planning and assessment of pupils with SEND/LDD;
- Sufficient differentiation tailored to children's needs;
- Monitoring of children's progress in partnership with the Inclusion Leader/SENDSCO
- Communicating clearly with SLT and the Inclusion Leader about a child's progress, for example at Pupil Review Meetings (PRM's)/SEND Review Meetings.
- Feedback to the Parents and Carers/SLT/Inclusion Leader on the progress of children.

Learning Support Assistants (LSAs) support individual pupils and groups with identified needs. Teaching Assistants (TA's) support groups with identified needs or run small group programmes. At Pupil Review Meetings (PRMs) we identify needs and plan interventions and allocation of resources.

The LSA's/TA's responsibilities include:

- Providing additional support for children who hold an Education, Health and Care Plan.
- Supporting individual children to engage in all activities alongside their peers (supporting differentiation)
- Supporting children with any physical/ personal care needs they may have e.g. toileting

- Implementing a range of interventions with appropriate training, preparation, monitoring and planning.
- Keeping records of support/interventions
- Feeding back to the class teacher/Inclusion Manager/ SENCO on the progress of support/interventions
- Supporting independent learning

## 8. How we Identify, Assess and Plan Support for Children with SEND/LDD

At Richard Cobden School we cater for differently achieving groups and different needs through careful planning.

Early identification of SEND is imperative. Where the school has concerns, or a parent/carer raises concerns, that a child may have special educational needs, an assessment process will commence. There will be on-going discussion with parents/carers throughout the process.

The Code of Practice, January 2015 states that there should be a graduated approach with four stages of action: assess, plan, do and review.

We record all pupils' progress as part of our monitoring and assessment practices. These include making observations, using the Early Years Foundation Stage Profile for all children in our Reception classes and termly tracking. Class teachers communicate any concerns early on with parents/ carers.

If concerns remain, class teachers consult the Inclusion Leader/ SENDCO and we may place pupils on the SEND/LDD list using the school's criteria, which are based on the LA revised criteria. We will always involve parents/carers in this decision. For children on the SEND/LDD list we will take targeted action, additional to or different from what is normally provided as part of the schools' differentiated curriculum.

The Provision Map outlines the provision we make and shows how we respond to individual children's needs.

We start an Individual Education Plan as soon as a child is identified as have SEND needs and we inform parents/carers about the child's targets and the additional or different support they will have to meet their needs.

With the Senior Leadership Team, the Inclusion Leader/SENDCO monitors the progress of pupils for whom the school is making SEND provision each term in partnership with parents/ carers and the pupil. At this meeting, we review current targets and provision and agree new targets and strategies.

We are committed to seeking the views of our SEND/LDD pupils throughout this process.

Provision for SEND/LDD pupils will be reviewed regularly to ensure the planned provision is effectively addressing the pupil's needs.

If needs indicate it appropriate, the SENDCO will make a referral for further assessment to an additional agency. This means that a child may be assessed by a particular group of professionals, for example an occupational therapist or speech and language therapist.

If we feel that the child is making adequate progress, he or she may no longer need to receive SEND provision. We consider a child to have made adequate progress when s/he no longer meets the Camden Criteria for SEND/LDD. We will record this discussion in the SEND Records and we will keep these SEND Records for reference in the pupil's office file and pass them on when he or she transfers to another school.

If the pupil is not making adequate progress in spite of the provision, the Inclusion Leader/SENDSCO may seek outside advice and/or assessment from relevant agencies. Children who receive additional support through this process will be moved on Specialist Provision on the SEND list. For a small minority of pupils this may eventually lead to a request to the Local Authority for an Education, Health and Care Plan (EHC plan). (See Revised SEN Local Authority criteria for EHC plan assessment available from the Inclusion Leader/ SENDSCO).

The school takes great care over the identification and assessment of children whose first language is not English. We do not assume that lack of progress in English means that a child has a special educational need. However, we are aware that for some children, slow progress may be a result of a special educational need.

