



Argyle
Primary
School

Special Educational Needs & Disability (SEND) Policy

Review Date: Autumn 2023

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1.0 Introduction

This policy and SEND Information Report set out the aims, principles and provision for children with special educational needs and disabilities (SEND). It has been written by the SENDCO (Special Educational Needs and Disabilities Coordinator) in consultation with the pupils, parents, staff, Inclusion Manager, Head teacher and Governors.

2.0 Principles

The principles underlying the SEND policy and SEND Information Report are consistent with our school's vision and values.

At Argyle our mission is to offer an outstanding education that allows all children to achieve highly, aspire and enjoy opportunities throughout their lives. This is set out in a child friendly manner in our Argyle Adventure (see website).

We firmly believe that applies as equally to children with SEND as to the rest of the school and ensure that SEND children are enabled to engage in all activities available to other children in the school.

The procedures as set out in the policy AND Information Report will ensure that children with special educational needs and disabilities are enabled to achieve their full potential and that they are able to play full and active roles as members of the school community.

We are aware that children with special education needs or disabilities may be more vulnerable to harm and abuse and may be more likely to experience bullying. We also realise that they may also have difficulty in reporting harm and abuse due to communication/ learning difficulties. All staff recognise their role in helping this group of children to overcome barriers to seeking support. The school follow the CSCP guidance *Safeguarding children with disabilities*.

3.0 Aims of this document

The aim of the Policy and SEND Information Report is to detail how the school will:

- meet children's special educational needs and disabilities;
- close any attainment and achievement gaps between SEND and non-SEND pupils;
- ensure inclusion in all aspects of school life;
- ensure pupils and parents/carers are fully involved in decisions about provision for their child.

4.0 Definition of SEND at Argyle.

A child is defined as having SEND needs in accordance with the Code of Practice.

*The SEN Code of Practice 6.15 states: "A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to that normally available to pupils of the same age (and is likely to be enduring)**.*

The 4 broad areas of SEND need are:

- **Communication and Interaction;**
- **Cognition and Learning;**
- **Social, mental and emotional health;**
- **Sensory and/or physical needs.**

These are further explained here, with examples:

- **Communication and interaction:** e.g. speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD), Asperger's Syndrome;
- **Cognition and learning:** e.g. specific learning difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, severe learning difficulties (SLD);
- **Social, (mental although we would not refer to this as such) and emotional health:** e.g. attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury;
- **Sensory and/or physical needs:** e.g. vision impairment (VI); deafness or hearing impairment (HI); multi-sensory impairment (MSI); cerebral palsy etc.;
- **Medical Needs:** provision is well co-ordinated for children with medical needs and SEND. According to their needs a pupil may or may not have an individual Health Care Plan.
- NB. Provision and procedures for pupils with **Medical Needs** are covered in a separate policy.

This list is not exhaustive and we recognise that pupils may have more than one special educational need.

Argyle is a mainstream full primary school and we welcome children with a full range of special educational needs. Unfortunately, we do not have a lift in school and therefore the building may not be suitable for some types of physical disabilities where using stairs might be an issue.

What **is not** a special educational need or disability is:

- a short term lapse in progress and learning;
- attendance and punctuality issues;
- health and welfare difficulties;
- housing difficulties;
- English as an additional language;

- *being in receipt of the pupil premium (a child whose family is able to access free school meals at key stage 2 or has been able to access free school meals at any key stage during the last 6 years.);*
- *Being a looked-after child (a child who is in the care of the Local Authority.)*

Children may have support and intervention from professionals within the school without having special educational needs. Children may have transient needs which can be addressed through short term intervention or support. This type of support might include support from one or more of the professionals listed in our **Local Offer** (see website www.argyle.camden.sch.uk). The **local authority Local Offer** is published on www.localoffer.camden.gov.uk.

Parental permission will always be acquired before referring a child to any agency outside of the school.

