



Malden Parochial Church of England Primary School
Reflecting the Kingdom of God by Enriching and Transforming Lives

SEND POLICY

Approved by:	Governing Body
Status:	Statutory
Review cycle:	Annual
Last reviewed:	January 2025
Date of next review:	January 2026

Policy Statement For Additional Special Educational Needs and Disabilities For Malden Parochial School

SECTION 1: Guiding Principles

SECTION 2: Definition of SEN

SECTION 3: Aims and Objectives

SECTION 4: SEN Provision

SECTION 5: Identification of Pupils Needs

SECTION 6: Managing pupils on the SEN register

SECTION 7: Monitoring and Evaluation of SEN

SECTION 8: Resources

SECTION 9: Roles and responsibilities

SECTION 10: Storing and managing information

SECTION 11: Transferring between phase

SECTION 12: Reviewing the policy

SECTION 13: Dealing with complaints

SECTION 14: Working in Partnership

Ethos Statement

This is a Church of England Primary School. As such, its ethos derives from the Christian Gospel. In all that it does and aspires to achieve, the school is informed and strengthened by Christian belief and practice. At the heart of the school's ethos is the conviction that God loves each person; that God desires the best for each person; that God longs for every person to develop their potential as human beings.

Mission Statement

In accordance with the Ethos Statement, our school will aim to provide high quality education to the children of the local community within a safe, happy and stimulating environment.

This policy is written in line with the requirements of: -

- 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: Behaviour Policy, Assessment Policy, Equal Opportunities Policy, Safeguarding Policy, Homework Policy, Complaints Policy, Medical Conditions Policy, SMSC Policy and Accessibility and Disability Plan

SECTION 1: Guiding Principles

Malden Parochial Church of England Primary School is an inclusive mainstream school. At Malden Parochial we strongly believe that 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

We strive to equip pupils with the knowledge, skills and the confidence to enable them to make informed and responsible choices throughout their lives. We believe in a stimulating, safe and nurturing environment where all children can develop spiritually, emotionally, morally, socially and academically, to their fullest potential.

SECTION 2: Definition of SEN

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014. (updated in January 2015)

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 or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would 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 of their home is different from the language in which they will be taught.

AN refers to an Additional Need. Not identified as a Special Educational Need but a need nonetheless that is creating a barrier to learning. This could well include a social need.

ASEND is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that, which is normally offered in school.

The Code of Practice 2014 describes 4 broad categories of need. These four broad areas give an overview of the range of needs that should be planned for.

At Malden Parochial we would identify the needs of the learner by considering the needs of the whole child.

The 4 areas of need are:

1. *Communication and Interaction*, including:

- SLCN (Speech, Language and Communication Needs)
- ASD (Autism Spectrum Disorder)

2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:

- MLD (Moderate Learning Difficulties)
- SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.)
- PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
- SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)

3. *Social, Emotional and Mental Health Difficulties*. They include:

- Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
- ADD (Attention Deficit)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder

4. *Sensory and/or Physical Needs*, including:

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

We also consider the following which may impact on a pupils' progress and attainment but do not consider them to be SEN

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation-these alone do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant

- Being a Looked After Child
- Being a child of a Serviceman/woman
- Being a member of the traveller community
- Being an asylum seeker / refugee

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.gov.uk/government/publications/send-code-of-practice-0-to-25

You can view Kingston's local offer on their website:

https://www.afcinfo.org.uk/local_offer

The SEND Local Offer is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Kingston that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

SECTION 3: Aims and Objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEN.** Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to achieve their best.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing specific feedback on their child's progress.

- **Work with, and in support of, outside agencies** when the school alone cannot meet the pupils' needs. Some of these services include Schools and Families Specialist Service (FIS), Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS.

- **Create a school environment where pupils can contribute to their own learning.**

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as School Council, residential visits, school plays, sports teams and peer mediators and buddies in the playground.

SECTION 4: SEN Provision

Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN is the Headteacher.

The person co-ordinating the day-to-day provision of education for pupils with SEN is the SENCo.

Arrangements for coordinating SEN provision

The SENCo will hold details of all SEN records for individual pupils.

All staff can access:

- Malden Parochial Primary School SEND Policy
- A copy of the full AN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Kingston's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Please refer also to information contained in our school prospectus.

Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

Facilities for pupils with SEN

The main school is on two levels. There is disabled access around the side of the building and disabled toilets on the lower level. The school will have regard to the Equality Act 2010, the Children and Families Act 2014 and the Code of Practice 2014: 0 to 25 years in terms of admitting pupils with disabilities.

There are facilities for small group/individual teaching in areas outside the Junior and Infant classrooms and the SEN room.

All members of the school community, including pupils, are invited to inform the school of any disability they have.

The Equality Policy and Plan and the Medical Conditions Policy should be read in conjunction with this policy.

SECTION 5: Identification of Pupils Needs

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having AN, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the AN register they will be monitored as felt necessary.
- g) Parents will be informed of their child's development and the circumstances under which their child is being monitored and be encouraged to share any information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during a Parents' Consultation.
- i) Parents' Consultations are used to monitor and assess the progress being made by children.