The school receives funding for pupils with SEND/LDD from the Local Authority based on factors such as the percentage of children receiving free school meals and the general level of attainment in the schools. In addition, the school is committed to using its general and personalisation budget to support children with SEND/ LDD.

We seek to meet the needs of all children on the SEND/LDD list from within our allocated resources. The school requests Statutory Assessment for any child we believe has 'exceptional and complex needs' according to the Local Authority criteria. We do this after we have tried a variety of interventions to support their progress.

## **9. Taking Account of the Views of Pupils**

We actively involve pupils in making decisions about their learning and support (e.g. helping with planning targets and giving their feedback on the progress they feel they are making towards their personal targets). Their views are taken account of in the target setting meetings and these targets are communicated in language that is accessible to them; to achieve their targets, they need to understand them.

We also support children to contribute their views during completion of Individual Education Plans (where appropriate), when completing an Education Assessment Advice request (Application B) and during Annual reviews. This helps our pupils understand why different specialist agencies and services are involved in their educational provision and it enables them to have a better understanding of their different roles (e.g. Educational Psychologist, Speech and Language Therapists, Occupational Therapists, Medical Professionals, Social Services).

Pupils are openly encouraged to talk to adults about their learning, their worries and their aspirations. There is a culture of active listening amongst staff. This enables us to be aware of pupils' views, concerns and needs on an ongoing basis. Staff share information appropriately so that the needs and views of pupils are taken account of.

The views of SEND/LDD pupils are also reported by the Inclusion Leader/SENDSCO to Leadership Team so that these can be taken account of in planning.

## 10. How we support SEN children

We have a graduated response to meeting children's needs, using four levels.

<b>School SEND/LDD Provision</b>				
Level 1 - Universal Provision	Level 2 – Targeted Provision	Level 3 – Specialist Provision		Level 4 – Education, Health & Care Plan or Exceptional Needs Grant funding (ENG)
		Tier 1	Tier 2	
<p><b>Provision of high quality inclusive lessons for all children to meet the range of needs in the class. This will be well planned in light of accurate assessment for learning. The classroom will be well managed, organised and resourced.</b></p> <p><b>This will include, but is not limited to, some of the following:</b></p> <p><b>Cognition and Learning</b></p> <p>Differentiated curriculum</p> <p>Differentiated teaching</p>	<p><b>Some children require targeted support to meet additional SEND needs as a result of them operating below their age related expectations.</b></p> <p><b>This will include, but is not limited to, some of the following:</b></p> <p><b>Cognition and Learning</b></p> <p>Additional Literacy Group Interventions e.g.</p>	<p><b>Some children require Specialist teaching support to meet additional SEND needs as a result of them operating significantly below their age related expectations.</b></p> <p><b>This will include, but is not limited to, some of the following:</b></p> <p><b>Cognition and Learning</b></p> <p>Additional Literacy</p>	<p><b>Some children require intensive Specialist teaching support to meet additional SEND needs as a result of them operating significantly below their age related expectations.</b></p> <p><b>This will include, but is not limited to, some of the following:</b></p> <p><b>Cognition and Learning</b></p> <p>One-to-one Literacy sessions with a specialist SEND teacher e.g. pre teaching of specific</p>	<p><b>An EHC plan identifies the statutory provision that the child must receive according to the views of parents and professionals involved.</b></p>