5.0 The coordination of SEND provision - roles and responsibilities

All staff and governors have a role and are responsible for ensuring that SEND provision at Argyle effectively meets the needs of all pupils with special educational needs and disabilities.

5.1 The Governors

The governors are committed to carrying out their responsibilities for SEND provision as set out in the Code of Practice. The governing body is responsible for monitoring and supporting the provision of SEND. A specific SEND governor is in place.

5.2 The Head teacher

The Head teacher is responsible for the day-to-day management of all aspects of school work including provision for children with special educational needs and disabilities. She will:

- Ensure SEND policy and practice reflects the ethos and objectives of the school;
- Monitor progress of children with special educational needs and disabilities and monitor the quality of their provision;
- Allocate the budget and resources available to SEND to meet present and future needs;
- Work closely with the SENDCO to ensure maximum effectiveness of all SEND provision.

5.3 The SENDCO

The SENDCO is responsible for the day-to-day implementation of the policy and will:

- Maintain relevant documentation
- SEND list of the children in the school with special educational needs and disabilities;
- Revise Personal Profiles and provision maps;
- Hold Annual reviews;
- Implement EHC Plans;
- Monitor progress (achievement and attainment) of children with SEND;
- Coordinate provision for children with SEND through planning, monitoring and reviewing interventions (in partnership with the Inclusion Manager and Literacy and Numeracy subject leaders);
- Ensure the views of children with SEND are sought and responded to;
- Support and advise staff to ensure quality first teaching of pupils with SEND;
- Ensure collaborative multi-agency working between all external agencies;
- Participate in the management of SEND Teaching Assistants;
- Conduct Annual Reviews;
- Contribute to the planning and delivery of in-service training for staff;
- Liaise with and provide advice for parents;
- Ensure the school's behaviour management and pastoral care practices support SEND children.

In the academic year 2023 - 24 the SENDCOs are Bernie Mukasa and Rubel Uddin:

bernie.mukasa@argyle.camden.sch.uk

r.uddin@argyle.camden.sch.uk

5.5 Subject leaders are responsible for:

- Monitoring progress of children with SEND within their subject;
- Providing advice to teachers and support staff on how the needs of children with special educational needs and disabilities can be met in the classroom;
- Ensuring provision for SEND is included in individual subject policies and schemes of work;
- Monitoring curriculum planning and delivery for appropriate provision

5.6 Class teachers

The Code of Practice 2014 states; 'All teachers are teachers of SEND.' All teachers are responsible for:

- Knowing the children in their classes who have SEND needs and ensuring that in every lesson the curriculum is appropriately adapted (differentiated) to enable children with SEND to enjoy, achieve and attain to their maximum potential;
- Ensuring that the needs of SEND pupils are met through the use of a range of strategies, e.g. pupil groupings, in-class support, access to digital technology, etc;
- Monitoring progress and keeping formal and informal records on pupil progress, ensuring adequate provision is made for children to work on, and achieve Personal Profile targets;
- Maintaining class SEND records;
- Implementing the advice given by external professionals; monitoring and responding to views of pupils; liaising with parents; alerting SENDCO regarding SEND concerns for any children.

5.7 Teaching Assistants and Learning Support Staff

It is the responsibility of teaching assistants, higher level teaching assistants and learning support staff to:

- Work under the guidance of class teachers and the SENDCO to deliver targeted support for individuals or groups of children with special educational needs and disabilities;
- Contribute to the setting and review of Individual Education Plans and Personal Profile targets;
- Monitor achievement, attainment, social and emotional development of SEND children through regular assessment;
- Keep formal and informal records of children's progress;
- Liaise with and support parents to play an active role in their child's education;
- Work with, and implement, the advice provided by external professionals;
- Attend Annual Reviews and multi-agency meetings;
- Undertake appropriate training with regard to SEND provision.

5.8 Parents

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential and parents are involved in decisions about their child's provision. Parents are encouraged to work closely and collaboratively with the school to ensure the best possible outcomes for children with special educational needs and disabilities. Parents

have a responsibility to attend meetings, work with, and follow advice of, external support agencies, support the school's Behaviour and Motivation Policy and ensure attendance of children with special educational needs and disabilities is maintained at expected levels.

