



## Special Educational Needs (SEN) and/or Disabilities & Inclusion Policy

This policy sets out our approach to supporting pupils with special educational needs (SEN) and/or disabilities (D). It promotes the successful inclusion of pupils with SEND at The Federation of Hackbridge Primary School and Spencer Nursery School and forms part of our overall commitment to educational inclusion. Further information about how we support pupils with SEND is available in our Local Offer which is updated annually at:  
<http://www.hackbridgeprimary.sutton.sch.uk/send.php> and <http://www.spencernurseryschool.org.uk/send.php>

There is information about the support that the Local Authority and other services provide in the London Borough of Sutton Local Offer for SEN which can be found at <http://localoffer.sutton.gov.uk/>

Across the Federation, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability, but this policy covers all of these pupils. The use of the word 'school' throughout this policy relates to both schools within the federation.

Special educational needs and disabilities are defined in the DfE Special educational needs and disability code of practice, 2014 (updated January 2015) as follows:

*"Special educational needs (SEN)*

*xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

*xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.*

*xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).*

*Disabled children and young people*

*xviii. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition."*

*(Special educational needs and disability code of practice: 0 to 25 years Reference: DFE-00205-2013)*

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.

This policy is divided into sections:

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3. Leadership and Management of SEND & Inclusion
4. The kinds of special educational needs that are provided for in our school
5. Arrangements for Co-ordinating Educational Provision (Roles & Responsibilities) for Pupils with SEND (names included within Appendix A).
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## **1. School Context**

Hackbridge Primary School is a maintained three form entry mainstream primary school, rising to four forms of entry from September 2018, with attached nursery classes delivering education for children from the term after their third birthday until 11 years of age.

Spencer Nursery School is a maintained mainstream nursery school delivering affordable childcare and education for children under five years of age.

Both schools within the federation comply with the Disability Discrimination Act, through ensuring equal access to their buildings and the curriculum.

The Special Educational Needs Co-ordinator (SENCo) works hard to establish close working relationships between pupils, staff, parents and external agencies so that pupils can be helped in a fully supportive environment.

## **2. Statements of Principle**

- Our educational aims for children with special educational needs and/or disabilities are the same as those for all children across the federation.
- We believe that all teachers are teachers of pupils with special educational needs and/or disabilities.
- All staff take responsibility for the identification of children with difficulties and share their findings with the SENCo.
- Early identification improves the effectiveness of provision.
- Every child is to be given the maximum possible access to a broad and balanced curriculum including the Early Years Foundation Stage Curriculum and the National Curriculum.
- Any special provision should be personalised to the individual needs of the child.

- Consideration of special educational needs and/or disabilities crosses all of the curriculum areas and all aspects of teaching and learning.
- All children with SEND should be cared for/taught together with their peers for the majority of the time, being withdrawn for short periods only when specialist provision cannot be incorporated in any other way due to practical considerations for the child and the class as a whole.
- Parents are encouraged to be fully involved with their child's educational provision, so that a collaborative problem solving approach can be implemented.
- Where the budget allows, external agencies are invited into school to assist with the educational provision of children with SEND, on an individual basis and a whole school basis.
- Good special needs practice is good practice for all pupils, which is of utmost importance as any pupil may encounter difficulties at some stage in their school lives.
- Pupils with social, emotional and mental health difficulties have special educational needs and they need access to the same graduated support approach to which all pupils with special needs are entitled.

### **3. Leadership and Management of SEND & Inclusion**

#### **The SENCo**

The named SENCo/Inclusion Manager for The Federation of Hackbridge Primary School and Spencer Nursery School is Miss Natalie Robins. She is an experienced SENCo, having been in post since September 2006.

Our SENCo has day-to-day responsibility for the operation of the SEND & Inclusion policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have education, health and care (EHC) plans. Our SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. Our SENCo is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEND receive appropriate support and high quality teaching.

#### **The Governing Body**

Our Governing Body fulfils its statutory duty towards children with SEN or disabilities in accordance with the guidance set out in the *Special educational needs and disability code of practice*. In particular, the governing body ensures that:

- arrangements are in place in school to support pupils with medical conditions;
- our SEN information report (Local Offer) is published annually and
- there is a qualified teacher designated as the SENCo for the federation.

The Governing Body's Inclusion Advisory Group works with the SENCo and the Headteacher in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in the school. The range of support made in the school each year in response to identified need is detailed in the school's Provision Map.

A member of the Governing Body, Mrs Angela Baughan, takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs. The Governing Body also has a governor with expertise in SEND; Mr Ian Higgins, who has a professional background in clinical mental health practice, and also sits on the Inclusion Advisory Group.

The success of the school's SEND & Inclusion policy is reviewed annually against the success criteria in section 20 of the policy. A report will be made to the Governing Body's Inclusion Advisory Group annually in the autumn term, which will detail the successful implementation of the policy and the effectiveness of the provision made.

### **4. The kinds of special educational needs that are provided for in our school**

The schools within the federation cater for a broad spectrum of needs across the four areas defined by the *Special educational needs and disability code of practice*:

- **Communication and interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- **Cognition and learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and specific learning difficulties (SpLD), which affect one or more specific aspects of learning.

- **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may be in response to a wide range of trigger events or may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical needs**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI) or hearing impairment (HI) will require specialist support and/or equipment to access their learning.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The schools within the federation do not have a special unit/base for any type of special educational need or disability. However, we have general experience of supporting children with various special educational needs and disabilities as outlined in the four areas of need above.

Where we are able to provide the appropriate level of support from the school's resources, children with any of these needs can be included in our school community. It is always advisable to contact the SENCo well in advance of your child's admission to discuss their specific special educational needs and/or disabilities.

