



Hadley Wood Primary School SEND and Inclusion Policy

Date the policy came into effect	July 2024
Date of the next policy review	July 2025
Name of the person responsible for this policy	Tina Stanley
Issued to	Staff, governors and parents

SEND and Inclusion Policy

The SENDCo and Inclusion Lead is Tina Stanley who is a member of the Senior Leadership Team and will complete the National Award for SEND Coordination in the academic year 2024/2025. Ms Stanley can be contacted by phone or email via the school office: Office telephone: 020 8440 4359
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Hadley Wood School is a maintained community school in the London Borough of Enfield. The following link is to Enfield's Local Offer for SEND:

<https://new.enfield.gov.uk/services/children-and-education/local-offer/>

Rationale

At Hadley Wood Primary School, we are committed to providing a high-quality education for all children. We are a Values School and seek to raise achievement and remove barriers to learning so that our children can achieve their full potential. We recognise and value that each child is a unique individual and we aim to provide support in a sensitive, caring manner to achieve personalised outcomes. Hadley Wood Primary School is an inclusive school and promotes social inclusion, irrespective of faith, nationality, sexual orientation and gender identity, gender expression or ability.

Definition of Special Educational Needs (SEND)

A child of compulsory school age 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 (SEND Code of Practice, 2015)

Learning Difficulties may be caused by:

- Physical disability (PD)
- Sensory difficulties e.g. vision or hearing impairment (VI or HI)
- Speech, language and/or communication difficulty (SLCN)
- Social, emotional and mental health (SEMH)
- Autistic Spectrum Disorder (ASD)
- Multi-sensory impairment (MSI)
- Specific learning difficulties with reading, spelling, fine motor skills and/or gross motor skills (SpLD)
- Moderate learning difficulty with Literacy and/or Maths (MLD)
- Severe learning difficulty (SLD)
- Profound and multiple learning difficulty (PMLD)

The following are not considered to be SEND, but may cause the children to have barriers to their learning and so are also covered by this policy:

- Attendance and Punctuality
- Health
- Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a 'Looked After' child
- Being a child of Service personnel

Objectives

- To create a whole school environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To identify children's needs and take early intervention with all staff sharing the responsibility for identifying, assessing and meeting the needs of children with SEND.
- To ensure access to a broad and balanced curriculum through adapted planning and appropriate modifications.
- To make reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- To provide access to appropriate intervention programmes according to the needs of the child.
- To ensure that the Assess, Plan, Do and Review cycle is followed by class teachers and this graduated response is individualised for each student.
- To keep clear, up-to-date records tracking individual children, as they move through the school.
- To work in partnership with parents, pupils and outside agencies.
- To ensure that resources are identified and coordinated according to the needs of individual children, as outlined in the provision maps.
- To make clear the expectations of all partners in the process of supporting and providing for pupils with SEND.
- To coproduce with parents/carers, teachers and pupils, achievable and relevant targets for children on the SEND Register.
- To ensure that all governors and parents/carers are aware of the policy.

The SEND Governor should:

- Be up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- Work with the Headteacher and SENCO to ensure that relevant information is communicated to the Governing Body to enable it to fulfil its role of evaluating the provision of education for pupils with SEND.

Coordination of SEND Provision

The progress of every child, including those with SEND, is the responsibility of the **class teacher**. They will be supported by the Inclusion Lead, who is responsible for coordinating provision for SEND and all duties outlined in the SEND Code of Practice.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

In addition to the day-to-day management of our SEND policy, the Inclusion Lead's duties include:

- Liaising with, advising and supporting teachers and support staff about children with SEND
- Coordinating provision for children with SEND
- Making regular visits to classrooms to monitor the progress of children on the SEND or Concerns Registers
- Liaising with parents/carers of children with SEND
- Identifying, assessing and monitoring the record keeping for children with SEND
- Liaising with external agencies including the educational psychology service, health and social services, behaviour support service and voluntary bodies
- Informing the head teacher of all developments
- Organising in service training for staff, ensuring awareness of new initiatives and developments
- Identifying and organising resources required to support SEND provision
- Coordinating and chairing the Annual Review meeting for children with an EHCP

- Generating SEND Passports for pupils with an EHCP to record their additional needs and capture learning milestones
- Supporting staff and parents/carers in coproducing individual support plans (ISPs)
- Ensuring continuity of provision for children with SEND by liaising with preschools and secondary schools
- Attending relevant SEND courses, meetings and conferences
- Developing SEND provision, including our SEND Toolkit
- Working closely with the SEND governor to ensure cohesion between policy and practice, evidenced via learning walks, meetings with the SENCO, etc.
- In line with the SEN Code of Practice 6.91: The school should ensure that the SENCO has sufficient time and resources to carry out these functions. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other strategic roles within the school.

