



## Learning Difficulties & Disabilities/Special Educational Needs Policy

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Approved by: TZL/Governors

**This Policy applies to all pupils from the EYFS to Year 6.**

### Introduction

The purpose of this document is to set out the School's policy and procedures for the identification and assessment of and ongoing provision for pupils with learning difficulties & disabilities/special educational needs 'SEND' (the School Offer). It has been written with reference to the Department for Education and Department of Health *Special educational needs and disability code of practice: 0-25 years* (2014), which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014, and the Equality Act 2010.

### Objectives

As a school, we aim:

- To support each child to feel a valued member of the School community whatever their abilities
- To meet each child's individual needs, following the *Code of Practice* (2014) and the Equality Act 2010
- To meet the needs of all children with SEND through early identification, assessment and provision
- To offer children with SEND access to a broad, balanced and relevant an education as is possible to enable them to reach their full potential
- To include pupils and their parents in the stages of SEND identification and provision, as appropriate
- Interventions, including individual education plans, are referred to as 'Power Ups'
- To include pupils themselves, when appropriate, to participate in decision-making processes including those regarding the type of intervention proposed and the setting of targets
- To provide levels of intervention to match pupils' needs based on good and best practice
- To work collaboratively with outside agencies and specialists
- To review intervention regularly
- To ensure that each child's progress is regularly monitored and that appropriate records are kept concerning their SEND, the interventions that have been provided and their outcomes
- To ensure that no pupil is discriminated against, in any area of School life, on the basis of a SEND
- To support class teachers working with pupils who have or may have a SEND
- To provide provision for pupils with hidden differences and/or who are neurodiverse. It is not an added extra, it is a school-wide responsibility and every member of staff is involved

## **Definitions**

### **Disability**

A pupil is disabled within the meaning of the Equality Act 2010 if they have a physical or mental impairment that has a substantial and long-term effect on their ability to carry out normal day-to-day activities. Long-term is defined as lasting, or likely to last, for at least 12 months. A substantial disadvantage means "more than minor or trivial". Not all pupils who have special educational needs are disabled. Not all disabled pupils have special educational needs.

Pupils may present with particular needs at any point during their school career. These needs may be of a short term or of a more long-term nature and can include:

#### **Communication and interaction difficulties**

These pupils have speech, language and communication difficulties.

*"A child does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught in, is different from a language (or form of language) which is or has been spoken at home"* (Children and Families Act 2014 Section 20.4).

#### **Cognition and learning difficulties**

This includes pupils with specific learning difficulties (SpLD) which incorporate a range of conditions including dyslexia, dyscalculia and dyspraxia.

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

This may include pupils who have a wide range of social and emotional difficulties, from behaviour issues like Attention Deficit Disorder, Attention Deficit Hyperactive Disorder (ADD and ADHD) and Autistic Spectrum Condition (ASC) to those that can manifest themselves in a variety of ways including depression and/or anxiety, eating disorders, self-harm, substance misuse or physical symptoms that are medically unexplained.

#### **Sensory and/or physical needs**

This includes pupils with a physical disability (e.g. vision impairment, hearing impairment). Those pupils may need additional on-going support and equipment to access the curriculum.

It should be noted that some children may have SEND that exist within more than one of the categories above.

### **Implementation for EYFS, KS1 and KS2 staffing**

The Head oversees the development and operation of this policy and provision in the School. She works closely with the neurodiversity team and outside agencies where appropriate. The School has two Special Educational Needs and Disabilities Co-ordinators (SENDCos), Selina Simmons and Maryam Kadhim. These teachers form the neurodiversity team. They work closely together to maximise the achievement of children with SEND by working with other staff, parents and carers. The neurodiversity team provide related professional guidance to colleagues in order to secure high-quality teaching for children with SEND.