## **5. Arrangements for Co-ordinating Educational Provision (Roles & Responsibilities) for Pupils with SEND (names included within Appendix A).**

### **Our SENCo will:**

- manage the day to day operation of this policy.
- manage and organise the special educational needs provision within the school from Nursery to Year 6 including:
  - a) organising paperwork such as referral forms, letters, reports for other agencies;
  - b) ensuring that class teachers/room leaders have provision maps in place;
  - c) ensuring that class teachers/room leaders report target progress to pupils and parents at least termly;
  - d) liaising with professionals from external agencies to ensure that these are used to the full benefit of children with identified SEN and/or disabilities;
  - e) disseminating reports from external agencies and ensuring that recommendations are followed;
  - f) meeting with children with SEND to discuss their needs;
  - g) meeting with parents to discuss their concerns and plan the way forward;
  - h) reviewing the schools' support procedures on a termly basis;
  - i) reviewing the federation's SEND & Inclusion policy annually;
  - j) attending Governor's meetings where SEND issues are discussed.
- within the budget provided, work with the Senior Leadership Team to:
  - a) identify the pattern of need across the federation;
  - b) establish the most cost effective means of meeting these needs;
  - c) allocate support to groups of pupils and individual pupils, including those with EHC plans;
  - d) ensure that support is allocated to pupils on a fair and equitable basis;
  - e) monitor the progress made by pupils with SEND;
  - f) evaluate the effectiveness of provision for SEND;
  - g) ensure that support staff work within the framework of school policy and practice.
- update the schools' SEND Registers termly.

- manage the timetables of teachers, Learning Support Assistants, Teaching Assistants, Senior Teaching Assistants, Higher Level Teaching Assistants and Assistant Managers employed to support children with SEND at Hackbridge Primary School.
- work with the School Business Manager, teacher and room leaders at Spencer Nursery School to identify where capacity exists within staffing rotas to deliver support to children with SEND.
- manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEND.
- report on the effectiveness of provision to the Senior Leadership Team and the Governing Body's Inclusion Advisory Group.
- keep up to date with new initiatives to support pupils with SEND and share good practice with all teachers by attending relevant training courses and Local Authority SENCo meetings.
- ensure that all staff are equipped with the knowledge to identify children with special needs and know they can come to the SENCo to ask for support when necessary.
- work with the teacher designated to manage the learning needs of ethnic minority pupils and pupils with English as an additional language where those pupils also have identified SEND.

**The Headteacher will:**

- hold overall responsibility for the day-to-day management of all aspects of the schools' work, including provision for children with special educational needs and/or disabilities.
- manage the work of the SENCo.
- identify resources for SEND.
- plan with the SENCo how resources are used to support pupils in the most efficient, effective and equitable way.
- set the overall school policy for educational inclusion with reference to the Local Authority's policy.
- decide, with the SENCo, whether to put forward pupils for statutory assessment, in consultation with parents/carers.
- keep the Governing Body fully informed.

**Governors will:**

- set the overall budget available to meet special educational needs and/or disabilities within the schools, taking account of:
  - a) statutory requirements.
  - b) other budgetary pressures in the schools.
  - c) the resources identified (but not earmarked) for SEND within the individual school's budget.
  - d) the availability of any additional grants to the schools.
  - e) priorities identified in the School Improvement Plan.
- identify one governor with a special interest in SEND who will liaise with the SENCo on a termly basis, offering advice and support where appropriate.
- hold termly Governing Body Inclusion Advisory Group meetings where the provision for children with SEND within the federation is discussed, reviewed and the way forward planned.
- report on the effectiveness of the SEND policy in their annual report to parents.
- through the Inclusion Advisory Group, be aware of the numbers of children requiring SEND support and the stages that these children are on the code of practice, including the numbers of children with EHC plans, reviews taking place and the numbers of children who are on the 'initial concerns' list.
- use their best endeavours to ensure that pupils' special educational needs are identified and provided for.
- ensure that the schools have effective procedures for ensuring that parents/carers are informed when special provision is made for pupils.

**Class Teachers/Room Leaders will:**

- identify pupils experiencing difficulties.
- discuss pupils with SEND with the SENCo or Assistant Manager for SEND & Inclusion and parents/carers.
- write and review class/room Provision Maps for all pupils at SEN Support or in receipt of an EHC plan on an at least termly basis or whenever a new pupil arrives at the school.
- ensure that Provision Map targets are distributed to relevant teaching staff, i.e. EYPs/Key Persons, PPA teachers, class/year group based support staff, Senior Midday Supervisors, ILSAs etc.
- ensure Provision Maps are available in the agreed folder on the agreed computer drive for the SENCo as well as the EYPs, LSAs, ILSAs, TAs, STAs and HLTAs working with identified children to access.
- ensure that all lessons/activities are adequately differentiated to meet the needs of pupils with SEND.
- contribute to planning and provision to meet identified needs.

- contribute to monitoring and review procedures.
- monitor progress made by pupils.
- seek to meet SEND within the overall framework of inclusion in the school.

**The Assessment Co-ordinator will:**

- track progress made by pupils for discussion at termly Pupil Progress Meetings with class teachers/room leaders and the Senior Leadership Team.
- prepare comparative data showing the attainment and progress of SEND pupils with all pupils.
- ensure assessment procedures are appropriate for pupils with SEND and recognise their achievement, in liaison with the Subject Co-ordinators and SENCo.
- ensure access for pupils with poor literacy skills when written formal assessment is required for National Curriculum purposes.
- ensure reporting of a pupil's attainment and progress is made in the context of the federations' Assessment Recording and Reporting Policy.