Differentiated outcome	Word Aware (small group)	sessions with a specialist SEND teacher e.g. Word Aware (small group)	vocabulary	
Increased visual aids			One-to-one Mathematics sessions with a specialist SEND teacher	
Visual support resources	Additional Mathematics Group			
Visual timetables	Interventions	Additional Mathematics sessions with a specialist SEND teacher	One-to-one phonics teaching with a specialist SEND teacher	
Scaffold activities, such as use of writing frames	Supported Reading			
Learning walls	Supported Writing			
Practical Learning resources	Maths Extension Reinforcement maths session	Additional phonics/whole word reading teaching with a specialist SEND teacher	A child's Individual Education Plan is usually informed by additional agency professionals at this level, e.g. speech therapy recommendations, Educational Psychologist's advised learning strategies.	
Word Aware	Book Club			
	Reading/Spelling support			
	Phonic Group			
	Literacy Booster Group			
	Maths Booster Group			
<b>Communication and Interaction</b>	<b>Communication and Interaction</b>	<b>Communication and Interaction</b>	<b>Communication and Interaction</b>	
Flexible teaching arrangements	Language groups	Group sessions with a SLT	One-to-one session with a speech and language therapist or language and communication teacher or specialist SEND teacher	
Structured school and class routines	Early Talk Boost			
Differentiated curriculum delivery	Talk Boost	Language and Communication Group with a Learning Mentor		
Differentiated outcomes				
Increased visual aids				
Visual time tables				
Use of symbols, Makaton signing				
Communication in print				

<p>Grouping</p> <p><b>Social, Mental and Emotional Health</b></p> <p>Whole school and class reward system</p> <p>Whole school/class rules</p> <p>Whole school policy for behaviour</p> <p>Clear expectations</p> <p>Circle time as part of citizenship</p> <p>Buddy System</p> <p>Cooperative learning tasks</p> <p>Modelling positive relationship</p> <p>Building learning power by developing disposition, habits and attitudes for learning how to learn (RESILIENCE, REFLECTIVENESS, RESOURCEFULNESS, RECIPROCITY)</p>	<p><b>Social, Mental and Emotional Health</b></p> <p>Transition Group</p> <p>Social development</p> <p>Start of the day settling support</p> <p>Individual reward system</p>	<p><b>Social, Mental and Emotional Health</b></p> <p>Learning Mentor (SEBD)</p> <p>Circle of Friends group</p> <p>Resilience Club</p> <p>Games Club</p>	<p><b>Social, Mental and Emotional Health</b></p> <p>Primary Learning Support Services (PLSS)</p> <p>Elfrida Rathbone Camden (ERC)</p> <p>MOSAIC – provided by LA</p> <p>CAMHS – provided by LA</p> <p>Tavistock Centre-NHS Foundation Trust</p>	
<p><b>Sensory and Physical</b></p> <p>Flexible teaching arrangements</p> <p>Teacher awareness of S&amp;P Impairment</p> <p>Availability of resources e.g. writing slopes,</p> <p>Move and sit cushions, easy grip pencils, fidgets,</p> <p>Brain breaks, Sensory boxes, Occupational</p>	<p><b>Sensory and Physical</b></p> <p>Occupational Therapy group</p> <p>Fine Motor skill development</p> <p>Occupational Therapy Resources</p> <p>Trips and experiential</p>	<p><b>Sensory and Physical</b></p> <p>Group sessions with an Occupational Therapist</p> <p>NESSY Fingers led by SEND Teacher</p> <p>Handwriting without Tears led by SEND</p>	<p><b>Sensory and Physical</b></p> <p>One-to-one session with an Occupational Therapist</p> <p>As required, advice and intervention from:</p> <ul style="list-style-type: none"> <li>• Deaf advisory service</li> <li>• Physiotherapist</li> <li>• PLSS</li> </ul>	

Therapy Resources	learning	Teacher	Elfrida Rathbone Camden (ERC)	
Specialist sensory impairment equipment e.g. hearing support technology	NESSY Fingers Handwriting without Tears			
Trips and experiential learning				
Practical Learning resources				

We make sure that additional agency professionals, the Inclusion Leader/SENCO, the parent, the pupil, the class teacher and the support staff are involved when creating and reviewing a child's Individual Education Plan (IEP).

Through this varied provision and with high expectations, we aim to maximise progress of each child, whatever their starting point.

