

Bishop Perrin School Church of England Primary School

Special Educational Needs and Disability (SEND) Policy

Statutory Policy



Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and St Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

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1 INTRODUCTION

Bishop Perrin School is a mainstream, voluntary-aided, Church of England primary school. We work in partnership with two local parish churches, St Augustine's and St Philip and St James'. We aim to reflect the values, traditions and beliefs of the Christian faith; our school vision and spiritual values underpin everything that we do.

Bishop Perrin School inspires a love of learning where everyone is valued and encouraged to grow and achieve within a safe, Christian environment.

This policy is written in line with the requirements of:

- [Part 3 of the Children and Families Act 2014](#)
- [SEN 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 Equality Act 2010](#)

This policy should also be read in conjunction with the following policies Behaviour; Anti-Bullying; Exclusions; Assessment; Child Protection and Safeguarding; Children Looked After; Homework; Complaints; Equalities plan (including Disability Equality Scheme & Accessibility Plan); Extra Curricular Activities; and First Aid and Medical Needs, First Aid and intimate Care.

This policy is monitored by the SEND governor and is reviewed and ratified by the full governing board annually. It is available for parents and families to view on the school website.

2 DEFINITION OF SEND

The Special Educational Needs and Disability Code of Practice 2014 states that a child or young person has SEN(D) 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 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.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

3 THE KINDS OF SPECIAL EDUCATIONAL NEED FOR WHICH PROVISION IS MADE AT BISHOP PERRIN SCHOOL

At Bishop Perrin School we make provision for a wide range of special educational need including those for which an Education, Health and care Plan (EHCP) is in place.

Decisions on the admission of children with an EHCP are made by the local authority in consultation with families, settings and associated professionals.

The admission arrangements for children with an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

4 IDENTIFICATION AND ASSESSMENT OF CHILDREN WITH SEND

At Bishop Perrin School class teachers monitor the progress of all children regularly to review their achievement, in line with the assessment policy. Where these assessments indicate that a child may have a special educational need we use a range of other assessment materials to investigate and learn more about the area of need.

The principle of early identification and intervention underpins our approach to identifying those children who need additional support to access the curriculum. Class teachers and parents can discuss any concerns they have about a child's learning and development with the SENCo. Individual children may be discussed at the school's multi-agency meetings, which are held as the need arises, as determined by the Inclusion Leader, and can involve, amongst others, the school's associated speech and language therapist, school nurse, occupational therapist and educational psychologist. Teachers, school staff and parents work alongside one another to identify concerns early and where necessary record these initial concerns for evaluation and monitoring as part of the assess-plan-do-review approach (Appendix 1).

Despite high quality, targeted teaching some children may continue to make insufficient progress for their age and stage. For these children, in consultation with parents, their strengths and areas of need are identified and used to create an appropriate individualised intervention programme which is delivered by school staff and supported at home. In many cases, these underlying needs often explain inadequate progress or challenging behaviour. It may be necessary and advisable to consult with outside agencies to receive more specialised expertise.

The purpose of a more detailed assessment and review is to understand what additional resources and adapted approaches are required to enable the child to make better progress. This will be shared with parents and families, put into a support plan (and reviewed regularly), and refined / revised as appropriate. At this point, because the child requires additional and extra provision, we will have identified that the child has a special educational need. See Appendix 2 for stages of action in identifying SEND.

If the child makes good or better progress using this additional and different intervention (but would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs.

The inclusion leader will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided by sharing access to key documents, resources and information, and of the teaching approaches to be used. Interventions and extra support that are put in place are mapped out, monitored and reviewed by the inclusion leader.

Interventions and additional support is mapped out and evaluated for impact on personal progress and attainment. Data from class assessments carried out at the end of the autumn, spring and summer terms is also used to monitor a child's individual progress.

The child and/or family may need support from outside agencies which school can signpost and refer to. This could include: family support workers via social care Early Help, school nursing team, educational psychology, speech and language therapy, occupational therapy, mental health support team, young carer support, local charities. Families will be signposted to the [AfC Local offer](#).

5 HOW WE EVALUATE THE EFFECTIVENESS OF THE PROVISION

We evaluate the effectiveness of the provision made for children with special education needs, with or without an EHCP.

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the child, parents/carers and staff who work with children including their class teachers will be taken into account. Assessment information will show whether adequate progress is being made.