**Subject Co-ordinator's will:**

- monitor progress made by pupils within year groups and across, and between, key stages.
- ensure curriculum plans detail strategies for differentiation.
- use subject resources to build the teaching and learning resources available for SEND within their subject.
- monitor planning to ensure that this includes appropriate differentiation for pupils with SEND.
- ensure assessment procedures are appropriate for pupils with SEND, in liaison with the Assessment Co-ordinator and SENCo.

**6. Admission & Inclusion Arrangements**

The admission criteria for both schools does not discriminate against pupils with special education needs and/or disabilities, and our admissions policy has due regard for the guidance in the code of practice which accompanies the SEN and Disability Act 2001.

Both schools adhere to the current admissions criteria as laid down by the London Borough of Sutton. Provided there is a place available within the appropriate year group, all children (those without an EHC plan) will be admitted whatever their learning ability.

The borough policy offers school places as a priority to children with exceptional medical or social needs. Such needs have to be supported by an appropriate agency. There will be close liaison between all relevant parties involved in these situations.

Children with physical disability will be admitted to either school within the federation provided the school's facilities are sufficient at that time to allow full access to all areas necessary for that child's education to be fully provided. Parents or carers seeking the admission of a pupil with a physical disability or mobility difficulties are advised to approach the school well in advance so that consultations can take place.

Parents or carers seeking the admission of a pupil in receipt of an EHC plan must do so through the London Borough of Sutton's SEN Team, who will arrange the appropriate consultation with the school's Governing Body regarding possible admission. A place will be offered only if the school feels that it is able to meet the needs which are determined within the EHC plan.

When children join us, their parents are asked if there has been any need for SEND provision in their previous placement, if they had one, or if the parents have any concerns with regards to their children's progress which may give cause for concerns about any SEND. Records are read to locate any evidence of SEND from previous placements and, if this is identified, then these children will be assessed and the parents asked to meet with the class teacher/room leader and/or SENCo at their earliest convenience.

Where the school is aware of a pupil with special educational needs and/or disabilities who will be joining the school, we will:

- contact the pupil's current school/nursery and collect information about their needs.
- undertake visits to observe/discuss individual pupils in more detail, where necessary.

- collect information about the pupil's educational history from the last nursery/school attended by the pupil, any health or educational support services who may have been involved with the pupil and from the parents/carers.

Once pupils join us, we will:

- undertake a range of baseline assessments to identify pupils with special educational needs and/or disabilities and establish their strengths and areas for development.
- review any existing targets in consultation with the pupil's parents/carers.
- discuss the placement of the pupil on the school's SEND register with parents/carers.
- make sure that information about pupils' SEND is passed on to appropriate school staff.
- give parents/carers information about the Sutton Information & Advice Support Service.

When pupils leave the school, we will:

- pass on information about the pupil's educational history to any receiving nursery/school.
- complete other transfer documentation as required.

All teachers across the federation are teachers of children with special educational needs. As such, The Federation of Hackbridge Primary School and Spencer Nursery School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. Staff across the federation are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The federation operates an equal opportunities policy for children with special educational needs and/or disabilities who are afforded the same rights as other children. This includes both those children with EHC plans and those others with less significant difficulties.

## **7. Access to the Curriculum**

All children are entitled to a balanced and broadly based curriculum including the Early Years Foundation Stage Curriculum and National Curriculum in line with the federation's policy of inclusion. Where pupils have special educational needs and/or disabilities, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

It is desirable to work with children with SEND in the classroom and to enable them to access the full curriculum at their level through differentiation and by supporting their learning alongside the class teacher/EYP and with the rest of the class. Sometimes children benefit from a period of time of individual attention/small group attention, external to the classroom, to address specific skills to enable them to access the curriculum more fully. Children are then withdrawn into a specialist group teaching room and given 1:1 or small group support in a quiet atmosphere, without distractions from others around them.

All children are encouraged to talk about/show how they feel about their learning and their progress and are encouraged to feel able to 'have a go' to take charge of their own learning. Their peers are encouraged to be supportive to SEN/all children by encouraging and helping each other to tackle tasks and to join in with the praise and encouragement given by the staff which is fundamental to this process.

Details pertaining to individual curriculum areas and how special needs can be met through them are detailed in Appendix B.

The schools within the federation will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher/room leader and SENCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes through Provision Mapping.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts. The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

## **8. The approach to teaching children with SEN**

We set high expectations for all pupils whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children. Some children need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

### **Curriculum and learning environment**

All pupils have access to a broad and balanced curriculum. Curriculum information is provided to parents/carers termly. Activities/lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEN.

We make provision for all children's spiritual, moral, social and cultural development. We support the emotional, mental and social development of all children and provide additional support arrangements for those in need.

### **Inclusion**

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.

We seek to be inclusive by:

- welcoming all children in the classroom situation and encouraging them to participate as fully as they are able into the life of the class, including playtime, mealtimes and outings.
- using the SEND review procedures to identify any barriers in the way of the pupil and to plan appropriate and reasonable action.
- ensuring that all pupils have appropriate learning targets which are challenging.
- valuing the diversity of our pupils, of which SEND are a natural part.
- ensuring that our reading stock includes stories with positive images of pupils with SEND.
- looking for opportunities within the curriculum to raise SEND issues.
- seeking to make provision for SEND within routine class/room arrangements wherever possible.
- seeking opportunities for pupils with SEND to work with other pupils.
- encouraging pupils with SEND to play/socialise with other pupils.