## 11. How we train our Teaching and Support Staff on SEN matters

We understand the importance of ensuring staff are well trained to effectively meet the needs of SEND/LDD pupils. We provide staff with a wide range of professional development.

Through Performance Management meetings, the training needs of the school's staff are identified; all staff discuss their individual training needs at Performance Management review meetings annually. In addition, school improvement priorities are identified through the school's rigorous monitoring processes. It is through these processes that our professional development is planned and provided for.

All school staff who work directly with a child with Special Educational Needs attends relevant training. The Inclusion Leader/SENDSCO meets with the SEND teachers and the learning support assistants. There are regular SEN training sessions for all staff. The Inclusion Leader/SENDSCO is available for support and advice during the school day.

The Senior Leadership team and Inclusion Leader/SENDSCO may identify external training/courses that staff should attend, responding to current needs and to develop capacity. These are run by the Local Authority, Swiss Cottage Special School, Robson House or by SENJIT.

The school's training provision for SEND/LDD focuses on the different areas of SEND/LDD need outlined above. Professional development provided to support these areas include:

- Building Learning Power
- Lesson Study
- Circle of Friends
- Language and Communication Skills Development
- Supported Reading Training

- Supported Writing Training
- Talking Partners
- Reading Recovery
- Letters and Sounds Training
- Precision Teaching
- Handwriting without Tears
- EpiPen Training
- Diabetes Management Training
- Epilepsy Awareness Training
- Autism Awareness
- Dyslexia Action
- We take full advantage of support/training offered by Robson House, Language & Communication, Occupational Therapists or our allocated Educational Psychologist.
- Team teach training for the named member of staff
- Behaviour management training for all staff focussing on positive behaviour management and de-escalation strategies in order to rule out the need for restraint and restrictive intervention in the vast majority of cases. This is in line with the 'Reducing the need for Restraint and Restrictive Intervention' guidance (June 2019)

We source additional, external training to address any specific needs as they emerge, if they are not already provided through our current professional development providers.

## 12. Parent/Carer Partnership

**To achieve the best for your child, it is vital that the school and parents/carers work in partnership.**

### **We support this by**

- Listening to parents/carers and sharing the knowledge they have of their children
- Providing support for children's learning and personal development at home
- Involving parents/carers in reviewing their child's progress and target setting
- Helping parents/ carers to get independent advice e.g. SENDIASS
- Communicating frequently on their children's progress, well-being, success and needs.
- Informing parents of additional training/support programmes which are available to them and relevant to their child's needs
- Providing training courses and workshops to help parents/carers support their child's learning at home. This provision is made available through our on-site Family Learning centre.
- Through our Learning Centre we sign post other services that are helpful to parents/carers

The school has strong communication links with parents/carers of pupils with special educational needs. We value the involvement and contribution of parents/carers. We encourage parents/carers to share their views within parent/carers meetings, Team around the Family meetings (multi-disciplinary review meetings) and in Annual Reviews. Parents are able to meet with the SENDCO at any time throughout the school term.

The SENDCO and leadership team are available before and after school for parents who want a quick chat. The SENDCO maintains regular contact with parents, particularly those with more complex needs by catching up with them frequently in the playground in addition to pre-arranged meetings. This enable continuous flow of information between home and school and strengthens the partnership.

To offer additional support, the school has links with family support workers, with Families in Focus, the education welfare officer, KIDS and SEDIASS, who work closely and explain policies to parents/carers. Parents/carers of pupils with SEND/LDD can approach school staff to discuss the progress of their children and to seek information and advice.

We help parents/carers to make a positive contribution to the education of their children through:

- A systematic effort to support parents/ carers at periods of transition, by clearly explaining all the procedures, paying visits to new settings (internal or external), having interviews with newcomers and making sure that all needs are communicated effectively so that they can be followed up successfully. There is a detailed transition policy that the school is using focusing on curriculum continuity and involvement of parents/carers and children in meeting individual learning goals.
- Good communication including telephone and face to face conversations, Annual Review meetings and school reports. We believe that it is also the day-to-day informal discussions with parents/carers that build the relationships that are vital to close partnership working. We will meet with parents/carers to discuss any questions and/or concerns that they may have about their children's education in our schools.