The SEND Code of Practice (2014) describes adequate progress as:

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

For children with an EHCP an annual review of the provision for that child will take place, which will enable an evaluation of the effectiveness of the special provision to be made. For children at phase transfer (KS1 to KS2 and KS2 to KS3), the AfC ECHP co-ordinator will be invited and encouraged to attend.

6 TEACHING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

‘Special educational provision is underpinned by high quality teaching and is compromised by anything less’ (SEND CoP, 2014)

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers’ understanding of strategies to identify and support vulnerable children and their knowledge of the SEN most frequently encountered. (COP 6.37)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children – quality first teaching. Some children need educational provision that is additional to or different from this. This is special educational provision and is implemented as part of an inclusive curriculum.

In meeting the requirements of The National Curriculum and Statutory Framework for the Early Years Foundation Stage the school employs additional teaching approaches which can include one to one tutoring, precision teaching, small group teaching, use of interactive digital learning packages. These may be delivered by school staff or by additional staff employed through allocated funding provided to the school. This is known as ‘notional SEN funding’. The class teacher will remain responsible for the child on a daily basis.

7 HOW WE ADAPT THE CURRICULUM AND LEARNING ENVIRONMENT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

At Bishop Perrin School we follow the advice in The National Curriculum on how to adapt the curriculum and the learning environment for children with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the provision described in Education, Health and Care Plans.

‘All children 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 children with SEN and disabilities will be able to study the full national curriculum.’ (Code of Practice 6.12)

8 ADDITIONAL SUPPORT FOR LEARNING FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Schools receive funding for SEND children (notional SEND funding). This funding is used to support and enhance the provision of high quality of teaching in the school. It helps to ensure there are sufficient resources for children requiring special educational provision. The support offered is matched to the needs of individual children with SEND and is evidenced-based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases, a very high level of resource is required. In this case the school will request top up / additional funding from the local authority where the child or young person lives via the EHC process. The headteacher has the final say in the use of the personal budget within the school.

9 ACTIVITIES THAT ARE AVAILABLE FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN ADDITION TO THOSE AVAILABLE IN ACCORDANCE WITH THE CURRICULUM

All clubs, trips and activities offered to children at Bishop Perrin School are available to children with special educational needs. For some children reasonable adjustments may need to be made to enable access. These decisions are always made in partnership with families and carers.

10 SUPPORT FOR IMPROVING THE EMOTIONAL AND SOCIAL DEVELOPMENT OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

At Bishop Perrin School we understand that an important aspect of education is to enable all children to develop emotional resilience and social skills, both through direct teaching, such as in the PSHE curriculum, small group interventions, social and emotional development class and group work, and indirectly through every interaction and conversation adults have with children and children have with each other throughout the day.

Where a child's SEND is related to behaviour or social issues, we will put in place a personalised behaviour support plan. Children may also access groups to support their social skills, self-esteem and friendship, a

programme of support with an ELSA (emotional literacy support assistant) provided in school or dance movement psychotherapy therapy, an external service we buy into.

Parents and families can access the local [Mental Health Support Team](#) which is provided via Achieving for Children. Parents and families can access support through direct work with a children's wellbeing practitioner to help them to help their child to manage their anxiety or to feel confident responding to their child's behaviour and children can access small group and individual support depending on their level and type of need.

Children with emotional and social needs which occur as a result of their special educational needs will be supported to enable them to develop appropriate strategies to support their emotional wellbeing and to recognise and use language to talk about their emotions. For some children a referral to external agencies e.g. CAMHS (Child and Adolescent Mental Health Service) will be appropriate and can be facilitated and supported by school.

Children and parents can share their views on special needs provision via questionnaires or by speaking to school staff. Children are regularly consulted through pupil voice activities. Co-production between the child, home and school is adopted when developing supportive documents such as learning support plans and materials for annual reviews.

It is recognised that children with SEND are vulnerable to mistreatment and bullying. This is dealt with in accordance with our Behaviour, Anti-Bullying and Exclusions Policies.

11 THE SEND CO-ORDINATOR

The SENCo at Bishop Perrin School is Miss McAvoy, who is a qualified teacher. Miss McAvoy has completed the National Award for SENCos and holds a Masters degree in Education - Leading Innovation and Change.