## **9. Identification and Assessment of Special Educational Needs and/or Disabilities – a graduated response**

A pupil has special educational needs where their learning difficulty or disability calls for special educational provision; namely provision different from or additional to that normally available to pupils of the same age.

Across the federation, we are committed to the early identification of special educational needs and/or disabilities and adopt a graduated response to meeting special educational needs in line with the code of practice and guidance from the Local Authority.

A range of evidence is collected through the school's usual assessment and monitoring arrangements: if this suggests that a pupil is not making the expected progress, the class teacher/room leader will consult with the SENCo in order to decide whether additional and/or different provision is necessary.

There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action.

For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. Slow progress and low attainment do not necessarily mean that a child has SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. Difficulties related solely

to limitations in English as an additional language are not SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child/young person has SEN.

Throughout all stages of the code of practice, parents are kept informed.

A child's special educational needs and/or disabilities will be met at one of the following stages:

### **Initial Concern/Monitoring**

An informal stage where class teachers/room leaders:

- identify a concern about a pupil's progress and gather available information about the pupil.
- discuss strategies for providing appropriate learning tasks for the pupil with the SENCo or Assistant Manager for SEND & Inclusion.
- seek to discuss concerns with the pupil's parents/carers.
- discuss with the EMAG/EAL Co-ordinator the additional needs of pupils for whom English is an Additional Language.
- respond to less than expected progress with high quality teaching targeted at the pupil's area of weakness.
- review progress after a term and discuss with the SENCo whether the child needs to progress to 'SEN Support' in line with the code of practice or whether teaching has resulted in accelerated progress.

### **SEN Support**

Where it is decided to provide a pupil with 'SEN Support', the decision will be noted in their school records and we will formally notify parents. The triggers for intervention through 'SEN Support' could be the teacher's, EYP's or other's concern, underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing language, literacy or numeracy skills which result in poor attainment in some curriculum areas.
- presents persistent social, emotional or mental health difficulties including where these manifest as challenging behaviour which is not ameliorated by the behaviour management techniques usually employed by the school.
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Within 'SEN Support', a graduated scale of support is provided. Initially this will be entirely classroom based, managed by the class teacher/room leader, where:

- targets are incorporated on the class/room Provision Map. These targets will be shared with the pupil's parents/carers.
- advice may be taken from the school's SEND team, including the SENCo.
- progress is reviewed on at least a termly basis.
- targets on the Provision Map are reviewed at least termly, leading to decisions about future provision. This may be to move back to the 'Monitoring' stage where the class teacher/room leader will continue to monitor a child to check progress is continuing to be made appropriately, or to receive a higher level of support within 'SEN Support'.

For pupils requiring a higher level of support within 'SEN Support', the school might provide a child with some additional withdrawal intervention or 1:1 support for an identified number of hours across a week. The SENCo might also make a referral to an external agency, where the budget allows. Broadly speaking, the triggers for higher level support would be that a child:

- continues to make little or no progress in specific areas over a long period.
- continues working at National Curriculum standards substantially below that expected of children of a similar age.
- continues to have difficulty developing language, literacy and numeracy skills despite a previous high level of intervention.
- has social, emotional and mental health difficulties which are substantial and which regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour support plan in place.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.

- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Reviews are carried out as before. The support provided within 'SEN Support' will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

#### **Request for the consideration of the initiation of an education, health and care needs assessment**

Where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, consideration will be given to requesting an education, health and care needs assessment from the Local Authority. The criteria for applying for an education, health and care needs assessment are set by the Local Authority. A request can be made by the school or by parents.

The school will use reports from all of the professionals involved with the child to complete the request for an education, health and care needs assessment forms from the Local Authority. The views of parents and the child are included as part of this process.

The paperwork is submitted to the Local Authority's SEN Panel, who decide whether an education, health and care needs assessment will be granted or not.

In considering whether an education, health and care needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEND.

If an education, health and care needs assessment is granted, then the Local Authority's SEN Panel will request formal advice from all of the professionals involved with the child. It must be noted that agreement to undertake an EHC needs assessment will not always lead to an EHC plan being granted, however.

If, after they have reviewed the draft EHC plan that has been drawn up as part of the assessment process, the SEN Panel are in agreement that this should be issued, a final EHC plan will be sent to parents and the school. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level. It will also detail any additional funding which is being provided to the school and how this must be used, as well as detailing the agreed school placement for the child.

The SEN Panel may make a recommendation as part of the process about a change in school placement for the child in light of their special educational needs and the resources required to support these.

It must be pointed out to parents that not all requests an education, health and care needs assessment are successful and that not all draft EHC plans are issued as final agreed documents and that this decision will be up to the Local Authority SEN Panel.

Where an education, health and care needs assessment or an EHC plan are not agreed, the school will continue to provide support for that child at 'SEN Support' and decisions will be made about gathering evidence for a further request to be made if this is deemed appropriate/necessary.

Whilst the Local Authority makes its decision about whether an education, health and care needs assessment is necessary, and whilst any subsequent assessment is being made, the child continues to be supported at 'SEN Support'.

#### **Education, Health and Care Plan (EHC Plan/EHCP)**

The production of an EHC plan is organised by the Local Authority which a child is resident in, in close liaison with the school, external agencies involved with the pupil and the pupil's parents/carers.

EHC plans are used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets

remain appropriate. Parents, a school representative, a Local Authority SEN Officer and other relevant professionals who are working with the child will be invited to attend the annual review meeting.

If a pupil makes sufficient progress, an EHC plan may be discontinued by the Local Authority.

