

# **Perrymount Primary School**



## **INCLUSION POLICY**

### **Incorporating Special Educational Needs Information Report**

in compliance with  
Special Educational Needs and Disability Regulations 2014  
and  
Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015)

# Inclusion Policy for Perrymount Primary School

## Legislative Compliance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report

and has been written with reference to the following guidance and documents:

- Equality Act 2010
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- The National Curriculum in England framework document Dec 2014
- Safeguarding Policy
- Teachers Standards 2012

It has been written as guidance for staff, parents or carers and children by the school's SENCO in consultation with the SEN Governor, staff and parents.

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of SEND Policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the headteacher and the governor with responsibility for SEND on the ongoing effectiveness of SEND aspects of this inclusion policy.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

**The name and contact details of the SEN Co-ordinator:**

**Janet Bristow - B.Ed (Hons); P.G.Dip SpLD (Dyslexia); CCET;**

**Email: [jbristow9.209@lgflmail.org](mailto:jbristow9.209@lgflmail.org)**

## Inclusion Statement

Perrymount is an inclusive mainstream primary school. We believe that all children within our local community have the right to attend our school whatever their race, religion, culture or medical or learning need. Each child has the right to access quality learning and is entitled to appropriate support to meet their individual needs. We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs. The school had additionally resourced status for pupils with complex medical and physical needs until April 2018 and remains committed to including such pupils in our school in line with normal admission procedures. Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.

We recognise that pupils may encounter a range of barriers to learning. Children with learning, health, behavioural, emotional or physical needs have the right to be supported so they achieve alongside their peers. Pupils for whom English is an additional language also have specific barriers that hinder their access to learning. It must be remembered however that the need to learn English is not a special educational need in itself. Pupils who show a particular talent in an area also benefit from having this talent identified and nurtured, through additional support and opportunities provided through the school curriculum and after school activities.

Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others. We focus on individual progress as the main indicator of success. We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.

- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

By meeting the needs of a wide range of pupils within our school we create a community where all are respected and every child benefits both socially and academically from the improved learning environment. This policy is in keeping with the school's aims, its Teaching and Learning and Equal Opportunity policies. We believe that everyone regardless of race, religion, sex, gender, or sexual orientation has a right to be respected and to receive the highest quality learning experiences and support to achieve. This right extends not only to our pupils but parents, carers and staff.

### Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. See also the Admission policy for the school.

## **Aims and Objectives of this Policy**

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To map provision for all vulnerable learners to ensure that the deployment of staff, allocation of resources and choice of intervention lead to good learning outcomes
- To ensure a high level of staff expertise to meet pupils' needs, through well targeted continuing professional development
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others" (National Curriculum, 2013)

In order to achieve these aims we will:

- Identify and provide for pupils who have special educational needs or other support needs
- Work within the guidance provided by SEND Code of Practice, 2015 and other relevant guidance
- Operate a whole school approach to the management and provision of support for vulnerable pupils with additional needs
- Provide a Special Educational Needs Coordinator (SENCO) who will work with the SEND Inclusion Policy
- Provide support and advice for all staff working with pupils who have additional needs

## **Identifying need and providing support – a graduated approach**

### **SEN INFORMATION REPORT**

- **The kinds of Special Educational Needs which are provided for in our school:**

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically, in addition to the Resource Base pupils with physical and medical needs, we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Dyslexia
- Autistic Spectrum Disorders
- Dyspraxia
- Visual or Hearing Impairment
- Speech and Language Disorders

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs

make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

#### **SEN INFORMATION REPORT**

- **Our school's policies for identifying children and young people with SEN and assessing their needs**
- **Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.**
- **Our approach to teaching children and young people with SEN**
- **How adaptations are made to the curriculum and learning environment of children and young people with SEN**
- **How additional support for learning is made available**
- **How our school evaluates the effectiveness of its provision for children and young people with SEN**

In agreeing our arrangements, the school has taken into account the following statements and definitions:

“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”

**‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)**

“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. ”

**SEND Code Of Practice (2015: Para 1.24)**

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

**“Achievement for All” (National Strategies: 2009)**

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

**Ofsted SEN Review 2010**

#### **Quality first inclusive teaching for all pupils**

- All learners will have access to quality first teaching
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special

educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN

- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  - Record and monitor provision made to meet pupils' identified needs
  - Cost provision effectively
  - Recognise gaps in provision
  - Identify repetitive or ineffective use of resources
  - Demonstrate accountability for financial efficiency
  - Demonstrate how support is deployed
  - Inform parents, LEA, external agencies and Ofsted about resource deployment
  - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

### **Identification and assessment of individual need**

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages, other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements (cycle of planning, action and review)
- Following up parental concerns
- Tracking individual children's progress over time
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly using information from teachers, support staff (e.g. Learning Mentor, SALT) and SENCO
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs
- Involving an external agency where it is suspected that a special educational need is significant

### **Curriculum access and provision for vulnerable learners**

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils

- Teachers differentiate work as part of quality first teaching
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- Individual class support / individual withdrawal
- Bilingual support/access to materials in translation
- Further differentiation of resources
- Peer support
- Booster groups

### **Monitoring and Evaluation**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation

- Pupil progress tracking using assessment data (whole-school processes)
- Ongoing assessment of progress made by intervention groups
- Scrutiny of planning
- Teacher meetings with the SENCO, Deputy Head, Headteacher
- Informal feedback from all staff
- Pupil interviews when setting new targets or reviewing existing targets
- Monitoring individual targets and evaluating the impact on pupils' progress
- Meetings between the SENCO and SMT
- Work sampling – e.g. through 'book looks'
- Attendance records
- Head teacher's and SENCO's reports to governors