## The key responsibilities of the neurodiversity team

- Supervising the day-to-day implementation of this policy
- Co-ordinating provision for children with SEND and ensuring that the SEND Register and iSAMS (SEND register requirements) are updated regularly to reflect the work of the team

On the iSAMS SEN Manager, where appropriate, stars will be allocated to pupils in order to reflect their specific SEN or learning needs. These stars are visible on the iSAMS Register, thereby enabling staff, including cover teachers, to identify pupils with additional needs.

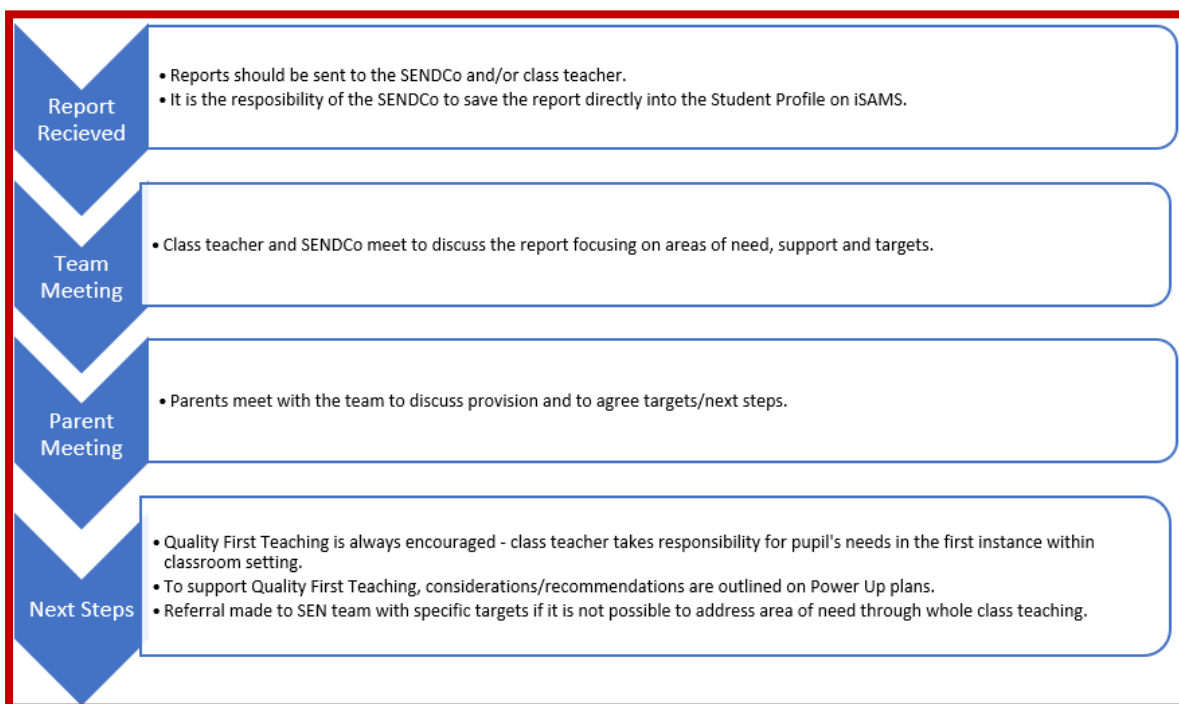
The star system is as follows:

- **Grey star** – Pupils who we are currently monitoring (no SENDCo interventions but suspected SEN)
  - **Yellow star** – Pupils considered to be SEN (they may or may not have an Educational Psychologist report)
  - **Red star** - Pupils who have an Educational Health Care Plan
- Assisting class teachers to identify, assess and make provision and intervention/s – through normal class differentiation and extra support – for children with SEND from Nursery through to Year 6
  - Employing a cycle of Assess, Plan, Do, then regular Review of the success of interventions employed for children identified with SEND, including those on Education, Health and Care plans (EHC plans)
  - Reviewing the SEND register on a termly basis in conjunction with class teachers
  - Providing specialist teaching to small groups or individual children, in response to needs identified or EHC plans
  - Disseminating information referring to all children with SEND to all staff who may be involved with them
  - Liaising with parents of children with SEND, reporting children's progress to them and involving them in decision-making, where appropriate
  - Seeking and responding to the views of the child with SEND at all stages, as appropriate
  - Helping staff to meet the needs of pupils with SEND with appropriate provision and resources. Where possible, this will be done within School, but on occasions, where appropriate and after consultation, it may be necessary to advise parents to seek specialist assessment and/or teaching or support outside School
  - Ensuring that information about needs relevant to exam and entrance assessment arrangements is communicated to parents and the Head
  - Liaising with external agencies, e.g. educational psychologists, speech therapists, occupational therapists, where appropriate; and arranging provision for them to see pupils in School if needed
  - Recommending the above to parents if required or requested
  - Contributing to the in-service training of staff

## Assessment and identification from the EYFS to Year 6

Quick and accurate identification is extremely important. A child's needs may become apparent through the following:

- Admission procedures: children who join the School into Nursery or Reception are screened in their first half-term to ensure that their development is on track
- The parents of a child with an identified SEND should provide relevant reports to the Head in advance of applying for admission, so that following discussion between the School and the parents, a decision can be made as to whether the School can cater well for their child's needs
- Concerns raised by a member of the teaching staff or teaching assistant from formative and summative assessments. These concerns will be communicated to the appropriate member of the neurodiversity team through the established referral process
- Through expression of parental concerns and a consequent referral to the appropriate member of the neurodiversity team
- Initial concerns by any member of the school community may then be followed up through assessment by a SENDCo and/or external educational psychologists after a referral to the appropriate member of the neurodiversity team. Upon receiving a specialist assessment report (such as an educational psychologist report), the following course of action will be followed:



### **Graduated response following identification of specific learning or other difficulties**

In order to help children who have SEND, the School adopts a graduated response that encompasses an array of strategies. There is a continuum of SEND and, where necessary, strands of action are organised so that increasing specialist expertise is used to support a child. Interventions can also be reduced in line with a reduction in the pupil's need. For the vast majority of pupils, extra help will be provided from within the School's own resources.

### **Learning support and provision**

The SENDCo oversees the learning support for all pupils with a diagnosed or suspected specific learning difficulty, ensuring that appropriate provision is in place to meet individual needs. Support is delivered across three levels of provision:

### **Universal provision**

All pupils benefit from Quality First Teaching. This includes high-quality, inclusive teaching that is responsive to individual differences. Teachers personalise learning through differentiation, scaffolding, and classroom strategies to support a wide range of needs within the mainstream setting.

### **Targeted provision**

When additional support is needed to address a specific area of difficulty, pupils may receive targeted interventions. Interventions may be delivered by a member of the Learning Support team or a trained Teaching Assistant and are regularly monitored for impact.

### **Specialist provision**

If a pupil requires more individualised and sustained support, the SENDCo coordinates a more tailored approach, often involving input from external professionals. Provision is planned, delivered, and reviewed using the 'Assess, Plan, Do, Review' cycle, in line with the SEND Code of Practice.

At this stage, the focus is to work to remove barriers to learning by implementing a graduated response of Assess, Plan, Do, Review.

### **Assess**

Information about the pupil's strengths and areas for development may need to be collected from a wide range of sources. The relevant member of the neurodiversity team and the class teacher will collate this and may seek additional information from the parents and any outside professionals, such as medical practitioners or educational psychologists.

The assessment stage is essential to build an accurate picture of the pupils' strengths and areas for development.

### **Plan**

The relevant member of the neurodiversity team, in conjunction with the class teacher, when/if appropriate, will meet and decide the next step: to monitor the pupil over a specified period of time or to create a Power Up plan for the child. Interventions included in the Power Up plan may include differentiated activities within the classroom and teaching resources that may assist in removing any barriers the pupil faces to learning. It may be decided that further support in an identified area may be put in place involving individual or small group teaching, either in the classroom or through withdrawal by the class teacher, a SENDCo, or a one-to-one Teaching and Learning Assistant (TLA). A time limit is specified for all Power Ups, normally 6-8 weeks.