#### **10. Provision/action that is additional to or different from that available to all**

Special educational needs provision will be provided wherever possible alongside other children taking account of:

- the wishes of parents/carers.
- the pupil's needs.
- the resources available to the school.
- the efficient education of other pupils in the school.

Provision/action that is additional to or different from that available to all will be recorded within the school's Provision Mapping. Targets are included which promote learning in small achievable steps, with details about strategies to be employed to enable this to happen and details about the people who will be involved in helping this to happen. Usually these people would include the teacher/room leader/key person, educational support staff and the parent.

Provision Maps will be written by the class teacher/room leader, in consultation with the SENCo, pupil, parents and carers, detailing in-class/room arrangements which they are responsible for managing.

The SENCo and Assistant Manager for SEND & Inclusion will map any consultation and advice from external agencies.

The Provision Map must be reviewed at least once a term and the results of strategies recorded and discussed with parents and new targets set for furthering the child's progress. Targets must be designed to be achievable so progress can be seen to be made and so that the child can feel a degree of success about their learning, which promotes positive self-esteem.

Pupils will participate fully in the review process. Class teachers/room leaders/key persons will invite parents to participate in the target-setting and review process on a termly basis.

When pupils move to another school, their records will be transferred to the next school on request.

#### **11. Allocation of Resources**

We have an amount identified within our overall school budget, called the 'notional SEN budget'. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget including any resources targeted at particular groups, such as the pupil premium.

Through an EHC plan, the Local Authority may provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

The way in which the budget allocation is spent on SEND provision is planned and reviewed by the School Business Manager, SENCo and the Headteacher, along with plans for future development using the funding. Resources are allocated in light of our principles of early identification and intervention. Priorities are constantly being updated to reflect the changing needs of the whole school cohort, as well as to address needs immediately and prevent them from escalating into something more serious, whilst ensuring the balance of equal opportunities is maintained.

#### **12. Training for Staff**

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. Particular support will be given to NQTs and other new members of staff.

Where interventions are required to be delivered, we ensure that staff have sufficient skills and knowledge to deliver these effectively.

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

### **13. External Agencies**

Budget allowing, we will try to involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEN Support delivered by appropriately trained staff in school. Parents are always involved in any decision to involve specialists.

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and staff.

Where a child is looked after by the Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly.

### **14. Links with Health Services, Borough School Attendance Services and other organisations**

The SENCo liaises with the Health Visiting Service for children in the Nursery and the School Nursing Service for pupils from Reception to Year 6. These services are available to carry out health assessments and are always at the end of the phone to offer advice and find out information whenever needed.

Referrals made to the NHS Speech and Language Therapy Service may result in children being put on their waiting list for assessment. Following the assessment, parents should ensure that they share the resulting report with the SENCo so that relevant information can be used to help plan the way forward in school.

The school can make referrals to Community Paediatrics and CAMHS with parental permission. The school will share information with health agencies that the pupil is already known to, where this is requested.

The Headteacher works closely with the Borough School Attendance Officer who comes to school regularly to discuss and meet with the parents of pupils of statutory school age for whom there are concerns about attendance or punctuality.

Children's Services may become involved if a referral is made to the Multi-Agency Safeguarding Hub with concerns about a child or they sometimes notify the school of concerns raised by another external agency.

The school welcomes Volunteer Helpers into its community.

### **15. Pupil Participation**

We will work to ensure that pupils are fully aware of their individual needs and their targets. We are committed to involving children with SEND in decisions about their learning.

We will:

- have regard to the views, wishes and feelings of children;
- provide children with the information and support necessary to enable full participation in decision making, where appropriate;
- support children to support their own development and help them achieve the best possible educational and other outcomes, preparing them effectively for growing up/starting school/moving on to high school.

## **16. Arrangements for Partnership with Parents**

The concept of working in partnership with parents/carers is central to the SEND code of practice. Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to them at the earliest stage by the class teacher/room leader.

Parents/carers will be encouraged to attend consultation evenings where they will have the opportunity to express their feelings about their child's progress. The support to be given in school and at home will be discussed with parents/carers by the class teacher/room leader/key person. They will have the opportunity to discuss how they will support the targets at home.

We recognise the value of parents'/carers' knowledge of their children and will seek to use that information in planning support for pupils.

We seek to work in partnership through:

- having regard to the views, wishes and feelings of parents;
- providing parents with the information and support necessary to enable full participation in decision making;
- supporting parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for later life;
- meeting with the parents of children at consultation evenings in the autumn and spring terms (and summer term for Nursery age pupils);
- providing an annual report for parents on their child's progress (Reception to Year 6);
- meeting the parents/carers of prospective new pupils to the schools to discuss SEN support.

Parents are always welcomed into the school and are highly valued within our school community.

## **17. Links with Other Schools & Provision for Transition**

The SENCo attends the Local Authority transition meeting for children joining the Early Years Foundation Stage and the Local Authority transition meeting for children moving on to Secondary School each year to share information with other settings about children with special educational needs and/or disabilities who are joining or leaving our school.

Children visit the next room/class environment prior to transition, to become familiar with the setting and to meet the new staff that will be working with them.

Transition arrangements are put in place between year groups and phases in education across the federation to facilitate smooth transitions between rooms, classes and key stages.

We support children in nurture and social groups to develop friendships as well as supporting transitions between significant phases, e.g. starting nursery, starting school in Reception and transition to high school.

As a child progresses through the school, the information pertaining to this child is passed on between professionals in a clear and user friendly way. When a child transfers between classes the records are passed to the next teacher/room leader and the SENCo will meet with staff to discuss those children with higher or more complex special educational needs.

Parents/carers are also encouraged to meet with the new teacher/room leader/key person to introduce themselves and to plan the way forward for the new working partnership.

