You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

**Vison statement:**
Community: Everyone is included.
Unity: United by our school's values.
Opportunity: Aim for happiness and success.
1) The SEND policy - introduction

The Special Educational Needs and Disability (SEND) Policy outlines how Penwortham aims to meet the additional needs pupils may have. It follows the *Special educational needs and disability code of practice: 0 to 25 years* (DfE, DfH, January 2015), which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England’ for organisations which work with and support children and young people who have special educational needs or disabilities’.

The Special educational needs and disability code of practice (2015) states that: All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best,
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Penwortham is an inclusive school, committed to providing a high quality education and environment, which enables all pupils to achieve their potential. We aim to ensure that all children have equal access to a broad and balanced curriculum. We recognise the importance of early identification of SEND and intervention and have procedures in place to ensure these.

The SEND policy promotes pupils working towards becoming independent and resilient learners and complements other school policies.

The School may offer a range of provision to support children with difficulties in the areas of communication and interaction; cognition and learning; social, emotional and mental and health; sensory and/or physical needs.

**The Inclusion Lead is:** Andrew Murning

**The Special Needs Co-ordinator (SENCo) is:** Marta Mrozowska (Acting)

**The SEN administrator is:** Jacqueline Okuefuna
2) **Definition of SEND (SEND CoP), p.15**

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 or a young person has a learning difficulty or disability if they:

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

The four areas of need identified in the Code of Practice 2015 are:

1. **Communication and interaction:** Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children with ASD, including Asperger’s Syndrome and Autism are likely to have particular difficulties with social interaction and may experience difficulties with language, communication and imagination.
2. **Cognition and learning:** Children who have learning difficulties may learn at a slower pace than their peers, have moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum, through to profound and multiple learning difficulties (PMLD) where children are likely to have complex and severe learning difficulties as well as a physical disability or sensory impairment. Some children may have a specific learning difficulty (SpLD) relating to a specific area of learning e.g. dyslexia, dyscalculia and dyspraxia.
3. **Social, emotional and mental health difficulties:** Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways e.g. isolated, challenging, disruptive or disturbing behaviour. These behaviours may reflect mental health difficulties such as anxiety or depression. They may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
4. **Sensory and/or physical needs:** Some children have a disability which prevents them from making use of the educational facilities generally provided. Children with a physical disability (PD), vision impairment (VI), hearing impairment (HI), or a multi-sensory impairment (SI) will require specialist support and or equipment to access their learning.

3. **The needs of children with SEND may be met at Penwortham by:**

   a. First Quality Teaching
   b. Early identification followed by ‘SEN support’ level of intervention
   c. Referrals and recommendations by external professionals
   d. Education Health and Care Plans (EHCP)

   a. **Quality First Teaching**

We provide a graduated approach to teaching children with SEND:
• Quality first teaching provides differentiation for all children including those with SEND.
• Additional targeted support in the area of specific need, this may be individual or a small group intervention. Extra support and multisensory resources are available to facilitate curriculum access.
• Provision of outside agency/specialist, support for the individual over a short period of time.

Information on the range of teaching strategies, resources and interventions used to support a range of needs can be found in our SEND Information Report (available on our school website).

b. Early Identification

Pupils with special educational needs are identified in a number of different ways:
• Through regular monitoring of attainment and progress - concerns arise when pupils are falling behind or making inadequate progress given their age, starting point and national expectations of progress.
• Observation of pupil behaviour – concerns arise when behaviour affects the safety, wellbeing or learning of the pupil and or peers.
• Through a range of high quality and accurate formal and informal assessments carried out by the SENCo and/or specialists.
• Through parent contact.

Please see Appendix 1: SEN Support Identification Process
• The class teacher in consultation with SENCO or phase/year leaders arranges and organises appropriate provisions which will include Quality First Teaching (QFT).
  • The impact of these provisions is reviewed within a short period, usually a term. Where there is good progress, the child returns to regular tracking. Strategies may stay in place if appropriate long term.
  • Where little or no progress is seen, the class teacher and parents/carers, in consultation with SENCO /Year leaders or external agencies, agree further strategies to support the child towards agreed outcomes. These are recorded on the Initial Concerns Record (Appendix 2).