Parents of children with SEND will always meet the SENDCO before admission. At this point the frequency of parent / SENDCO meetings will be agreed according to the needs of the child. Each week the SENDCO is available to meet parents by appointment. In addition, parents will attend termly progress meetings with the class teacher and the class teacher and TA are available at the end of each day for informal catch ups.

For children with an EHCP, yearly Annual Review meetings provide an opportunity to receive feedback from all the professionals working with the child and to review progress and provision.

5.9 Pupil participation

'Children, who are capable of forming views have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.' Articles 12 and 13 - The United Nations Convention on the Rights of the Child

At Argyle, children with SEND, like all children:

- Contribute to target setting, progress monitoring and review;
- Are fully involved in all aspects of decision-making related to their provision and wider school life;
- Are given opportunities to have their views listened to;
- Are supported by measures to prevent bullying and discrimination.

5.10 External agencies/professionals/specialist support

Staff from external agencies and specialist support services are expected to work collaboratively with all members of the school community including children, staff, parents and pupils. It is their responsibility to liaise with the SENDCO regularly, attend multi-agency meetings and Annual Reviews, and contribute to IEPs/Personal Profiles/EHCPs and to provide written records.

6.0 Identification, Assessment and Review of Children with SEND

The identification and assessment of SEND is built into the school's approach to monitoring the progress of all pupils. Teachers are supported by the Senior Leadership Team to regularly assess pupil progress.

Rigorous systems of assessment (see Assessment Policy) and monitoring of pupil progress are used, together with information supplied by staff and parents, to identify children who are not progressing satisfactorily, even though high quality interventions have been provided, alongside high quality teaching and appropriate differentiation of the curriculum.

High quality teaching, with effective differentiation, is the first step in responding to pupils who may or may not have SEND.

Inadequate progress indicates that a pupil requires help that is above and beyond that normally supplied by effective differentiation and school-based interventions.

6.1 Assessment

To identify a child as having Special Educational Needs the SENDCO will carry out a detailed analysis of the pupil's needs drawing on assessment information gathered from staff and parents. External professionals are then involved in further specialist assessments in order to assess the exact nature of a child's needs.

6.2 Plan

Adjustments, interventions and support are put in place and agreed in consultation with external professionals, school staff, parents and pupils.

An Individual Education Plan (IEP) is drawn up detailing the support, interventions and personalised learning strategies. This is reviewed termly (or more frequently if appropriate).

6.3 Record-keeping

The school records all the steps taken to meet pupils' individual needs. Pupils with identified SEND needs have an individual SEND file. In this the SENDCO maintains records which include:

- Information from parents;
- Information on progress;
- Information on behaviour/social/emotional well-being;
- Information from any other agencies involved with supporting the pupil's SEND needs.

6.4 Review of children with SEND

The effectiveness of the teaching, support and interventions and their impact on the pupils' progress are reviewed termly (in line with the school's assessment and appraisal schedules).

Governors also analyse attainment data for pupils with SEND and compare it with the progress of other pupils and the progress of similar pupils nationally.

6.5 Education, Health and Care Plans

Where SEND is identified as more acute and/or long-lasting, the school or a parent may request that the Local Authority (LA) carry out an **Education, Health and Care Assessment**. The steps in the process are outlined below:

Step one

A child's parent or the SENDCO may request that a local authority (LA) carries out an education, health and care needs assessment (EHC assessment).

Step two

The LA will decide whether an assessment is necessary. They do this through consultation and examination of the evidence.

Step three

The LA will inform the child's parent about their decision within a maximum of six weeks.

Step four

The EHC assessment is completed according to the principles of coordination and integration of services and agencies. Parents and young people should be central to the assessment process. Assessment and planning should be an on-going process. Agencies must share information according to agreed principles.