Transfer to a new school is catered for by the sending on of all the records pertaining to the SEND of the child concerned and with the offer of telephone contact if the receiving SENCo needs to clarify any information.

## **18. Assessing and reviewing outcomes**

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any support provided. We record details of additional or different provision made under SEN Support or EHC

plans. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps.

Support takes the form of a four part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed at least termly.

### **19. Evaluating the effectiveness and impact of SEN provision**

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

### **20. Criteria for Evaluating the Success of the SEN Policy**

The following criteria will be used to judge the success of this policy:

- the budget allocated to SEND by the Governing Body and its expenditure.
- the amount of identified time available to support SEND pupils and the number of planned programmes of intervention and support.
- the number of pupils with special educational needs and/or disabilities attaining specified levels in the Early Years Foundation Stage and National Curriculum assessments.
- INSET time allocated to staff development with reference to special educational needs and/or disabilities.
- the proportion of parents attending or contributing to reviews and consultations.
- staff fulfilling the expectation of the school in carrying out procedures for special needs and producing the necessary paperwork e.g. Provision Maps with reviews, reports for outside agencies etc.
- the implementation of recommendations by external agencies.
- evidence that identified children are growing in confidence, are well motivated and are making measurable progress.
- movement within the graduated approach to support and the number of pupils on the SEND register overall.

We will pay particular attention to any differential impact of our policy and procedures on pupils from different ethnic groups. Where we have sufficient numbers of pupils to undertake group analysis, we will seek to analyse the SEND register and pupil progress by ethnic background, disadvantaged pupils (pupil premium, free school meals) etc.

### **21. Equal Opportunities**

All children across the federation are given equal opportunities to experience a range of learning and assessment procedures to encourage all to achieve their individual potential. We aim to:

- Acknowledge and value equally each child's individual stage, culture, religion, language, racial background and family group.
- Promote equal opportunities for girls and boys.
- Encourage equality of opportunity for children with special educational needs and/or disabilities and more/most able children.
- Promote equal opportunities for all groups of children.

This policy will run in conjunction with all curriculum policies, the Equal Opportunities policy and the Behaviour and Anti-Bullying policy.

### **22. Arrangements for Considering Complaints about the SEN Provision within the School**

The complaint procedures are available on the school website and a hard copy can be obtained from the school website. Class teachers/room leaders/key persons will work closely with parents at all stages in a child's education and should be the first port of call in case of any difficulty.

The SENCo should be approached if the matter cannot be resolved by the class teacher/room leader/key person.

Any concerns or complaints from parents are addressed immediately with the option of a meeting or a telephone conversation at the SENCo/teacher's/room leader's/parent's earliest convenience. Matters are noted and relevant information recorded, action agreed and followed up. A review will be held within an agreed time span.

Any complaints to do with external agencies must be discussed with the SENCo who will arrange for a representative of the agency concerned to be involved, if this is appropriate.

All complaints are dealt with promptly and treated with a degree of urgency under the strong belief that these matters must be resolved as soon as possible in the best interests of the child.

If the complaint is still not resolved, then the matter should be raised with the Headteacher, who may:

- arrange a joint meeting with the complainant.
- undertake further investigations.
- seek the involvement of external agencies, such as the Sutton Information and Advice Support Service.
- take action to address the complaint.
- decide that the complaint does not warrant any action and advise complainants of further action they can take.

Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

### 23. Contact Details

For further information about provision for pupils with SEND, please contact the SENCo, Miss Natalie Robins at either:

Hackbridge Primary School  
Hackbridge Road  
Wallington  
Surrey  
SM6 7AX

Tel: 020 847 7974

Spencer Nursery School  
Spencer Road  
Mitcham  
Surrey  
CR4 4JP

Tel: 020 8648 4126

#### Other Key Contacts at Hackbridge Primary School:

Headteacher – Mrs Emma Walford

Chair of Governors – Mrs C Cook

SEND Governor – Mrs A Baughan

Designated Teacher for Looked After Children and Post Looked After Children – Miss Natalie Robins

Designated Lead for Child Protection and Safeguarding – Mrs Natasha Edmonds-Chappell

#### Other Key Contacts at Spencer Nursery School:

Headteacher – Mrs Emma Walford

Chair of Governors – Mrs C Cook

SEND Governor – Mrs A Baughan

Designated Teacher for Looked After Children and Post Looked After Children – Miss Natalie Robins

Designated Lead for Child Protection and Safeguarding – Mrs Sandra Tanner

### 24. Data Protection

Individual SEND files are kept securely so that no unauthorised persons have access to these.

Class teachers/Key Persons/Room Leaders are responsible for the safe and secure storage and/or disposal of any reports or information shared with them by the parent, an external agency or the SENCo in relation to a child's special educational needs and/or disabilities.

### 25. Further Information

Provisions covering the identification and assessment of pupils with special educational needs can be found in sections 312 to 336 of the Education Act 1996.

Our policy is based on legal requirements. The framework for SEN Policies is set out in The Education (Special Educational Needs) (Information) (England) Regulations, 1999 (Statutory Instruments Number 2506).

The requirements around ethnicity are set out in the Race Relations (Amendment) Act, 2002.

A revised Special Educational Needs code of practice was published by the Department for Education in 2014 (updated January 2015), reference number DFE-00205-2013.

## **26. Review of the Policy**

This policy will be reviewed annually to keep abreast of Statutory Requirements for Special Educational Needs and/or Disabilities.

Any revision to this policy will be ratified by the Governing Body's Inclusion Advisory Group at the appropriate meeting according to the timescale for review.