### **Do**

The strategies in the Power Up plan are implemented and monitored by the class teacher, a member of the SEND team and, in some instances, a TA or TLA.

## **Review**

Progress towards targets is regularly reviewed by a member of the neurodiversity team/class teacher in conjunction with parents. Following this, targets may be refined, new targets set, or further intervention may be deemed unnecessary.

Power Up Plans are reviewed twice a year in collaboration with the student.

## **Referral for an Education, Health and Care Plan**

EHC plans focus on what a child needs/wants to achieve and what support is needed to achieve this. The parents may apply for an assessment for an EHC plan if the child has demonstrated significant cause for concern and any strategy or programme implemented for the child has been continued for a reasonable period of time without success and alternatives have been tried.

All paperwork and evidence of support, progress and current levels will be provided by the School to support the application where appropriate.

If an EHC plan is agreed to, the local authority may conclude that the School could not reasonably be expected to make such provision from within its own resources and that the local authority should formally identify in an EHC plan the child's needs and the full range of provision to be made. The local authority's conclusions will, of course, depend on each individual case.

All children with an EHC plan will have a targeted plan with specific targets set to enable them to make and demonstrate progress. These targets will be reviewed as required – termly in KS1 and KS2, half-termly in EYFS – by as many people as possible who are involved in the teaching of the child, the parents and the child themselves.

## **Practice and procedures**

### **Timetabling**

When support is needed in a withdrawal situation, the first priority is to ensure that all children have access to a broadly-based curriculum and, if possible, do not miss core subject lessons. Their individual preferences and strengths are considered in addition to the advice of the staff members and parental requests. Children may be withdrawn from part of the weekly lessons and this will in most instances, be rotated to ensure that no one area of the curriculum is missed. Assemblies and break times may also be used.

### **Access arrangements and exam support**

Some pupils with SEND may be eligible for access arrangements in exams or assessments, such as extra time or the use of a reader, scribe or rest breaks. These adjustments are made to reduce barriers to assessment and ensure pupils can demonstrate their true ability. If a pupil has professionally identified needs, future schools will be informed in advance to ensure appropriate support is considered during admissions processes.

### **Working with parents**

Implicit in this whole policy is the concern that all parents at the School are kept fully informed and have an active and valued role in the education of their child. Close co-operation and

communication between home and School will benefit the child through an enhanced level of understanding, increased information sharing and a wider perspective on the child's response to any interventions provided. In addition to Parents' Evenings, parents who have concerns regarding their child's progress may make an appointment to see the class teacher, the Head or a SENDCo through the School Office at a mutually convenient time.

### **Pupil participation**

Children with SEND should be enabled and encouraged, where practical, to participate in all decision-making processes from the outset. The ways in which they are involved will obviously reflect the child's evolving maturity. Pupils need to know that they are listened to and that their views are valued.

### **Record keeping**

The neurodiversity team are responsible for ensuring that the records of any child with SEND are kept up to date and are available when needed. This will include information from the parents and any external agency, Power Ups, the results of any assessments undertaken, and School exams. It may also include the child's own perception of any difficulties and how they might be addressed. Written notes of any discussion with the parents should be recorded on CPOMS.

### **Access to the School environment**

The School buildings include some that are over 150 years old and, as such, are not designed to meet the needs of disabled pupils. The School Nursery site is accessible to staff and pupils with physical impairments, as is one of the Reception classrooms. The more recent buildings, notably St Mary's, have been planned to increase disabled access as much as is reasonably possible:

- All ground-floor entrances can be accessed without steps
- St Mary's has a lift to all floors
- There are two disabled toilets, one in the entrance lobby and one on the ground floor of St Mary's
- Use of classrooms can be rotated to meet the specific needs of pupils and staff

### **Access to the learning environment**

A range of resources, including software and hardware for supporting children with disabilities, will be purchased as required.