To complete the assessment they should seek the advice of relevant professionals, including:

- the SENDCO;
- psychological advice;
- advice from social care professionals (if appropriate);
- any other advice.

Step five

The LA will decide from the EHC assessment whether an EHC plan is necessary. The LA will notify the parents of their right to appeal to the SEN/D Tribunal if it is decided that an EHC plan is not necessary.

Step six

The LA prepares an EHC plan. This will include the following:

- A focus on outcomes: short term outcomes and longer term aspirations. Outcomes need to be specific, measurable, achievable and time-bound.
- Specific interventions that will make a difference towards securing the agreed
- Outcomes;
- Support for key transition points;
- How informal support, such as family and community can be used to achieve agreed outcomes.

Step seven

The LA will send a draft EHC plan to the child's parents and they have at least 15 days to give their views.

Step eight

The LA will inform the headteacher and will arrange the special educational provision and any social care provision specified in the plan. Clinical commissioning groups will arrange the health services specified in the plan.

Step nine

LAs will arrange for a review of the plan at least annually. The child and child's parents will be invited. The meeting will focus on progress towards outcomes.

6.6 Personal budgets

A personal budget is an amount of money identified by the LA to deliver some of the provision in the EHC plan. Details of the personal budget will be set out clearly within an EHC plan.

There are three options for parents:

1. Notional arrangements: the LA retains the funds but the parent/ young person directs its use.
2. Third party arrangements: funds are paid to an individual or another organisation on behalf of the parent/young person (i.e. the school);
3. Direct payments: individuals receive the cash to purchase services themselves.

6.7 Review of EHC plans

Where a pupil has an EHC Plan this is reviewed termly by the professionals involved and by the Local Authority; it is reviewed at a minimum every twelve months.

6.8 Exceptional Needs Grants

In Camden children can also be considered for an Exceptional Needs Grant (ENG) which provides funding for up to 4 years for children whose needs are considered exceptional and unable to be met by the school's delegated budget. The process for applying for an ENG is less complex than applying for an EHCP and decisions are made by a panel of Camden SENDCOs and SEND professionals. In order to be successful, schools need to demonstrate that they have implemented a range of appropriate interventions and strategies and have liaised with a range of professionals.

7.0 Provision

At Argyle all staff and governors take responsibility, and are committed to ensuring that all children, including those with SEND, receive a broad and balanced curriculum. Children with SEND needs learn alongside their peers with access to whole class teaching and collaborative learning activities. Children with SEND participate in the full curriculum including: swimming in KS2, Latin from years 3-6, Music, Art and the opportunity to learn an instrument in years 4 & 5.

All teachers provide carefully planned, stimulating lessons with activities and tasks that are suitably differentiated to meet children's varying abilities and learning styles and SEND needs.

SEND training forms part of our annual staff professional development. The focus of this training will depend on the needs of the cohort and the needs of staff. The work of the SENDCO is supported by the Inclusion Manager and external professionals such as Speech Therapists and Educational Psychologists. Together they support staff to develop appropriate expertise to meet children's needs. Teachers and TAs work to implement recommendations within the classroom.

Most of our SEND pupils have their needs met as part of high quality teaching and appropriate adaptation. High quality teaching and learning is supported by additional classroom support from one or more of the following: teaching assistants, behaviour support specialists, external professionals etc. Pupils with SEND will be taught within the classroom but they may also receive targeted, personalised interventions that take place outside the classroom.

Where necessary and possible, adaptations of the physical environment are made to accommodate a child's needs.

A sensory room has been installed to further support the needs of SEND pupils.

NB: This provision may vary year to year due to financial determinants and staff turnover. Broadly speaking however, it is the aim of the school that this additional support will be maintained over time.

7.1 Provision beyond the classroom

The school provides a range of specialist support programmes which may be provided outside the classroom and are in addition to the classroom support outlined previously. These intervention programmes are delivered by trained teaching assistants, class teachers, members of the senior leadership team (SLT), SENDCO, or external professionals.