Admission Arrangements

All children start school in the September of the academic year when they turn five. Prior to starting school, parents/carers are invited to an information meeting during the summer term, about the Reception curriculum, school routines and procedures.

The Inclusion Lead accompanies the Reception staff on their home/school visits for pupils with SEND, identified prior to starting school, to facilitate a strong parent/carer/school partnership.

Transition visits, meetings or discussions with pre-school settings are also arranged when a child with SEND has been identified.

Identification of Children with SEND

At Hadley Wood Primary School, we have developed a whole school approach to SEND. This involves identifying individual needs as early as possible and working closely with parents. Information leading to the identification of children's SEND may come from several sources. These include:

- Pre-school: Liaison with pre-schools or nurseries, pre-school support from external agencies, information provided by parents and pre-school transition meetings
- In school: Staff observations, attainment scores, Foundation Stage Profile, in class assessments, reports from external agencies, reports from previous schools, standardised screening and assessment tools e.g. Sandwell Early Numeracy tool
- Parents/carers

Staff can raise concerns about a child with the Inclusion Lead at any time. Based on the school's observations of the whole child, assessment data and following a discussion between the class teacher and the Inclusion Lead, the child may need one of the following:

- Adapted curriculum support in class
- SEN Support
- EHCP: Education, Health and Care Plan

When a child requires SEN Support, their special educational needs and provision are considered within four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

Parents/carers are always consulted and will be informed of the provision in place according to the pupil's needs and their individual barriers to learning. A child may have more general difficulties with class work or have a combination of two or more areas of need. At Hadley Wood Primary School, we endeavour to identify these needs, make reasonable adjustments, arrange appropriate interventions and monitor progress closely. This is part of the identification process for children who may have special educational needs.

Stages on the SEND Register

Concern: If a child is identified with a barrier to learning they will be recorded as a Concern and receive additional in school support to assist with overcoming or adapting to their additional needs.

SEN Support: Special educational needs are met by quality first teaching and a combination of in class support and intervention programmes, individually or in small groups. Support from one or more outside agencies may be sought e.g. Behaviour Support Service, Occupational Therapist, etc. A referral will need to be completed and threshold of difficulty met to access a waiting list for outside agencies.

If the school, in agreement with parents/carers, feel that the child has exceptional needs and is not making sufficient progress, despite intervention in place, then they may request the Local Authority to undertake a statutory assessment. Once granted, this assessment may or may not lead to the Local Authority issuing an Education, Health and Care Plan (EHCP).

EHCP: Children who are classed by the Local Authority as having exceptional needs will be issued with an EHCP which outlines all of the child's special educational needs and any special educational provision necessary to meet those needs. The EHCP will have medium term objectives that the child would be expected to achieve and progress against. These objectives will be reviewed every year in an Annual Review meeting.

Provision for Children with SEND

Intervention for children with SEND is outlined in the school's provision maps using a graduated approach: Assess, Plan, Do and Review. Children are supported by the Year Group Team who liaise with the Inclusion Lead to organise the timetable and provision of interventions to support pupils with SEND. The SEND Register and the Concern Register for each class are monitored and updated on a termly basis by the Inclusion Lead, in conjunction with the class teacher, to review the progress, provision and impact for all pupils.

Intervention Programmes

Provision is organised within a year group and programmes delivered reflect the current needs within each class. Provision may include:

- Reading booster ~ MIDAS principles
- RWI Intervention
- English booster
- Same Day Intervention, SDI, for Maths
- Maths booster
- Pre-teaching relevant vocabulary and concepts prior to a lesson on topic
- Social skills – as appropriate to the needs of individual children
- Learning Mentor support and intervention programmes
- Fine and Gross motor skills including handwriting
- Phonics booster
- Speech and language, e.g. Language for Thinking
- IDL - Literacy and Numeracy

Assessment and Review of Children with SEND (see Assessment Policy)

The Headteacher and the Inclusion Lead monitor and discuss the progress of all pupils with class teachers on a termly basis. Children with SEND are reviewed and progress discussed. The Inclusion Lead reports to the Governing Body termly and liaises with the SEND Governor, whose role as a critical friend is to ensure that the school is following its statutory duties regarding the provision for pupils with SEND.

