



Alexandra School

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SEND POLICY

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INTRODUCTION

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

- Part 3 of the Children and Families Act 2014
- SEN and Disabilities Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy was developed with Governors and has taken into account the views of parents/carers/guardians, teachers and parents/guardians of children with special educational needs. It is published with all our school policies on our school website and reviewed annually.

Please also refer to the Medicine Policy, Contenance Guidance, SEND information report on our website, Behaviour Policy, Child Protection Policy, Complaints Policy and Accessibility Plan, which are also found on our website.

Where the term 'parent' is used throughout this document it covers parents, carers and guardians of the pupils in our school.

Definition of SEN

The Special Educational Needs and Disabilities Code of Practice 2014 states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty if (s)he:

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

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. However, some children and young people need educational provision that is additional to or different from this. This is special educational provision noted under Section 21 of the Children and Families Act 2014.

Special educational provision might include support from a specialist or support assistant teacher, access to a specialist teaching programme or specialist ICT equipment etc. The Equality Act 2010 sets out the legal obligations that schools also have towards children with disabilities, where it states schools must make reasonable adjustments, including the provision of auxiliary aids and services to ensure that disabled children are not at a substantial disadvantage compared with their peers.

All forms of special educational provision is underpinned by high quality teaching and is compromised by anything less. Alexandra School uses its best endeavours to ensure that such provision is made for those who need it.

1) The kinds of special educational need for which provision is made

Alexandra School is a multicultural mainstream school for children between the ages of 3 - 11 years and is proud to offer a wholly inclusive education to pupils with a wide range of special educational needs and disabilities. The school has an ESTA (Enhanced Specialist Teaching Arrangement) which supports a number of pupils with moderate and or/complex learning needs and is accessible to children with physical disability, enabling such pupils to be fully included in our school. We have both an Inclusion and an ESTA Manager to help to deliver our provision.

All our staff and pupils are inspired to support a positive approach to diversity and to accept and celebrate difference, with a vision of promoting equality and opportunity for all, and respect of others.

We can make provision for every kind of frequently occurring special educational need where a child is with or without an Education, Health and Care (EHC) Plan, for instance; dyslexia, dyspraxia, speech and language needs, Asperger's Syndrome, learning difficulties and some behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met**

Children suitable for our ESTA may have significant developmental delay, delayed motor skills, speech and language difficulties (but be able to use gesture to get their message across). They will be capable of progressing from pre-intentional communication to intentional communication.

There is capacity for up to 16 pupils in our ESTA, two of which are "assessment" places in our nursery setting. Nursery assessment placements are agreed at the TAP (Tolworth and Alexandra Placements) Panel, held annually in the Spring Term. Decisions on the admission of other pupils into the ESTA are made by the Local Authority.

The admission arrangements of pupils with SEND are considered on the same basis as those without SEND. The School Admission Code of Practice requires children and young people with SEN to be treated fairly. Admissions authorities:

- Must consider applications of children who have SEN but do not have an EHCP on the basis of the school's published admissions criteria as part of normal admissions procedures
- Must not refuse to admit a child on the grounds that they do not have an EHCP because they do not feel able to cater for those needs
- Must not refuse to admit a child on the grounds they do not have an EHCP

The ESTA is not been resourced to make provision for pupils whose level of communication is pre-intentional, or if their **primary need is social communication or Autistic Spectrum Condition. The provision is unsuitable for children whose primary need is PD (profound developmental difficulties) or those who are dependent on nursing care/medical intervention.

2) Identification and assessment of pupils with SEN

Although we have an enhanced provision to support children known to have special educational needs, this section covers the identification of mainstream pupils that are not already known to have SEN.

Class teachers monitor the progress of all pupils regularly. We also use a range of assessments with all the pupils at various points such as the Early Learning Goals at the end of the Foundation stage, the Y1 Phonic Screening check and the Standard Assessment Tests at the end of Year 2.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is put in place if a child is not meeting targets, even if a special educational need has not been fully identified for that child. This extra support will more often than not enable the pupil to catch up. Examples of our extra support are specific intervention groups which work with small groups of children inside or outside the classroom.