As part of identification - at Penwortham, we also take into consideration factors which may affect the progress and attainment of a child which are not special educational needs. These include:
• Disability (The Code of Practice outlines the “reasonable adjustment “duty for all schools provided under current Disability Equality legislation) – a disability may or may not constitute a SEN, depending on the impact on the child’s learning and/or use of educational facilities.
• Attendance and Punctuality.
• Health and Welfare.
• English as an Additional Language (EAL).
• Being in receipt of Pupil Premium Grant (PPG).
• Being a Looked After Child.
• Being a child of a Serviceman/woman.
• Being a Young Carer.
c. SEN support

• Where little or no progress is evident over time, a SEN Support Plan is drawn up in consultation with the class teacher, parents/carers and SENCO. The child is then entered onto the school’s SEN register. Teachers may make adaptations within lessons to meet the needs of pupils with SEN.
• Teachers may arrange for interventions that are additional to or different from the usual differentiated curriculum (e.g. small group support)
• Triggers for interventions are informed by evidence about the child’s learning, progress and specific difficulties and consultations with parents, staff or external agencies.
• The pupil’s response to intervention is monitored and assessed regularly.
• Further details on resources, interventions and external services that may be available are stated in the SEN Information Report (Local offer), which is published on the school website.
• Where appropriate, following a consultation between the teacher, SENCo and parents, a referral to an external professional is made.
• Parents/Carers, SENCo, Class teacher and outside agencies, work collaboratively to plan appropriate interventions to address the difficulties.
• Advice and targets given by external agencies is incorporated in the child’s provision and stated on the SEN Support Plan (Appendix 3). SEN Support Plan targets are reviewed termly as part of the 'Assess – Plan – Do – Review' cycle, which follow the SEN Code of Practise (2015) model.

1. Assess
The class teacher, working with the SENCo, will carry out a clear analysis of the pupil’s needs. This will draw on the teacher’s previous and current assessments and experience of the pupil and their progress and attainment. It will also draw on the individual’s development in comparison to their peers and national data, the views and experience of the parents and the pupil. In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with the school to help inform the assessments.

2. Plan
Where it is decided to provide a pupil with SEND support, the teacher and the SENCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place. They will also agree on the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the pupil’s SEN support plan.
The types of provision we offer at Penwortham are identified in our SEND Information Report.

3. Do
The class teacher remains responsible for working with the child on a daily basis by providing high quality teaching, differentiated to suit the needs of the child. The class teacher also retains responsibility where the interventions involve group or one-to-one teaching away from the main class. The class teacher works closely
with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports the class teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

4. Review
The effectiveness of the support and interventions and their impact on the pupil’s progress is reviewed in line with the agreed date (either on a half termly or termly basis depending on the child’s level of need). The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil’s needs. The class teacher, working with the SENCo, will revise the support in light of the pupil’s progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Involving Specialists
Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. The pupil’s parents are always to be involved in any decision to involve specialists. The SENCo and class teacher, together with the specialists, and the pupil’s parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child’s progress. The outcomes to be achieved through the support, including a date by which progress will be reviewed will be agreed on.

d. Education Health and Care Plans (EHCP) – formerly known as Statement of SEN

• A small number of children have a high level of SEND and/or they will show limited progress. A Team Around the Child (TAC) meeting will be arranged in such cases, to discuss the possibility of requesting a full assessment on SEN by the Local Authority. The Local Authority may decide to issue an EHCP.
• If a request for a full assessment of SEN is agreed at the school level, a range of written evidence is collected and submitted to Wandsworth Local Authority (Special Needs Assessment Section).
• Parents are involved in the application process and are required to contribute their views to the request forms.
• The Wandsworth SEN Panel makes decision whether or not to proceed with the assessment. Guidance on the criteria for EHCP assessment and thresholds in Wandsworth can be found at: https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/advice.page?id=mJthUUI81VsI
• If an EHCP is issued, it is reviewed annually with reference to the long-term outcomes. Short-term outcomes continue to be set termly through SEN Support Plans in conjunction with teachers, SENCo and parents/carers.
5. At Penwortham we work in partnership with:

a. Parents/Carers.