All children who are on the SEND register will have an ISP, Individual Support Plan, which are reviewed on a termly basis. Where behavioural needs are high, and a child may be at risk of exclusion, a Pastoral Support Plan (PSP) will be implemented and additional support may be sought, e.g. SWERRL. Looked After Children will have Personal Education Plans (PEPs) in place. All plans will be produced in a meeting

with parents/carers and will include short-term outcomes, provision in place to help meet those outcomes and a space to review outcomes. Parents/carers are provided with copies of these plans.

All children with SEND are reviewed termly and those who have overcome their barriers to learning and are attaining levels in line with their underlying ability will be discussed with parents and they may move to the 'Concerns Register' where their progress will be monitored. They will continue to receive additional support, either in class or via an intervention programme as specified on Class Provision Maps. Pupil progress may be sufficient that a child no longer requires additional support and therefore will be removed from the 'Concerns Register.'

All parents/carers whose children are receiving additional support will be informed of their child's provision during parent consultations in the autumn and spring terms. Children with an EHCP have a formal annual review which parents/carers and external professionals/agencies are invited to attend. A sufficiently long period of notice for these reviews is given to ensure maximum attendance.

Access to the Curriculum and Integration of Children with SEND

Hadley Wood Primary School has an ethos that promotes inclusion. There are children with barriers to learning throughout the school, therefore all teachers are teachers of children with SEND and all play a vital role in ensuring the full integration of pupils with SEND. High quality, adapted teaching for individual pupils is the first step in responding to pupils who have or may have SEND.

The school ensures access to a broad and balanced curriculum (including the Foundation Stage and National Curriculum) in the following ways:

- Staff have awareness of teaching and learning styles.
- Staff use a variety of teaching strategies.
- Staff are aware that additional intervention support cannot compensate for a lack of good quality and adapted teaching.
- Flexible deployment of support staff, teaching assistants and Learning Mentor, e.g. individual support, group support, in class support and withdrawal intervention programmes.
- Variations in expectations of achievement for individual children.
- Classrooms are dyslexia friendly and autistic spectrum disorder friendly e.g. the use of visual timetables and coloured overlays where necessary, etc.
- There is a ramp between the KS1 and KS2 playgrounds.

An accessibility plan is reviewed every three years to ensure that an inclusive curriculum is provided and that the school continues to strive to ensure that the physical environment is suitable for all pupils and adults who use the school. We acknowledge that the school is not ideal for wheelchair users, but whenever the opportunity arises we aim to improve access.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils with medical conditions may need support to ensure full access to the curriculum. A Care Plan records the child's medical needs and procedures to support them in school. These pupils will not require SEN Support unless their medical need affects their learning. Please also refer to the Supporting Children with Medical Conditions Policy.

Partnership with Parents/Carers

At Hadley Wood Primary School, we wish to work closely with parents/carers in a spirit of mutual support, encouragement and consultation. We value the information and knowledge parents/carers can offer us about their child and notify parents/carers from the earliest stages when a concern has been identified. We encourage active participation of parents/carers by providing guidance on how learning can be supported at home through workshops and parent/carers consultations. Class teachers have an open-door policy and are available at the end of the school day to discuss concerns. The **Inclusion Lead** and the Headteacher are also available to deal with concerns and provide advice; however, it may be necessary to make an appointment.

Data Security

Data on children with SEND is stored on the secure Managed Learning Environment or the Management Information System. The Inclusion Lead occasionally uses an encrypted data store to transfer information or sends it via the encrypted transfer system.

Complaints Procedures

Complaints from parents/carers about provision of SEND should, in the first instance, be raised with the class teacher or Inclusion Lead who will try to assess and resolve the situation. Formal complaints will be dealt with by the Headteacher through the school's complaints procedure.

The Complaints Policy can be found on the school website.

Arrangements for In-Service Training

The Inclusion Lead attends regular SEND conferences and SENCo partnership meetings with local schools and colleagues to keep up to date with developments in the field of SEND.