Despite high quality targeted teaching some pupils may continue to make insufficient progress. These pupils may be identified by the class teacher, the Inclusion Manager or by the parent as needing more specialist input. In this instance, a meeting with the child's parents will be set up to discuss the child's progress and help plan possible ways forward. The parents may be asked to give their permission for the school to refer the child to a specialist professional such as a Speech and Language Therapist or Educational Psychologist etc. This will help the school and the parents/guardians understand the child's particular needs better and be able to support them effectively in school.

The purpose of this more detailed assessment and review is to understand what additional resources and potentially different approaches are required to enable the pupil to make better progress. A Teaching & Learning Plan is to be written and shared with parents. This is reviewed at SEN support 3 times a year and refined / revised if and where necessary. At this point, because the pupil is now known to require additional and extra provision, we have identified that the pupil has a special educational need.

If the pupil makes good progress using the additional intervention, where they would not be able to maintain this good progress without it, we continue to identify the pupil as having a special educational need and continue with the interventions. If the pupil is able to maintain good progress without the additional and different resources then they are no longer identified to be with special educational needs.

All teachers and support staff who work with identified pupils are made aware of the support to be provided and the teaching approaches to be used.

The school is also signposting families to relevant support agencies and professionals, where needed. The ESTA and Inclusion managers are available to offer support and advice to parents.

3) Delivering our Special Educational Needs solution

This section is broken into the many areas covering where and how SEN is delivered in our school

3a) How we evaluate the effectiveness of our SEN provision

Our SEN provision is enhanced and we support pupils with special educational needs both with and without an EHC Plan. Regular monitoring and review focuses on the extent to which planned outcomes of pupils with SEN have been achieved. The views of the pupil, parents, Learning Support Assistant (if assigned) and class teacher are taken into account. The assessment information from the LSA and/or class teacher shows whether adequate progress is being made and any areas of specific concern.

The SEN and Disabilities Code of Practice (2014) describes adequate progress as:

- similar to that of children of the same age who had the same starting point;
- matches or improves on the pupil's previous rate of progress
- allows the attainment gap to close between the pupil and children of the same age

For pupils with or without an EHC Plan there is an annual review of the provision made for the child, which enables an evaluation of the effectiveness of the special provision made. The collation of all annual review evaluations of effectiveness is reported to the Governing Body. We have an ESTA and Inclusion Manager that manage and oversee those reviews.

3b) How we assess and review the progress of our pupils that have SEN

Every pupil in the school has their progress tracked regularly. In addition to this, pupils with special educational needs have more frequent and detailed assessments to review against set targets/outcomes and to measure any small steps of progress.

If these assessments do not show adequate progress is being made the support plan and planned outcomes are reviewed and adjusted. All significant delays in progress are informed to parents and in some cases, this could lead to an earlier than planned review of an EHC Plan.

3c) How we teach our pupils that have SEN

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014)

The school follows the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. Class teachers plan lessons according to the specific needs of all groups of children in their class. In addition, specially trained support staff adapt the teachers' planning to support the needs of individual children where necessary. We incorporate into our teaching all the advice provided as a result of assessments, both internal and external, and the strategies described in EHC Plans. Specialist programmes or specific resources and strategies are used to support children individually and/or in groups.

For pupils with EHC Plans there is specific teaching requirements already discussed and set out in detail as part of the child's plan. The school works closely with the Community Occupational, Speech and Language and Physio Therapist teams, who are in our school on a regular basis and help to provide specialist therapy packages.

Where necessary, training is provided to staff who work with a pupil with a specific educational need.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11)

3d) Additional resources for learning available for pupils with SEN

Section 88 of the Schools Revenue and funding Operational Guide (2015 to 2016) states that when considering their funding formula for mainstream schools, local authorities must make sure that the budget shares of schools have an appropriate amount that enables them to contribute to the costs of the whole school's additional SEN support arrangements, up to a mandatory cost threshold per pupil.

This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to the needs of individual pupils with SEND and is evidence based. The amount of support required for each pupil to make good progress will be different in each case. In cases where a very high level of resource is required, the school will request a 'top up' from the Local Authority where the child lives.

The Headteacher and Governors have the final say in the use of the budget for SEND within the school.