### **Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND/LDD pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND/LDD provision within our school.

The following services will be involved as and when is necessary:

- Early Years Intervention Team.
- Primary Learning Support Services and outreach
- Camden Language and Communication Service (Speech and Language Therapy and Language and Communication Teachers)
- Educational Psychology
- MOSAIC
- Early Years Speech & Language Service
- Occupational Therapy
- Camden Inclusion Team
- Child and Adolescent Mental Health Services (CAMHS)/Open Minded
- Elfrida Rathbone
- KIDS
- SENDIASS

We have a clearly outlined process for any parents/carers with a concern/complaint about SEN provision (see appendix).

### **13. Working with Specialist Services**

#### **The school works successfully with many external agencies:**

- The EP meets regularly with the Inclusion Leader/SENDSCO and periodically with the Headteacher/Deputy Headteacher) to agree a programme of support for the children. Sometimes this will involve statutory assessment work and participation in assessments and reviews for children with statements. We make use of the skills of the EP in other ways too, including a surgery for teachers, Video Interactive Guidance (VIG) programmes and staff training needs.
- The Local Authority's Language and Communication team include Language and Communication teachers and Speech and Language Therapists. They visit schools, assess children who have been referred, consult with parents/carers, train teaching assistants and advise the Inclusion Leader/SENDSCO. The Speech and Language therapist works with individual children who have been allocated time as outlined in their EHC plan.
- The Occupational Therapists visit schools, assess children who have been referred, consult with parents/carers, train teaching assistants and advise the Inclusion Leader/SENDSCO. They may teach individual children who have been allocated time as outlined in their EHC plan or support individuals or small groups of children. They will also provide training for staff.
- The Outreach teacher from Primary Learning Support Services works with children in groups or in class to model appropriate strategies for improving learning.

There are also links and collaboration with the following agencies that make a strong contribution to the efforts of the school to create a happy and purposeful environment for all:

- Family support worker and EWO providing attendance support
- Health Services, particularly through the school nursing services and Healthy Lifestyle service
- Camden Adult Learning Services, through the Learning Centre

### **14. Transitions into Secondary Education**

Children from Richard Cobden School move on to a variety of secondary schools that are closely linked with the school.

When children with statements transfer to Secondary School or to a Special school the Inclusion Leader/ SENDSCO and Year 6 teacher invite the SENDSCO of the receiving school to visit Richard Cobden to meet the child. They are also invited to attend their Annual Reviews. We pass on all the SEND/LDD profiles to the receiving school. If appropriate some children may make several visits to their new school with their TA or Learning Mentor as part of an individual transition plan.

Children with special educational needs who do not have statements meet the Y7 transition teacher of their new school. The class teacher or Inclusion Manager/ SENDSCO will discuss the child's particular needs with this teacher. We pass on all the SEND profiles to the receiving school.

All Year 6 children have transition visits to local secondary schools.

## 15. Transitions between Phases

There are a number of measures in place that support a smooth transfer of all children to the next school year. In addition to these, we have the following measures for children with SEND/LDD;

- Inclusion meetings that take place at the beginning and end of the school year
- The Inclusion Leader/SEND/CO ensures that we pass on all records to the next class teacher and that he or she is fully aware of the child's needs.
- During Autumn, Spring and Summer terms in Pupil Review Meetings/SEN review Meetings SEND/LDD pupils are discussed in detail to ensure continuity of provision.
- At the hand-over meeting in the Summer term, the class teacher shares detailed information with the new class teacher using an Inclusion check list.
- We share behaviour support plans for Social Emotional and Mental Health (SEMH) with class teachers and others as appropriate
- At the beginning of the new academic year, provision for the child is reviewed in a meeting between the new teacher and the inclusion team. Individual Education Plans are drawn up to ensure children's needs are targeted, the resources outlined in the Individual Education Plan. For pupils with a Statement of SEN/EHCP, their plans incorporate the specific targets and requirements as set out in the Statement of SEN/EHCP. These are monitored and reviewed through the processes outlined in this policy.
- We put in place additional strategies for individual children e.g. extra visits to the new classroom, photo books, buddying with older child/sibling/learning mentor support.
- Use of social stories for within school transitions-change of teacher or TA etc. during the year (especially for children who work one-to-one with adults)