All members of staff are encouraged to attend SEND training where a need is identified for an individual child or for a group of children in their class. Training during staff meetings is provided by the Inclusion Lead and specialist agencies e.g. Speech and Language Services, SWERRL, etc. as appropriate.

Links with external agencies

External support services play an important role in helping the school to identify, assess and make provision for children with SEND. Outside agencies may be contacted for a child on the SEND register. A referral will need to be completed and threshold of difficulty met to access a waiting list for a service. The following services are those most commonly consulted by the school:

- SWERRL, formally Behaviour Support Service (BSS)
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychologist
- Speech and Language Therapist
- Education Welfare Officer (EWO) for attendance and punctuality concerns– half termly visits
- Social Services
- School Nurse
- Occupational Therapy Service (OT)
- Enfield Advisory Service for Autism

Links with other schools

Transition meetings are held with pre-schools for children entering the school who have SEN Support. Transition meetings are also held with secondary schools for children leaving the school who have SEN Support or an EHCP. When children transfer to, or are admitted from, another Primary School, their records are forwarded/requested in order to ensure continuity of provision.

We also have links with the following specialist teacher/outreach services:

- Peripatetic teachers for Visually Impaired children
- Peripatetic teachers for Hearing Impaired children
- Peripatetic teachers for Physically Disabled children
- Autistic Spectrum Disorder outreach teacher from Russet House School
- West Lea outreach service
- Oaktree outreach service
- Waverley outreach service
- Language Units

A referral will need to be completed, and threshold of need met, to access a waiting list for a service.

Success criteria

The SEND policy will be monitored regularly to ensure that:

- 1) The ethos of the school is reflected in the provision so that children's individual differences are recognised and valued
- 2) There are effective systems for identifying, assessing and monitoring children with SEND involving all relevant members of staff
- 3) There is close liaison with parents/carers
- 4) All plans drawn up, ISPs, PSPs, PEPs and SEN Passports are shared with parents/carers
- 5) There is utilisation of outside support services and agencies as appropriate
- 6) There is efficient management of record keeping for children with SEND
- 7) There is raised self-esteem of children with SEND
- 8) There is consistency of support in order to enhance continuity of learning

This policy has been developed in coproduction with parents/carers and should be read in conjunction with the following:

- SEND Information Report
- Enfield's Local Offer
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Behaviour for Learning Policy
- Supporting Children with Medical Conditions Policy
- Learning and Teaching Policy
- PSHE Policy
- Complaints Procedure
- Assessment Policy

Hadley Wood SEND Identification Pathway



Child/Young Person is identified as having additional needs
(Teacher, Teaching Assistant, Parent, Inclusion Lead)

If identified by teacher or teaching assistant a referral form needs to be completed



Child/teacher discussions with Inclusion Lead to be recorded
(*Observations in class to be made*)



Depending on needs highlighted during child/teacher discussions and class observations followed by formal assessments completed by Inclusion Lead



Area of needs identified/highlighted and actions to be agreed – recorded on ISP



Suggested support, strategies and interventions to be implemented based on assessments within a given time period



Any targeted interventions to be recorded on the intervention log



Follow up discussions/review of impact of support, strategies and interventions implemented



Are there any improvements? Has the support, strategy or intervention been effective?

No



Possible Strategies:

- Further discussion with the Inclusion Lead
- Individual Support Plan (ISP)
- Support services requested: LSS (Learning Support Service), EP (Educational Psychologist), SWERLL (Social Emotional Mental Health team, OT (Occupational Therapist), SaLT (Speech and Language Therapy), CAHMS (Child Adolescent and Mental Health Service)
- Advice and guidance from external agencies start to gather evidence in support of an Educational Health Care Plan (EHCP)

Yes



Monitor progress and review:

- Day to day assessment for learning (class teacher)
- Assessment weeks
- Pupil progress meetings
- Intervention impact evaluations Parents evenings
- Pupil voice

Yes



Are there any improvements? Has the support, strategy or intervention been effective?

No



Need for co-ordinated support – all parties involved with the child to contribute to ISP – monitor and review. If there is still no or progress is limited then through a co-ordinated approach the ISP can be reviewed to decide whether and Educational Health Care Plan (EHCP) is appropriate.