Children under the ESTA provision do not currently receive a specific Personal Budget and their ESTA funds are agreed separately with the Local Authority for those pupils.

3e) Activities that are available for pupils that have SEN

All clubs, trips and activities offered to pupils in accordance with the curriculum are also fully available to pupils with SEND. For some pupils the schools makes 'reasonable adjustments' to enable that pupil to access the activity. This is done in partnership with parents.

After school provision and extra-curricular activities are available to all children including those with SEND and where necessary, parents can request specific funding for an additional member of staff or 1:1 support person to be appointed to support the pupil in those provisions

We support parents that apply for the Aiming High funding for children with disabilities who need financial support to ensure their children can access holiday clubs.

For some children with special educational needs the school provides or participates in some extra-curricular activities during the school day. Examples of these range from joining in on the local Sports Days set up by the borough for children who find it difficult or challenging to access their school's mainstream Sports Day and where all participating children get a medal, to securing weekly access to a sensory room in our nearby church for our pupils with sensory disorders, or working with the local Pedal Power team who volunteered their time to provide 6 weeks of teaching our children with additional needs to ride bicycles etc

Our School council is inclusive of pupils with SEN & Disabilities.

3f) Support available for improving the emotional and social development of pupils with special educational needs

An important aspect of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching; for instance in assemblies and intervention groups, and indirectly, with the everyday conversation that staff have with pupils throughout the day.

Pupils with emotional and social needs are fully supported to enable them to develop and mature appropriately. In some cases pupils will receive direct support from the school's two Emotional Literacy Support Assistants (ELSA). For some pupils advice is sought and support of the Individual Pupil Support Service (IPSS) or CAMHS Tier 2 is required.

All staff are aware of all pupils with SEND and the school works hard ensuring that children with SEND are included and are no more likely to be the victims of bullying. The school emphasises that all children report any behaviour that concerns them. The playground is well supervised during break times and more structured activities are available for those children who need them.

4) The name and contact details of the SEN Co-ordinator

The Inclusion Manager at Alexandra School is Pauline Sharratt, who is a qualified teacher and has many years of developing the school's inclusion processes. Pauline Sharratt can be contacted on 020 8546 7176 or on psharr1@axi.rbksch.org

In addition, Sarah Kelemen is the ESTA Manager and works with Pauline to coordinate the support for all children who are part of the ESTA. Sarah is responsible for developing the ESTA provision to ensure that all those children who are part of it get a consistent, high quality response to meeting their needs in school.

Sarah Kelemen can be contacted on 020 8546 7176 or on skelem1@lgflmail.org

5) Expertise and training of staff in relation to children with SEN

The Inclusion Manager's job is to support the class teacher in planning for children with SEND.

The Inclusion Manager ensures that specialist support and training for teachers and support staff is provided in order that they help children with SEND achieve the best progress possible. This includes whole school training on SEND issues such as ASC, Attachment Disorder, mental health awareness, Down's syndrome, deafness awareness, sensory integration difficulties and speech and language difficulties.

Individual teachers and support staff attend training courses run by external agencies that are relevant to the needs of specific children in their class e.g. from the Speech and Language Therapy service.

Where a training need is identified beyond this the school will work to find a provider who is able to deliver it. Training providers we can currently and easily approach include Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Teaching and Learning Advisors etc.

6) Equipment and facilities to support pupils with SEN

Specialist school equipment is considered on an individual basis in consultation with appropriate professionals.

EHC Plans may have identified specific equipment/facilities listed for which the plan funding then needs to support. Where further needs/solutions are identified for a pupil with SEN, the school submits a specific request for additional funding of that solution to the SEN panel.

The school has a fully incorporated Disabled changing facility for use by all pupils who need it. It has the school's Personal Care & Hygiene Policy on display and includes a hydraulic changing table.

All areas are wheelchair accessible.

Where necessary, pupils with identified SEND have individual Health and Safety guidelines set for them, such as evacuation procedures for a fire alarm

The school has duty to make arrangements to support pupils with medical condition and the specific details of this is covered in our Medicine Policy. Individual Healthcare Plans (IHPs) are put in place to specify the type and level of support required to meet the medical needs of such pupils. Where pupils with medical conditions also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We have full regard to the statutory guidance supporting pupils at school with medical conditions.