Miss McAvoy can be contacted by telephone on: 0208 894 1447 or via email at info@bishopperrin.richmond.sch.uk

12 THE EXPERTISE AND TRAINING OF STAFF IN RELATION TO CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY

We are committed to the training and development of staff to enable them to support children with SEND. We plan our continuing professional development training programme according to the needs of children in school at the time and in line with current and local concerns. Some of this training will be delivered by school staff or local authority representatives, or where appropriate, experts from other agencies will be sought. Training providers may include the school educational psychologist, speech and language therapist, occupational therapist or trainers from other external organisations and charities.

13 EQUIPMENT AND FACILITIES TO SUPPORT CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS

The school has a range of materials available to support children with varying needs. Specialist equipment will be considered on an individual basis.

14 THE ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND INVOLVING THEM IN THE EDUCATION OF THEIR CHILD

All parents of children at Bishop Perrin School are invited to discuss the progress of their children on two occasions a year and receive a detailed written report once a year. Outside these times, parents can make an appointment to meet with the class teacher or SENCo to discuss specific issues.

As part of our quality first teaching arrangements, all children will access additional teaching to enable them to achieve their potential if progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If, following this additional provision through quality first teaching, sufficient progress is not evident, parents / carers will be contacted to discuss this and

to find a way to work together to address these needs and what they can do at home to further support their child. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made. Parents of children on the SEND register are offered an extended appointment time (20 minutes rather than 10 minutes) at parent consultations to allow time to discuss their child's learning support plan and to review the provision and strategies for their child. Parents / carers of children with SEND are also offered a phone call with their child's class teacher in the summer term to review progress and to set targets for transition.

In addition to this, parents / carers of children with an EHCP will be invited to contribute to, and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents / carers at least two weeks before the date of the review meeting.

15 THE ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS ABOUT, AND INVOLVING THEM IN, THEIR EDUCATION

When a child has been identified as having special educational needs because special educational provision is being made for them, a learning support plan is created to guide the staff who are working with the children and to inform parents/carers about how their child is being supported in school. The child's views will be included in the plan which also documents end of key stage outcomes. Learning support plans are shared securely with parents/carers after parent consultations.

16 THE ARRANGEMENTS MADE BY THE GOVERNING BODY RELATING TO THE TREATMENT OF COMPLAINTS FROM PARENTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS CONCERNING THE PROVISION MADE AT THE SCHOOL

The same arrangements for the treatment of complaints at Bishop Perrin School are used for complaints about provision made for special educational needs and disabilities (see the Complaints Policy on the school website).

However, parents should initially discuss any concerns with the class teacher, SENCo or headteacher.

17 HOW THE GOVERNING BODY INVOLVES OTHER AGENCIES, INCLUDING HEALTH AND SOCIAL SERVICES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY ORGANISATIONS, IN MEETING THE NEEDS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND IN SUPPORTING THE FAMILIES OF SUCH CHILDREN

The governing board is able to engage with the following: -

- A Service Level Agreement with Educational Psychology service.
- SPARK (School Performance Alliance Richmond and Kingston) – a credits package enabling us to buy services, as needed.
- Referrals to the AfC Disabled Children’s Team for support to families for children with high needs
- Access to local authority SLA with speech and language therapy services, occupational therapy services, physiotherapy services for children with a requirement for direct therapy or advice
- Requests for advice, consultation and training from the AfC Education Inclusion Support Service (EISS)
- Membership of professional networks for SENCO e.g. NASEN, AfC SENCO forum, etc.
- School nursing service
- Dance movement psychotherapist / children’s counsellor
- MHST

18 THE SCHOOL’S ARRANGEMENTS FOR SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN TRANSFERRING BETWEEN PHASES OF EDUCATION

At Bishop Perrin School we work closely with the educational settings used by the children before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We receive reports from the child’s previous setting and the Reception teacher, EYFS lead and SENCo attends an AfC-organised transition meeting, where nursery teachers, assistants and childminders have the opportunity to share information. Reception staff accompanied by the EYFS Lead / SENCo also make home

visits to the home of each new Reception family in the term prior to their start at school.

We also contribute information to a pupil's onward educational destination by providing information to the next setting, both for in-year transfers and for transition from year 6 to Year 7. This can occur at borough wide secondary school transfer meetings, via transition reports or one-to-one meetings with individual school SENCos. We make children aware of and encourage them to participate in any transition programmes that may be in place in their secondary school.