**Date:** May 2017

**Reviewed:** December 2019

**SENCo:** Natalie Robins

**Appendices to this policy:**

Appendix A – Named Personnel for Roles and Responsibilities

Appendix B – SEN Guidelines for Curriculum Subjects

## Appendix A – Named Personnel for Roles and Responsibilities

Headteacher: Mrs Emma Walford

SEN Governor: Mrs Angela Baughan

SENCo: Miss Natalie Robins

Lead for Assessment: Mr Andrew Jasper

HPS SEND & Inclusion Team:

EYFS											
Nursery				Reception							
HLTA EYFS – Nursery (Hackbridge Corner) <b>Michelle Youngs</b>				TA EYFS – Reception <b>Cindy Callistan</b>				TA EYFS – Reception <b>Stacey Hall</b>			
LSA EYFS – Nursery (AM @ Hackbridge Corner) <b>Sharon Baterip</b>											
LSA EYFS – Nursery (PM @ Hackbridge Corner) <b>Dilini Fernando</b>				TA EYFS – Reception <b>Donna Moore</b>				TA EYFS – Reception <b>Davinder Williams</b>			
TA EYFS – Nursery (London Road) <b>Cheryl Gurney</b>											
KEY STAGE 1											
Year 1		Year 1		Year 1		Year 2		Year 2		Year 2	
LSA <b>Vicky Kandasamy (AM)</b>		LSA <b>Nicola Sanderson (AM)</b>		LSA <b>Anna Arathoon (PM)</b>		LSA <b>Nicola Andrews (PM)</b>		LSA <b>Emma Bailey (PM)</b>		LSA <b>Trudy Harris (AM)</b>	
KEY STAGE 2											
Year 3	Year 3	Year 3	Year 4	Year 4	Year 4	Year 5	Year 5	Year 5	Year 6	Year 6	Year 6
LSA <b>Johanna Cotter (AM)</b>	LSA <b>Emma Nicholls (PM)</b>	Apprentice LSA <b>Joel Pickett (AM)</b>	LSA <b>Jade Rashbrook (PM)</b>	LSA <b>Sarah Miles (AM)</b>	Apprentice LSA <b>Joel Pickett (PM)</b>	LSA <b>Reema Nandula (AM)</b>	LSA <b>Dawn Carnell (PM)</b>				
SEND, EAL & Inclusion Provision											
Assistant Manager for SEND, EAL & Inclusion <b>Sharon Prior</b>											
Senior TA Behaviour <b>Sharon James</b>				Senior TA SEND & Inclusion <b>Leah Matthews</b>				Senior TA SEND & Inclusion <b>Nicky Slater</b>			
				Senior TA SEND & Inclusion <b>Ivymay Caswell</b>				Senior TA SEND & Inclusion <b>Nicola Fairlamb</b>			
Senior TA EAL & EMA <b>Hilary Ashby</b>						Senior TA EAL & EMA <b>Ana Salvador Vaz Contreiras</b>					
ILSA (EHCP – 10 hours) <b>Teresa Pinnock</b>											
Child & Family Support Worker (Thursday) <b>Tania Gauchi</b>											

### SNS SEND & Inclusion:

Staffing ratios in each room are such that the nursery is above the minimum ratios set out for the ages of the children in each room across the main part of the day. Within this, there is capacity to address individual and group needs through intervention groups and support for programmes provided by external agencies.

The SENCo also utilises staff expertise from Hackbridge Primary School where appropriate, e.g. the Assistant Manager for SEND, EAL & Inclusion, Assistant Manager for Inclusion with Child Protection responsibilities and the STA for Behaviour to provide additional guidance and support on specific issues for staff and/or parents.

One Early Years Practitioner at Spencer Nursery School has also completed the ELKLAN training for speech and language development and acts as a point of advice for staff within the setting.

## **Appendix B – SEN Guidelines for Curriculum Subjects**

### **English/Communication & Language/Literacy**

Each classroom/room has a book corner stocked with age appropriate reading materials for children to enjoy with an adult, with a peer or independently.

The reading scheme at Hackbridge Primary School consists of a variety of series of reading books for use across the school, including high interest, low reading age texts from PM Nelson, Download and Barrington Stoke, which are accessible for children with SEND as they are carefully graded and have a predictable pattern. The school's reading scheme contains a range of books from a number of published scheme including Big Cat Phonics, Oxford Reading Tree main stories, Phonics, Songbirds and Fireflies, Ginn and Rigby Star as well as a range of picture and chapter books by popular children's authors.

At Hackbridge Primary School, the school's Library also caters from Nursery to higher ability Year 6 readers and, as such, topic books can be accessed for different ability levels for a range of curriculum topics across the school.

We use a variety of games to enhance listening skills.

Word Steps is used in KS1 to help build confidence with phonemes and sight vocabulary. The Early Literacy Support programme is also used to build phonological awareness and skills alongside a range of games such as sight vocabulary bingo, magnetic letters, Phonix cubes etc.

In KS2, we use a wide variety of methods to aid literacy acquisition.

Precision Teaching is an individual intervention used to target reading and spelling development for identified pupils across KS1 and KS2.

We use the Teodorescu and Speed-Up handwriting programmes, the TOPs programme (a fine and gross motor skills programme developed by the PCT), tactile letters (a multi-sensory approach), therapeutic putty, gel balls and pencil grips to improve fine motor skills.

We also have a small number of chromebooks for children with high level motor skills difficulties to produce written work. All classrooms have access to a computer which children can also use to record their learning. 2Type is available on the school computer network to allow children to develop the speed and accuracy of their typing skills.