7) The arrangements for consulting parents/guardians of children with SEN

Parents are encouraged to be at the centre of discussions and decisions made about their child and their child's education. The school involves them in a number and variety of ways

- The class teacher is regularly available to discuss the child's progress or any concerns the parents may have and to share information about what is working well at home and school so similar strategies can be used.
- The Inclusion Manager and/or ESTA Manager are available to meet with parents to discuss their child's progress or any concerns/worries the parent may have.
- All information from external professionals is discussed with the parents directly and if appropriate a report is written.
- The child's progress is reviewed with the parents' involvement each term.
- Home learning is adjusted as needed to the child's individual needs.
- A home/school contact book may be used to support communication with the parent if this has been agreed to be useful.
- Parents are invited to attend an in-school support group to meet with each other and the SEND team.

8) The arrangements for consulting young people with SEN

Given the young age of the children at Alexandra School it is primarily the parents that are consulted at this stage.

However, teachers and/or support staff work with the pupil where possible to write up the pupil's views as part of their SEND review.

Staff work with pupils with SEND, of appropriate age/ability, to consult with them on areas of any concern for the pupil.

9) Treatment of complaints from parents of pupils with SEN

The Complaints Policy on the school website covers the arrangements for the treatment of complaints about the provision made for special educational needs and disabilities. Parents are encouraged to discuss their concerns with the class teacher, Inclusion Manager or Headteacher to try to resolve the issue before making a formal complaint to the Chair of the Governing Body.

10) How the Governing Body involves other agencies to meet the needs of pupils and families of pupils with SEN

The Governing Body asks the school to engage with and gain support from external agencies including Health & Social Services, Local Authority support services and voluntary organisations etc. The school has secured the following:-

- A Service Level Agreement with the Educational Psychology service
- Premium level membership to SPARK (the School Performance Alliance Richmond and Kingston)
- Link to the Disabled Children's Service for support to families for some pupils with high needs
- Access to the local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the Reintegration Support Service
- Membership of professional networks for the Inclusion Manager e.g. NASEN, SENCO forum
- KU19 Contact

Our school informs parents of KIDS, which is a local voluntary sector organisation, delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities.

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be

They can be contacted on: **020 8831 6179** Website: **www.kids.org.uk**

11) The school's arrangements for supporting pupils with special educational needs in transferring between phases of education and/or schools

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

When moving to a new school:

- We contact the school Inclusion Manager and ensure he/she knows about any special arrangements or support that need to be made for the child.
- We make sure that all records about the child are passed on as soon as possible.
- Together with the parents and the child we design a Communication Passport, explaining the child's strengths and difficulties and things that help the child to succeed in school.

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- The Inclusion Manager offers Outreach services via email/phone to the new school

When moving classes in school:

- Information is passed on to the new class teacher in advance and a planning meeting takes place with the new teacher and all adults involved with the child. Extra visits are arranged if necessary to help a child settle in more quickly and to dispel any anxieties he/she may have. All records and targets shared with the new teacher.
- If a child would be helped by a social story to support them understand moving on then it will be made for them.

If needed, the transfer to a different school will be managed as follows:

- If it is appropriate a child will make extra visits to their new junior school. The child will have extra opportunities to meet the new staff and to learn how to navigate the building and the playground.
- Staff from the new school are invited to visit the child here.
- The child will take photos and help create a book about their new school which they will keep.
- The Inclusion Manager will discuss the specific needs of each child with the Inclusion Manager from the junior school. The Inclusion Manager and ESTA Manager will also arrange for transition surgeries to take place in the autumn term following any child's moving up.
- The Inclusion Manager continues to offer Outreach services to the new school.
- All records about the child are passed on as soon as possible.

12) Information on where the local authority's local offer is published.

The local authority's local offer is published on www.afclocaloffer.org.uk and parents without internet access should make an appointment with the Inclusion Manager for support to gain the information they require.

We publish information on our website about the implementation of the Governing Body's policy for pupils with SEND. The information published is updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014