When a child transfers to another primary school we pass on the SEND profiles and the Inclusion Leader/SEND/CO may speak to the teacher with responsibility for SEND/LDD at the new school.

## 16. Partnerships with Child Health Services, Social Services and Education Welfare Services and Community Organisations

Our school nurse is in contact with the Inclusion Leader/SEND/CO and the Head teacher. She visits the school to keep informed and to screen any children who need to be seen (e.g. for sight or hearing tests).

The Educational Welfare Officer and Assistant Headteacher are in regular contact to monitor attendance and punctuality. Visits to parents/carers are made by the Education Welfare Officer where necessary.

The Child and Adolescent Mental Health Service (CAMHS) provide appropriate assessment and support for children and families who have particular emotional and behavioural difficulties in their

daily lives. This work takes place away from school and is accessed through using the E-CAF referral and assessment system or the child's/parent's GP.

When families require additional support, a referral can be made to Safeguarding and Social Care.

## 17. Monitoring

The Senior Leadership Team and Inclusion Leader/SENDCO will monitor the effectiveness of the policy on a day-to-day basis and through the school's monitoring and evaluation processes. The school Governor with responsibility for Special Educational Needs has a responsibility to oversee the implementation of the policy. The Governing body report on the effectiveness of the policy.

The policy is the basis of the Inclusion strand in our School Improvement Plan. The school regularly reviews the programme of monitoring and evaluation of SEND provision. The school is continually finding ways to develop provision and measure effectiveness. There is a continual focus on the quality of teaching and learning, pupils' work and attainment, the curriculum, developing assessment procedures, pupil welfare and well-being, resources, the school building and learning environment.

## 18. Complaints

It is always best to try to resolve concerns amicably and this is what invariably happens, either through the teacher or Inclusion Leader/SENDCO. We make ourselves as accessible as possible and are always glad to chat informally at the beginning or end of the day. Alternatively, we are happy to make an appointment for a more formal meeting; parents/carers are welcome to bring a family member, a person acting as their advocate or translator if required.

The school does have a formal procedure for making complaints. A copy can be obtained from the school office or from the school website.

Effective From	July 2019
Review Date	July 2021

## APPENDICES APPENDIX 1

### **School's Identification of Special Needs for SEN-Targeted Provision and SEN-Specialist Provision.**

**Please also refer to Camden's Guidance Criteria for pupils with Special Educational Needs as outlined below,**

“Special educational needs (SEN) is a term that is used to describe the needs of children who have a learning difficulty or disability that needs more provision to be made for them than most other children of the same age. Camden schools often use the term ‘SEND’ to include disabilities as well.

There are no specific levels of progress or level of difficulty that determine whether or not a child or young person has special educational needs.

Children and young people making less than expected progress can be characterised by progress which:

- 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.”

### **Considerations for placing a child at SEND/LDD-Targeted Provision, Level 2.**

A child would only be considered for SEND/LDD-Targeted Provision:

If it can be demonstrated that they are not making satisfactory progress in spite of the inclusive measures in place and after receiving appropriate provision. A child will not be regarded as having Special Needs solely because the language or form of language of the home is different from the language in which they are taught.

