

# Sheringdale SEND Policy



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Our values and vision for SEND in our setting	<p>The aims of SEND provision is to:</p> <ol style="list-style-type: none"> <li>1) Maximise progress towards attaining core life skills (such as language, literacy, mathematics, social skills, independent learning skills, communication and emotional awareness)</li> <li>2) Ensure equality of opportunity in terms of access and inclusion to all aspects of school life and learning experiences.</li> <li>3) Promote emotional well-being and self-esteem so that pupils recognise and value their strengths as well as feel proud of the progress they are making in the areas in which they are receiving support.</li> </ol> <p>In addition we:</p> <ul style="list-style-type: none"> <li>• Work in partnership with parents to discuss needs, progress and provision.</li> <li>• Take account of the views of pupils on the provision they receive and actively involve them in target setting and monitoring their own progress.</li> <li>• Make the best possible use of SEND resources by evaluating provision on a termly basis and using these evaluations to inform the planning of provision for the next term or academic year.</li> </ul>
Definition of SEND	<p>The SEND Code of Practice says that:</p> <p>“ A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At</p>

	<p>compulsory school age this means that he or she has a significantly greater difficulty in learning than the majority of others 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.”</p>
<p>Provision for pupils with SEND</p>	<p>Teachers set high expectations for all pupils, whatever their level of prior attainment and ensure that all pupils are challenged in their learning at the appropriate level. They plan and deliver lessons that are accessible for every pupil including those with SEND. They target areas of need and endeavour to remove barriers to learning.</p> <p>In order to do of all of this, and depending of the types of SEND in their class, teachers employ a variety of methods. These include the following:</p> <ul style="list-style-type: none"> <li>• Adapting work for those pupils requiring support or extension and creatively adapting the tasks and learning experiences to meet the differing needs and ability levels in the class.</li> <li>• Adapting classroom environment (e.g. providing quiet areas, seating arrangements).</li> <li>• Use of specific resources that enable access to tasks/ remove barriers to learning.</li> <li>• Dedicating time (1:1 or small group) to targeting specific area of need for a pupil with SEND.</li> <li>• Organising Teaching Assistant support so that pupils can be supported by the TA or the TA supports whole class so that the teacher can focus on pupils with SEND at certain times in the day.</li> <li>• Valuing all children’s strengths and providing opportunities for all children to be proud of their achievements and contributions</li> <li>• Setting learning targets specific to pupils and based on ongoing individual assessment.</li> </ul>
<p>Our approach to identification</p>	<p>Some children arrive at Sheringdale with identified SEN or disability. Where this is the case the SENCo meets with parents and liaises with previous schools and educational settings as well as with any other professionals that have been involved in supporting the child. We gather all documentation, assessments and records of previous support. This ensures that we can quickly gain an understanding of the child’s needs and put in place the appropriate provision.</p> <p>Other children have their SEND identified while they are at Sheringdale.</p>

	<p>The process for identifying Special Needs is as follows:</p> <p>Step 1 – A parent, carer or outside professional raises a concern</p> <p>Or</p> <p>Regular assessment and tracking of all pupils shows less than expected progress or staff raise concerns regarding emotional well-being or behaviour.</p> <p>Step 2 – The class teacher and parents meet to discuss concerns and an ‘initial concerns pre-SEN’ form is filled out where specific needs are identified. Outcomes and provision will be developed.</p> <p>Step 3 – Depending on the type and degree of concern the next steps may involve one or more of the following:</p> <ul style="list-style-type: none"> <li>• Providing teaching, within the whole class setting, targeted at the child’s areas of weakness.</li> <li>• Introducing new classroom strategies or arrangements.</li> <li>• The child being provided with extra support or taking part in an intervention programme to help them catch up with peers.</li> </ul> <p>Step 4 – If the child makes insufficient progress despite teaching that is targeted at the areas of weakness, parents are informed and, if it is thought that the child may require SEND provision, the SENCo meets with and consults the parents. In addition, the SENCo and teacher carry out further assessments to provide a clear analysis of the pupil’s needs.</p> <p>Step 5 – After gathering this information, the class teacher and SENCo decide whether the child has a learning difficulty that requires SEND provision. If they decide that the pupil does not have SEND, other underlying causes of underachievement are addressed. If they decide that the child has SEND, then this is formally recorded and parents are informed.</p> <p>See Appendix D: What to do if I have a concern about my child?</p>
<p>Our partnering approach to involving parents/carers</p>	<p>The parents of all children have opportunities to meet their child’s class teacher throughout the year (e.g. parents consultation evening) as well as receiving an annual report. At Sheringdale we recognise that it is important that parents of pupils with SEND have additional opportunities to communicate with school staff. This allows parents the time and opportunity to share vital information about their child’s needs, share their views on their child’s needs and the provision they</p>

	<p>receive in school, and to be regularly informed and updated on their child's progress.</p> <p>The following opportunities are available to parents of pupils with SEND:</p> <ul style="list-style-type: none"> <li>• Termly SEND review meetings held with the SENCo and/ or class teacher.</li> <li>• Opportunities to arrange meetings with the class teacher and SENCo at other times throughout the year.</li> <li>• Opportunities to communicate with the SENCo via email.</li> <li>• Informal opportunities to drop in to SENCo's office towards end of the school day or on some mornings for a brief catch-up.</li> </ul> <p>In addition, Team Around the Child (TAC) meetings are held for those pupils with more complex needs and who are receiving support from professionals outside the school.</p>
<p>Record keeping, monitoring and data management</p>	<p>All pupils' progress is continuously being monitored by the class teacher, in addition to formal termly assessments and tracking of children's attainment.</p> <p>The progress of pupils' with SEND is monitored even more closely. The outcomes of the SEND provision are reviewed formally on a termly basis and informally on a more regular basis, so that the provision can be adjusted accordingly. In addition to analyses of class teacher's termly assessments, observations on the child's behaviour or specialist assessments may also be carried out in order to gain an in-depth understanding of their needs and progress.</p> <p>Termly reviews of outcomes of provision and analyses of assessment data are recorded on the child's individual 'Provision Map'. This is a document that shows a list of the different types of provision the child is receiving, the proposed outcomes of the provision and progress reviews. Parents and all staff working with a child have a copy of their Provision Map. (See Appendix A for the Provision Map template).</p> <p>Children are asked for their views on the provision they are receiving and on what helps them in the classroom and their views are taken into consideration when reviewing their provision and making adjustments.</p> <p>The termly SEND review meetings are opportunities for parents to meet with the SENCo and/ or class teacher to discuss the child's needs,</p>