We have a Learning Support Unit which is a spacious, quiet, distraction-free learning space with its own calm room and outdoor area. The school also has a sensory room which children are able to access during the school day.

Our school grounds provide a rich learning environment which includes: a garden, sensory outdoor play such as trampolines and music chimes and outdoor gym equipment.

7.2 Extra-curricular provision

Pupils with SEND are encouraged to participate in extra-curricular activities such as after school clubs. School will endeavour to adapt provision to enable full inclusion in all additional activities.

8.0 Admission arrangements for children with special educational needs and disabilities

Argyle is committed to inclusion and as such welcomes all children with special educational needs and disabilities, providing the school has appropriate human and physical resources to meet the needs of the child. Where possible the school will make reasonable adjustments and alterations in order to accommodate a child's SEND needs.

We understand that choosing a school can be an anxious time so we are happy to arrange 1:1 tours of the school and a meeting to discuss a child's special educational needs.

****Pupils who do not have an Educational Health Care Plan will follow our usual admissions procedures, see admissions policies.**

****Pupil who do have an Educational Health Care Plan need to apply via the local authority SEND Team of their home borough.**

9.0 Transitions

Children with SEND and their families are supported in moving from one year to another and between phases of education. Class handover meetings and transition week lessons ensure that new teachers have a clear understanding of the needs of all pupils. Transitions are supported by the SENDCO. Transitions from Primary to Secondary School involve detailed

handover meetings between the school SENDCO and Head of Year 7/ SENDCO of the transitioning school. Pupils attend induction days specifically for children with SEND needs.

Where necessary individual transition programmes are created in order to meet the specific needs of a child.

10.0 Complaints Procedure

If a parent/carer feel they have a complaint about special needs provision for their child, we would encourage them to contact the SENDCO, Inclusion Manager and / or Headteacher to arrange a meeting to discuss the issue. If parents feel that the complaint has not been resolved, then they can make a formal complaint to the Governing Body or LA using the school's Complaints Policy (available on the website or from the school office). Parents are also able to complain to the LA and in this instance should contact:

michelle.mannion@camden.gov.uk .

11.0 Monitoring of the effectiveness of the Policy

The school has an extensive range of systems for monitoring and evaluating the impact of its provision. These include performance management, lesson observations, pupil progress tracking, book scrutinies, monitoring of planning, pupil voice interviews and parent questionnaires. All of these provide evidence of the effectiveness of SEND provision, and policy and practice are constantly reviewed and adjusted to improve outcomes for children with special educational needs and disabilities.

12.0 Linked Policies: Equalities Policy and Accessibility Plan; Behaviour and Motivation Policy; Assessment Policy; Teaching and Learning Policy and Complaints Policy.

Revised date	By	Agreed by FGB date	Next review date
September 2023	Inclusion Manager	14/9/2023	Sept 2024

**** Will be reviewed in Governors' Meeting September 2024**

Appendix 1 Definitions of SEND

'those with learning difficulties who have significantly greater difficulty in learning than the majority of children of a similar age, or those who have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age' (Education Act 10996, section 312 and is likely to endure).

'those with learning difficulties who may find thinking and understanding particularly difficult , many of whom may need support in their everyday lives as well as in school' (ECM 2007)

'those who have a physical or mental impairment which has a substantial and long-term effect on their ability to carry out normal day-to-day activities. (DDA 1995).

Appendix 2

External Agencies

Argyle has fostered close working relationships with the following external agencies:

- Educational Psychology
- Camden Language and Communication Service
- CAMHS (Children & Adolescent Mental Health Services)
- Primary Learning Support Services (PLSS)
- Robson House PRU Behaviour Support Outreach Team
- Occupational Therapists
- Coram's Fields Creative Therapies
- KIDS mentoring network
- Advisory Teachers for the Visual and Hearing Impaired
- Educational Social Worker
- Social Services
- Chance UK Mentors
- School Nurse
- Other health professionals