We believe that parents have the right to be involved and contribute to the decision making process about their child’s education. We do this by:

- Engaging parents through meetings, parents evening, e-mails and phone calls to take account of their wishes and aspirations for their child.
- Involving parents in the graduated approach (assess, plan, do, review) and SEN Support Records.
- Listening to and valuing the parents’ views and offers of support as significant contributions in the home-school partnership, in the interests of the child.
- Parents may not be informed of initial anonymous informal advice sought from external agencies but where further action is required all referrals and named discussions will only take place with parental consent.
- Giving parents access to information about the support they and their children can receive through the Local Offer, the schools’ SEND Information Report and impartial advice and information from the Wandsworth Information, Advice & Support Service (WIASS) more information about the support can be found: https://www.wandsworth.gov.uk/info/200477/wandsworth_information_advice_and_support_service_wiass/1906/about_the_wandsworth_information_advice_and_support_service_wiass.

b. Children – they are involved in the decision making about their provision by:

- Target setting
- Assessing progress
- Contributing to the Initial Concerns Record, SEN Support Plans and annual reviews
- Contributing to school reports where appropriate or whenever deemed suitable in supporting provision.

c. External Professionals

- At Penwortham we have well established links with health services, social services, educational welfare and voluntary organisations. The range of external agencies and specialists which we work with at Penwortham are identified in our SEND Information Report (which can be found on our website).
- The full range of support services available in Wandsworth for children and young people with special educational needs or disabilities and their families can be found in Wandsworth’s Local Offer: https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page
6. At Penwortham children with SEND are offered full access to a broad, balanced and relevant education through:

a. Admission Arrangements
   • The school is often notified of a child’s SEN on entry by the parent/carer or an external provider/agency.
   • There are not different admission arrangements for pupils with SEND who do not have an EHCP (see admissions policy).
   • Children applying with EHCPs will have their needs assessed and admission agreed in line with the DFE admissions policy and SEND Code of Practice 2015, taking into account parental preference and whether the school is able to provide for their needs. If Penwortham is named in the EHCP, the child has the right to be admitted to the school.

b. Equality
   • All pupils have an equal opportunity to engage in the curriculum.
   • All pupils follow the expected behaviour policy as appropriate for their specific needs (see Behaviour and Anti-Bullying Policy) or follow guidance and support from outside agencies where appropriate.

c. Accessible.
   • An accessible curriculum is provided for all individual pupil needs (See separate Accessibility Plan).

7. Roles and responsibilities

a. Governors
   The governors are responsible for:
   • The strategic development of SEND policy and provision.
   • Having regard for SEND Code of Practice and providing strategic support to the Head teacher.
   • Co-operating with the local authority including in developing the local offer and when the school is being named in an EHC plan.

b. Head teacher
   The Head teacher is responsible for:
   • The strategic development of SEND policy and provision.

c. SENCo
The SENCo is responsible for:
- Overseeing day-to-day operation of schools SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with staff about pupils’ SEND.
- Providing extra resources for pupils with SEND.
- Advising staff on strategies for meeting pupils’ SEND.
- Liaising with parents of pupils with SEND.
- Liaising with outside agencies in the interests of pupils with SEND.
- Establishing and maintaining records for pupils with SEND.
- Organising TAC (Team Around the Child) and TAF (Team Around the Family) meetings.
- Initiating an EHA (Early Health Assessment) when appropriate.
- Liaising with potential next providers of education.

d. Teaching staff
Teaching staff are responsible for:
- Providing quality first teaching
- The progress and development of pupils in their class.
- Focusing on what outcome should be wanted from SEND support.
- Involving parents and pupils in planning and reviewing progress.

e. Teaching Assistants/Learning Support Assistants
Support staff are responsible for:
- Working with the Teacher and SENCo to contribute to pupil progress and narrow gaps in performance.
- Focusing on achievement of specific outcomes within the graduated approach to SEND support.