SECTION 6: Managing pupils on the AN register

AN/SEN Support

Where it is determined that a pupil does have an AN, parents will be formally advised of this and the decision will be added to the AN register. The aim of formally identifying a pupil with AN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- **Assess:** The class teacher and SENCo will analyse a pupil's needs before identifying a child as needing AN support
- **Plan:** Parents will be notified whenever it is decided that a pupil is to be provided with AN support
- **Do:** The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, the teacher still retains responsibility for that pupil's learning. The SENCo may support the teacher in providing suggestions and activities to support the child.
- **Review:** The effectiveness of the support will be reviewed in line with the agreed date

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multiagency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, Kingston Council will provide an EHC Plan, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and in CPD sessions. Staff members are kept up to date with teaching methods, which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group intervention is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

Inclusion of pupils with SEND

The Headteacher and SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly SENCo/ Designated Teacher meetings.

SECTION 7: Monitoring and Evaluation of SEND

Evaluating the success of SEN provision

The monitoring and evaluation of provision is an ongoing process.

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated and monitored by the SENCo. These reflect information passed on by the class teacher at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Regular Learning Walks by the Head teacher and Senior Leadership team regularly focus on differentiation and SEN planning. Intervention groups are observed, gaps are identified and training delivered.

The SENCo regularly meets with Teaching Assistants. The meetings are used to

- Discuss any concerns that may have arisen with individual children
- To extend, support and allow time for TA's to share their knowledge and skills
- To develop expertise when working with children who have specific needs
- To keep TA's up to date with information and learning techniques

The SENCo meets termly with the SEN Governor and the SEN Governor is involved in monitoring inclusion within the school. Evaluation and monitoring arrangements enable us to continually review and seek to improve the provision for all pupils.

SECTION 8: Resources

Funding

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

Additional 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.

Staff In Service Training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses, termly SENCo network sessions and Designated Teacher meetings in order to keep up to date with local and national updates in SEND. The SENCo provides relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and funding is available to support this professional development. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. (See evaluating the success of SEN provision)

Specialist equipment will be considered on an individual basis.

SECTION 9: Roles and responsibilities

The Special Needs Co-ordinator (SENCo), in collaboration with the Headteacher and Governing Body, takes responsibility for the operation of the SEN policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies.

The SenCo is an experienced teacher and holds the NASENCo award. She can be contacted via the school office on 0208 337 4804

Her responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the schools delegated budget and other resources to meet pupil's needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with other schools and outside agencies.
- Being a key point of contact with external agencies especially the local Authority and its support services.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Providing professional guidance to colleagues to secure high quality teaching for pupils with SEN.
- Ensuring that the school keeps the records of all pupils with SEN up to date
- Line managing all Teaching Assistants and Nursery Nurses.

The SENCo provides a yearly report to the SEN Governor that includes changes to the AN register and the impact of interventions.

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with ASEND. The Head teacher works closely with the SENCo and keeps the Governing Body fully informed of ASEND issues, providing an annual ASEND Information Report.

The content of the report is specified at section 6.81 of the Code of Practice 2014: 0 to 25 years.

The SEN Governor liaises with the Leadership Team to ensure that the necessary special education provision is made best for any pupil who has SEND. The SEN Governor will monitor the involvement of SEND pupils in the everyday activities of the school, as far as is compatible with them receiving the necessary special education provision. Account of the 'SEND Code of Practice' when carrying out duties towards all pupils with SEND.

There are two members of the Leadership Team with specific safeguarding responsibility. Both of these have received the training required for Designated Safeguarding Lead and this is renewed bi-annually.

SECTION 10: Storing and managing information

Class teachers are responsible for storing and managing information on SEN children within their class. Intervention files are kept in each class and updated weekly. Individual information files on SEN/AN children who are being supported by the SENCo are kept in the SEN room.

SECTION 11: Transferring between phases

At Malden Parochial 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 as seamless as possible.

Wherever possible a member of staff visits the pupil's current setting, e.g. nursery, and speaks with the key staff who know the individuals best. Opportunities to visit Malden Parochial prior to their start date are arranged with both settings and families.

We also contribute information to a pupils' onward destination by providing information to the next setting. We make arrangements for parents to meet with a member of staff from the new setting if necessary, make opportunities for a member of staff from the new setting to meet individuals within Malden Parochial and speak with key members of staff, organise pre-visits and develop photo books, if necessary, to familiarise themselves with their new setting and key members of staff.

SECTION 12: Reviewing the policy

This policy will be reviewed annually or sooner in the event of revised legislation or guidance.

SECTION 13: Dealing with complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure. We encourage parents to discuss their concerns initially with the class teacher, SENCo, Deputy or Head teacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

(See the Complaints Policy on the school website)

Resolving disagreements

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

EnhanceAble, a local voluntary sector organisation, delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-19/25).

The Parent Partnership Service aims 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. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEN policy and practice.

They can be contacted on : **HELPLINE: 020 8547 6200** Website:

www.enhanceable.org

Parent Partnership for Kingston: 0208 547 6203

SECTION 14: Working in Partnership

Parent Partnership

Malden Parochial Primary School believes that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also direct parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision.

Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Partnership with Other Agencies

Links to support services

At Malden Parochial we continue to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents. We work closely with the following agencies, according to a child's need and level of intervention.

- LA Support Services
- Inspection and Advisory Service including the Senior School Improvement Partner/ Strategic Lead Educational Inclusion
- Education/Clinical Psychology Service

- Teacher of Hearing and visually Impaired children
- School Nurse Service
- Speech and Language Therapy Services
- CAHMS
- SPA (Single Point of Access)

SECTION 15: Appendices

- Policy page on website
- Governments Local Offer
- Kingston's Local Offer
- Malden Parochial SEND

Information on website In the Policy 'parents' refers to parent/carers