### **Auxiliary aids and services**

The School is aware of and complies with its duty under the Equality Act 2010 in respect of the provision of auxiliary aids and services. The School will provide such child-and-context-specific auxiliary aids and services as are required to make reasonable adjustments to avoid children with disabilities being put at a substantial disadvantage. Whether or not it is appropriate to levy any further fees for additional support for individual pupils will be considered on a case-by-case basis.

## **External agencies**

The School may recommend educational psychologists to whom parents may take their child for assessment. Other external specialists, whom the School has worked closely with in the past, may also be recommended.

## **Safeguarding**

Pupils with SEND or certain health conditions may face increased safeguarding risks and vulnerabilities. They can be more susceptible to issues such as bullying, social isolation, or abuse and may find it harder to communicate their experiences.

Safeguarding concerns for pupils with SEND may include:

- Misinterpreting signs: staff may mistakenly attribute signs of possible abuse (e.g., changes in behaviour, mood, or unexplained injuries) to a pupil's condition, rather than exploring further
- Increased vulnerability: children with SEND may be more affected by bullying or peer exclusion, including prejudice-based bullying, without showing obvious signs
- Communication barriers: difficulties in communication may prevent a child from disclosing abuse, neglect, or emotional distress

Staff are expected to be especially vigilant and proactive in supporting pupils with SEND to express any worries or concerns. Any concerns will be discussed promptly with the Designated Safeguarding Lead (DSL).

Teachers are encouraged to flag any pupils with SEND who may find safeguarding topics difficult to access or understand. In these cases, the SENCO will provide additional support or follow-up to ensure key messages are understood.

Further information can be found in the school's Safeguarding and Child Protection Policy.

## **Restrictive interventions**

See the school's policy for full details on restrictive interventions, including the use of reasonable force.

For pupils with SEND or vulnerabilities, individual behaviour plans will be developed in consultation with parents and relevant professionals. These plans should include preventative strategies and guidance on what types of interventions (if any) are appropriate.

Use of restrictive intervention must never be based on disability-related behaviour alone and must comply with duties under the Equality Act 2010.

## **Criteria for evaluation**

The following evaluation criteria will be applied to measure the success of this policy:

- All staff are fully aware of the contents of the policy and the procedures contained in it
- There is speedy and accurate identification of the SEND of children

- Effective provision is put in place
- There is continuous monitoring of the child's progress
- Reviews are systematic and effective
- Parents are aware of this policy, which is available on the School's website, and work in partnership with all staff involved with the child
- Resources are acquired and developed to support the SEND of children in School

### **Inset**

Regular INSET days and curriculum meetings are held at School on topics of general concern. SEND is included in this programme.

### **New staff induction**

The neurodiversity team provide an induction session for all newly appointed members of the teaching staff team.

### **Complaints procedure**

If there is any cause for complaint over an issue relating to SEND, it should first be directed to the appropriate teacher or a SENDCo. If parents feel that the concern has not been satisfactorily addressed, they may refer to the School's Complaints Procedure, a copy of which is available on the School website.

### **Camden's Local Offer**

The Children and Families Act 2014 requires local authorities to publish details of what support is available for children and young people with SEND and their families (the Local Offer). Details of Camden's Local Offer for SEND can be found here:

<http://cindex.camden.gov.uk/kb5/camden/cd/localoffer.page?localofferchannel=0>

### **Related policies**

- Accessibility Policy and Plan
- Admissions Policy
- Anti-bullying Policy for Pupils
- Behaviour Policy
- Complaints Procedure
- Curriculum Policy
- English as an Additional Language (EAL) Policy
- Equal Opportunities Policy for Pupils
- Restrictive Interventions, including the use of Reasonable Force Policy
- Safeguarding and Child Protection Policy