Children at SEN Support or above may be supported in English lessons by a LSA when not working with the class teacher.

Individual needs are often addressed through specific targets detailed within the class' provision map and learning tasks are prepared in line with these. Teachers can use ongoing assessment and termly tracking data to identify appropriate learning objectives for children who are working below age related expectations.

### **Mathematics**

A range of practical apparatus is available to support the teaching of mathematics across the federation, which children with SEND benefit from increased access to when solving problems within the independent part of a lesson/activity.

Bead strings, double sided counters, Dienes apparatus and Numicon apparatus are available and all support staff have received training in the use of manipulatives to support learning.

Children at SEN Support may be supported in Mathematics lessons by a LSA when not working with the class teacher.

Language is adapted where necessary and large scale apparatus can be used if beneficial to the child's needs.

Tasks set are small and achievable to build a sense of success and increase self-esteem.

Individual needs are often addressed through specific targets detailed within the class' provision map and learning tasks are prepared in line with these. Teachers can use ongoing assessment and termly tracking data to identify appropriate learning objectives for children who are working below age related expectations.

### **Science/Understanding of the World**

Children requiring extra support are identified in teachers' weekly planning together with appropriate teaching strategies and differentiated learning tasks. These might include differentiated resources and adult support.

Teachers allow children to make oral contributions so that their level of understanding is apparent and differentiate the requirements for the recording of learning – where pictures are used to record children's understanding, these should be annotated by the class teacher where necessary.

### **ICT/Computing/Technology**

Across the federation, there is a wide variety of hardware, software and additional technologies such as iPads, chromebooks, smart tables, digital cameras, DigiBlue cameras and recording pens which can be utilised across a range of subject areas to facilitate access to the curriculum for children with SEND by enabling those with poor literacy or fine motor skills to achieve in areas such as writing and drawing.

Use of such technologies also increases children's independence by providing immediate feedback on their decisions/actions and enables them to collaborate with more able children to provide support when learning new skills.

A range of apps and software is available and offers the opportunity for pupils to use publishing, animation and other software to create stories, newspaper articles, diaries etc on-screen. There is also a variety of Talking Stories for different reading levels.

Chromebooks, iPads and classroom PCS are used to provide additional access to ICT in addition to the provision in Hackbridge Primary School's ICT Suite where there are 30 computer stations.

### **RE**

Teachers take account of individual needs through task differentiation and outcome expectation, by giving assistance to those needing help and by ensuring a wide range of experiences are available to all pupils. Language is adapted where needed, with visual prompts provided, and children are allowed to express thoughts, feelings and ideas through pictures and discussion with peers and adults.

### **Design &Technology**

Teachers will make sure that all work is challenging yet achievable for all pupils. Tasks will be structured according to ability and needs in order to achieve this success. Teachers' expectations will be appropriate for all the children and their individual success will be recognised and rewarded. Pupils who, because of a disability, are unable to partake in an activity will be given an alternative task that clearly matches the learning objective of the lesson.

## **Art**

Art is a means of communication not bound by written or spoken language thus enabling pupils with SEND of all kinds to develop a capacity for self-expression. Art can help to develop positive attitudes in pupils, not only of themselves but also towards other people.

Art and craft based activities are also used by our SEND & Inclusion Team to engage and motivate children, particularly those with social, emotional and mental health difficulties or those exhibiting challenging behaviour, to encourage them to express and overcome personal difficulties.

## **History & Geography**

Activities are planned to enable children of all abilities to participate fully and to respond to the learning in a way which is appropriate to their special educational needs. Activities within the classroom and further afield are planned in such a way as to encourage full and active participation by all children irrespective of ability. The differentiated provision for children with learning difficulties will be detailed within lesson planning. Teachers will take account of individual needs through task differentiation and outcome expectation, by giving assistance to those needing help and by ensuring a wide range of experiences are available to all pupils. Language is adapted where needed, with visual prompts provided, and children are allowed to express thoughts, feelings and ideas through pictures and discussion with peers and adults.

## **Music**

All children are actively included in Music lessons. Special arrangements such as adapting instruments would be made if applicable. Music is good for self-expression as well as listening skills.

## **PE/Physical Development**

Children with SEND should have full access to all aspects of PE as outlined within the Early Years Foundation Stage Curriculum and National Curriculum. The SENCo should be consulted with reference to this to determine specific individual needs where necessary. Physical difficulties, sensory difficulties, challenging behaviour or learning difficulties will need to be taken into account. The activity, the task and the equipment can be modified to help children with SEND. Learning support may extend the child's ability to take part fully in lessons. Good role models can be used to demonstrate moves and instructions can be repeated with extra clarity.

## **PSHE/PSED**

The opportunity to verbally express ideas, opinions and feelings in a safe environment allows some children with SEND to participate more easily in this subject, as written recording is not always required. However, it should be noted that for children whose SEND impacts negatively on their self-esteem and self-confidence, these children will need adult encouragement to participate in Circle Time, role-play and drama activities. It may be necessary to allow children with SEND to work with a peer or an adult who can feedback their ideas for them, if they are happy for them to do so. PSHE/PSED sessions also provide opportunities for SEND issues to be discussed and the peer group's understanding extended in a non-threatening way.

## **French (KS2 only)**

The teacher makes differentiated provision for children with learning difficulties through their lesson planning, taking account of individual needs through task differentiation and outcome expectation. The teacher sometimes provides additional assistance during the independent activity to those with SEND. Units of learning are planned to ensure a wide range of experiences are available to all pupils. Much of the delivery of the language is delivered orally, through games and songs. New vocabulary is supported with visual cues, which children with SEND can then also use in their independent task.