Policy agreed by Governors:
Next Review Due:
Appendix 1

SEN Support Identification Process

Step 1
Regular assessment and tracking of all pupils at pupil progress meeting shows less than expected progress despite QFT; or concerns raised regarding emotional well-being or behaviour (note A)

Parent/carer/outside professional raises a concern

**Step 2**

Class teacher completes **initial concerns record**, meets with parent/carer/child and records agreed actions and completes **notes of initial concerns meeting**

Class/subject teacher leads on setting outcomes and plans QFT and ‘extra support and other rigorous interventions’ targeted at areas of weakness. (B & C)

**Step 3**

Review

Good progress. Return to regular tracking

Some progress made. Repeat cycle once more

Less than expected progress towards agreed outcomes despite QFT targeted at areas of weakness

Communicate with parents (D)

**Step 4**

Class teacher, working with Senco:
1. Carries out further assessment to provide clear analysis of pupil’s needs. (E)
2. Agree whether the child has a learning difficulty which requires SEN Provision (F)

**Step 5**

Not SEN currently underachieving
Address other causal factors e.g. attendance

SEN
Begin cycle 1 at SEN support and use **SEN Support Record**
Formally record as SEN and inform parents
## Appendix 2 Penwortham Initial Concerns record

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<tr>
<th>Name of child:</th>
<th>Class:</th>
<th>Date:</th>
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<table>
<thead>
<tr>
<th>Name of teacher:</th>
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<th>Current levels:</th>
<th>Reading:</th>
<th>Writing:</th>
<th>Maths:</th>
<th>Attendance:</th>
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**Concerns: (please highlight area of concern & give details)**

1. Cognition and learning
2. Communication and interaction
3. Social, emotional and mental health
4. Sensory and/or physical needs

**Strengths:**

<table>
<thead>
<tr>
<th>What support has been provided to address child’s needs?</th>
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**Effectiveness/ Outcomes**


Have you spoken to parents/carers? Y/N

Parents & Pupil’s perspective on child’s strengths/additional needs:

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**Appendix 3**

**Penwortham Primary SEN Support record**

**Date:**

**Cycle:**

<table>
<thead>
<tr>
<th>Name</th>
<th>DOB</th>
<th>Class</th>
<th>Teacher Ms</th>
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<td>Parent</td>
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### Description of current needs:

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<th>Provision /Resources</th>
<th>Staff/Pupil Ratio</th>
<th>Staff involved</th>
<th>No weeks</th>
<th>No times per week</th>
<th>Mins</th>
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### Current levels:

<table>
<thead>
<tr>
<th>Reading maths</th>
<th>Writing</th>
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### Targets to be achieved

<table>
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<th>Strategies/Resources used</th>
<th>Review; July 2019</th>
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</tbody>
</table>
Parent/ Carer comment:

Signed: Parent:                                                      Pupil:
Teacher:

<table>
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<th>Identified Area of Need:</th>
<th>Cognition and Learning</th>
<th>Emotional, Social, Mental health</th>
<th>Communicatio n &amp; Interaction</th>
<th>Sensory &amp; physical</th>
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<tbody>
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<td>SEN Stage</td>
<td>Literacy</td>
<td>Numeracy</td>
<td>Genera l</td>
<td>Emotional</td>
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<tr>
<td>SEN Support</td>
<td>SpLD</td>
<td>MLD</td>
<td>SLD</td>
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<tr>
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<td>ASD</td>
<td>VI</td>
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