The child would be operating below the expected national standard of the previous year for KS1 and below the expected national standard by two years in KS2 in one core subject

And the child exhibits at least one of the following:

Speech and Language difficulties as assessed by a Speech Therapist

Inability to focus and attend in class

Significant gross and fine motor difficulty

Significant other physical or medical difficulties

Significant behaviour difficulties that affect the child's progress

Significant discrepancy in the child's NVR score and their attainment in KS 2.

### **Considerations for placing a child on the SEN list-Specialist Provision-Level 3**

A child would only be considered for SEN-Specialist Provision:

If it can be demonstrated that they are not making satisfactory progress **in spite of the Special Needs Interventions put in place to meet their needs.**

This would trigger involvement of outside agencies.

The child would be operating below the expected national standard of the previous year for KS1 and below the expected national standard by two years in KS2 in one core subject

And the child exhibits at least some of the following:

Speech and Language difficulties as assessed by a Speech Therapist

Inability to focus and attend in class

Significant gross and fine motor difficulty

Significant other physical or medical difficulties

Significant behaviour difficulties that affect the child's progress

Significant discrepancy in the child's NVR score and their attainment in KS 2.

### **HOW DO WE DEAL WITH ANY COMPLAINTS ABOUT OUR SEND/LDD PROVISION**

The key principles of our complaints procedure are to:

- resolve complaints at the earliest possible stage using a staged approach.
- make all reasonable adjustments to ensure that parental concerns and complaints are addressed
- build parents/carers' confidence and trust in the quality of provision that the school makes for children with SEN/LDD

### **A Five Stage Procedure**

If you as a parent/carer are unhappy about something that is happening at school – for example, your child is making slow progress in learning or appears to be very unhappy in school - you have the right to discuss your concerns with the school.

**Stage 1.** First of all, talk to your child's class teacher – you may need to make an appointment to make sure you have enough time. The school believes that a face-to-face discussion with the class teacher will address most worries and concerns.

You can bring along a friend, relative or advocate to the meeting if you want to. The class teacher will listen carefully and take time to understand what you feel was the cause of the concern. S/he will ask you what you would like the school to do to give you confidence about the future and they will make every effort to address the concern informally by making any reasonable change in practice. However, this does not mean that in every case they will come round to your point of view. It will help everyone to understand both sides of the matter in question. This will help to prevent a similar problem happening again in the future.

**Stage 2.** If you are not satisfied with the teacher's response the next step is to discuss the concern with the school's Inclusion Leader/SENDCO.

Again, you can bring along a friend, relative or advocate to the meeting if you want to and the Inclusion Leader/SENDCO will listen carefully to your concerns. They will also take account of your discussion with the class teacher and then try to get agreement on the best way forward.

**Stage 3.** If you are not happy that the Inclusion Leader/SENDCO has been able to resolve your complaint you can make a complaint to the Headteacher. You should talk informally to the Headteacher first but if you want to go on to a formal complaint, you will need to put this in writing. Please contact the school office to advise you how to do this. You will also find it helpful at this stage to have a copy of the school's Complaints Procedure because this explains in full detail what procedures are followed. You can collect this from the school office.

The Headteacher will arrange a meeting to discuss the problem - again, you can bring along a friend, relative or advocate to the meeting if you want to. The Headteacher will conduct a full investigation of the complaint and will talk to any staff and or children who are involved. You will receive a written response to your complaint.

**Stage 4.** If this stage is unsuccessful, the next stage is to have a conversation with the Chair of the Governing Body to explore the possibility of mediation before you present a complaint formally to a Governors' Complaints Panel.

**Stage 5.** If you are still unhappy the next step is to approach the governors. In the large majority of cases the problem will have been solved before this stage. However, if you are not satisfied, you may wish to contact the Chair of the Governing Body for a referral of your complaint to a Governor's Complaints Panel. A group of three governors who have no previous knowledge of the problem will hear your complaint. They will therefore be able to give it a fresh assessment. The panel will invite you to speak at a meeting that the Headteacher will also attend. You will receive a written response to your complaint.