19 SUPPORT SERVICES FOR THE PARENTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The following organisations offer (mostly free) independent advice and support on all SEND matters including the Assessment, Education, Health and Care Planning processes.

The Information, Advice and Support Service (SENDIASS) in Kingston and Richmond

[SENDIASS](#) offers advice and support across a wide range of subjects. This may include help with personal budgets and how to use the Local Offer plus:

- support with understanding reports and letters, attending meetings and preparing for assessments and reviews
- information and signposting to support services in your area
- support with Transition and Preparing for Adulthood
- support with and signposting to mediation
- advice and support on benefits

Email Address: info@RKsendiass.co.uk

Website: <https://www.rksendiass.co.uk/>

Telephone 0808 164 5527

RUILs SEND Advisory Service

[RUILs](#) can:

- help you to understand the local referral process and the local offer (a detailed breakdown of relevant services published by the local authority)
- help you to make sense of all the paperwork, keep to the time scales and coordinate the professionals involved

- help you to get your education health and care plan (EHCP) in place by keeping the process on track
- be a named contact throughout EHCP assessment and planning
- be available for new referrals, transfer reviews and for those who access the disability living allowance (DLA)
- liaise between agencies and gather information
- provide all relevant information and signpost other organisations and sources of support

Express COC Disability Living Allowance and Education, Health and Care Plan Support

[Express CIC](#) support is offered by appointment only, to parents and families who have a child with autism. Appointments are available to give specific 1:1 support time to help parent/carers through the process. The volunteers are IPSEA SEND Advisor trained.

Me too & Co SEN Advocacy and Mediation Service

[Me too & Co](#) offers free legal advice for parents and carers of children with additional needs through their SEN Advocacy Clinic.

SOS!SEN

[SOS! SEN](#) offer advice on:

- getting the right educational help for your child
- liaising with the school or local authority
- interpreting official letters
- requesting an EHC Needs assessment for your child
- finding independent expert professional advice
- appealing to the Special Educational Needs and Disability Tribunal

Independent Parental Special Education Advice (known and IPSEA)

[IPSEA](#) is a registered charity (number 327691) operating in England. IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). They also provide training on the SEND legal framework to parents and carers, professional and other organisations.

20 INFORMATION ON WHERE THE LOCAL AUTHORITY'S LOCAL OFFER IS PUBLISHED

The Local Offer is a website that provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.

[SEND Local Offer website](https://kr.afcinfo.org.uk/local_offer)

https://kr.afcinfo.org.uk/local_offer

Phone number for enquiries about the Local Offer: 020 8547 4722



Bishop Perrin Primary School
Initial Concerns Referral form



(Class teacher to complete in collaboration with class staff team – all sections must be filled in prior to emailing SENCO)

Pupil		Date of referral	
Class		Class teacher	

Progress Summary <i>How much progress have they made over a term?</i>	Current assessment results – what year group learning are they accessing independently?
Has pupil been discussed with at most recent Pupil Progress meeting? What interventions and support were put in place?	

Reasons for concern – Please select area/s of concern and provide a description of what is causing the concern.

Cognition and Learning ☐	Communication and Interaction ☐	Social, Emotional and Mental Health ☐	Physical and/or Sensory ☐

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Support in place over time (at least a half term)

What actions have already been taken through curriculum differentiation to address the child's needs? **and** modification to teaching approaches, classroom organisation, behaviour management strategies, interventions as a result of pupil progress meetings (add rows as required)

Strategy/provision	Impact of strategy/provision
•	•
•	•
•	•

Parent/carer views – Class teacher to discuss concerns with parent: how do they feel about their child's progress? What would they like to happen? What support have they put in place at home to support their child? Have any other professionals been in contact?

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(SENCO to complete after referral has been completed)

Observation:
Follow up / Next steps:

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Identifying SEN at Bishop Perrin School

A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child or young person is considered to have a learning difficulty or disability if they:

‘have a significantly greater difficulty in learning than the majority of others of the same age; or 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’.

(Code of Practice 2014, paras xi-xii)

Special educational provision goes beyond normal differentiated and personalised teaching and learning approaches. It is individual provision that is **additional to or different from** that made for other children of the same age.

The most effective means of closing the gap is through high quality, carefully differentiated and inclusive teaching.

‘All children 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 children with SEN and disabilities will be able to study the full national curriculum.’ (Code of Practice 6.12)