	<p>progress and provision so that all views are shared and all have an input into decisions about the best type of provision for the child.</p> <p>Annual reviews are held for children with EHCPs.</p> <p>The list of pupils on the SEND register are kept on the school's data system: 'SIMS.net'</p> <p>In accordance with SEND code of practice, individual types of need are categorised under four broad areas:</p> <ol style="list-style-type: none"> <li>1. communication and interaction</li> <li>2. cognition and learning</li> <li>3. social, emotional and mental health</li> <li>4. sensory and/or physical needs.</li> </ol>
<p>Working with external partners</p>	<p>The school uses and collaborates with a range of external agencies, including the following:</p> <ul style="list-style-type: none"> <li>• The Schools and Community Psychology Service (Educational Psychology).</li> <li>• The School Health Service (School Nurse.)</li> <li>• The Speech and Language Therapy Service.</li> <li>• The Occupational Therapy Service.</li> <li>• Paediatric Physiotherapy.</li> <li>• Autism Advisory Service (for children with a social communication difficulty or a diagnosis of Autistic Spectrum Disorder).</li> <li>• The Early Years Intervention and Support Service (for multi-disciplinary assessment of and support for children with complex needs).</li> <li>• Behaviour and Learning Support Service.</li> <li>• Wandsworth Hearing Support Service, Oak Lodge.</li> <li>• The Visual Impairment Service, Linden Lodge.</li> <li>• Child and Adolescent Mental Health Service (CAHMS).</li> <li>• Developmental Paediatric Team.</li> <li>• Wandsworth Children's Specialist Service.</li> </ul> <p>The SENCo makes referrals to these services where appropriate, using either the service's own referral procedure or through the 'Early Help Assessment' electronic form.</p> <p>The Wandsworth Local Offer provides a list of local services which the school and parents can be made aware of and make use of where</p>

	<p>appropriate.  <a href="https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2">https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2</a>)</p>
Supporting transition	<p>For new children with SEND joining the school, the SENCo and class teacher will meet with their parents before they start to discuss their needs and provision. Where a child is transferring from another school or setting, we will liaise with them, and if possible, arrange to visit them before they transfer to Sheringdale.</p> <p>Each year before the start of the next academic year, teachers meet to discuss the needs of the children entering their new classes. All pupils with SEND are discussed, provision maps are shared, targets are reviewed and new targets are set for the coming academic term. Children with more complex SEND needs are discussed with the class teachers and the SENCOs.</p> <p>For children transferring to another school or moving to secondary school, we will arrange to speak with the SENCo or Inclusion Manager of the new school and transfer all records regarding your child's SEND.</p> <p>For some children, transitions are a particular area of difficulty for them, and for these children we can give them extra preparation for the move to the new school or the new class and write a 'social story' for them, showing the new setting they are moving to. They also make a 'transition booklet' with the learning mentor which will help them make the adjustment to a new class as smoothly as possible.</p>
Pupils with medical conditions	Please see Sheringdale's Medical Policy
Safeguarding	Please see Sheringdale's Safeguarding Policy
Staff training	<p>Teaching staff and teaching assistants take part in training sessions, throughout the year, to develop their knowledge of SEND and effective provision for SEND.</p> <p>Examples of SEND training include 'Adapting classroom environments for pupils with Autistic Spectrum Disorder', 'Understanding behaviour as communication', 'dyslexia', 'precision teaching' and 'trauma and attachment'. A key area of our School Improvement plan this year has been around developing staff knowledge of SEND. They have received extensive training from a variety of professionals (eg: Educational</p>

	<p>psychologist; specialists from the Wandsworth Autism Advisory Service).</p> <p>Where there are pupils with less frequently occurring types of special need or disability, outside professionals work with the class teacher and TA to provide advice and enhance the teachers' knowledge.</p>
Requesting EHC needs assessment	A small proportion of children on the SEND register may require an EHC needs assessment. The school refers to Wandsworth LA's "Criteria for EHC assessment" (see Appendix B) when meeting with parents to decide whether to begin the process of requesting an assessment. The process follows Wandsworth LA's "EHC Assessment Guidance" (see Appendix C).
Complaints process	The school aims to ensure that parents feel welcome to discuss issues relating to their child's education with the class teacher. Concerns about special educational needs provision should be addressed to the SENCo who will respond by meeting with the parents/carers to discuss and hopefully resolve the situation. If these issues have still not been resolved then an appointment with the head teacher can be made. If parents feel they have significant concerns, they can contact the chair of governors. Sometimes the Parents in Partnership Service may be invited to attend meeting for EHCPs to give support and impartial advice to the parents/carers.
SEND information report	<i>See website.</i>
Appendices	<p>Appendix A: Template for an individual pupil's "Provision Map"</p> <p>Appendix B: Criteria for EHC Assessment</p> <p>Appendix C: EHC Assessment Guidance</p> <p>Appendix D: What to do if I have a concern about my child</p>

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