### **Additional 'SEN Support'**

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school, i.e. they have a special educational need as defined by the SEND Code of Practice 2015
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map for other kinds of support)
- In keeping with all vulnerable learners, intervention for pupils with SEN will be identified and tracked using the whole-school provision map
- It may be decided that a small number of the pupils with SEN will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a short-term Individual Education Plan will be written to identify steps towards long term outcomes
- Our approach to IEPs, which we recognise are no longer prescribed in the SEND Code of Practice 2015, is as follows:
  - Our IEPs are a planning, teaching and reviewing tool that enables us to focus on particular areas of development for pupils with special educational needs
  - Our IEPs will only record that which is **additional to** or **different from** the differentiated curriculum plan that is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be "more literacy" or "more maths"
  - Our IEPs will be accessible to all those involved in their implementation – as appropriate, pupils should have an understanding and "ownership" of the targets
  - Our IEPs will be based on informed assessment and will include the input of outside agencies
  - Our IEPs have been devised so that they are manageable and easily monitored
  - Our IEPs will be time-limited (at least termly review)

- Our IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil
- Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period
- Targets for an IEP will be arrived at through:
  - Discussion between teacher and SENCO
  - Discussion, wherever possible, with parents/carers and pupil
  - Discussion with another professional
- Our IEPs will be reviewed at least termly by class teachers in consultation with the SENCO
- Where review of the progress and attainment of a pupil in receipt of SEN Support shows that they are now achieving in line with their peers they will no longer be recorded as 'SEN support'. (Their progress will continue to be monitored, as with all pupils, to ensure that quality first inclusive teaching is enabling them to maintain their progress)

### **Education Health and Care Plans**

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils with SEN and, in addition to this, will have an Annual Review of their plan
- Our school will comply with all local arrangements and procedures when applying for
  - High Needs Block Funding
  - An Education Health and Care Plan
 and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage
- Our review procedures fully comply with those recommended in Section 6.53-56 of the Special Educational Needs Code of Practice - particularly with regard to the timescales set out within the process

### **Roles and Responsibilities**

#### **Headteacher**

- The head teacher has overall responsibility for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The head teacher and the governing body will delegate the day to day implementation of SEND aspects of this inclusion policy to the Special Educational Needs Coordinator (SENCO)
- The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - Analysis of the whole-school pupil progress tracking system
  - Maintenance of a whole-school provision map for vulnerable learners
  - Pupil progress meetings with individual teachers
  - Regular meetings with the SENCO & SMT
  - Discussion and consultation with pupils and parents

#### **Special Educational Needs Coordinator**

In line with the recommendations in the SEND Code of Practice 2015, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners
- Identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans

- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Liaising with and advising other staff involved in supporting vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with Education Health and Care Plan
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- Overseeing the smooth running of transition arrangements and transfer of information for pupils on the vulnerable learners' provision map
- Monitoring Individual Education Plans
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- Meeting with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map
- Liaising and consulting sensitively with parents and families of pupils with SEN, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- Attending area SENCO network meetings and training as appropriate
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- Liaising closely with a range of outside agencies to support vulnerable learners

### **Class teacher**

The class teacher is responsible for the progress and development of every pupil in their class. This includes:

- Liaising with the SENCO to agree:
  - Which pupils in the class are vulnerable learners
  - Which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map – but do not have special educational needs
  - Which pupils (also on the provision map) require additional support because of a special educational need
  - An Individual Education Plan to address a special educational need for pupils with EHC Plans)
- Securing good provision and good outcomes for all groups of vulnerable learners by:
  - Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
  - Ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies
  - Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners

### **SEN Governor**

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs**

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:

- The school's generic processes for tracking the progress of all pupils
- Review of interventions on the provision map (in relation to the progress of each pupil)
- At least termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets that have been written to address their underlying special educational need
- Annual review of Education Health and Care Plans are prescribed in the SEND Code of Practice (January 2015)

#### **SEN INFORMATION REPORT**

- **How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN**

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school
- Risk assessments are carried out and procedures put in place to enable all pupils to participate in all school activities
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity
- Our deployment of additional staffing and resources funded from our devolved additional needs budget ensures that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classrooms in order to develop a Growth Mindset for all pupils. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum

#### **SEN INFORMATION REPORT**

- **Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

- All staff are aware of the need and their responsibility to support pupils' emotional and social development
- We employ a learning mentor to provide targeted and personalised support for pupils who are experiencing particular emotional or social difficulties
- The senior management of the school operates an 'open door' policy for pupils who wish to raise concerns about any aspect of their lives, whether in or out of school
- Lewisham's Outreach Inclusion Service will work with pupils experiencing high levels of need around emotional and social development
- A range of lessons, workshops and assemblies throughout the school deal with awareness of bullying and how to deal with it
- In line with our behaviour policy, pupils are made aware of the seriousness with which any instance of bullying will be taken and any reports of bullying are fully investigated by the Headteacher or Deputy and handled accordingly

#### **SEN INFORMATION REPORT**

- **Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

- In accordance with Section 6 of the SEND Code of Practice 2015, our Special Educational Needs Coordinator will be a qualified teacher working at our school. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment
- The SENCO will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and addressed (e.g. through the appraisal/performance management process, or by review of provision across the school)
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Lewisham Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school may, where possible and beneficial, join with other schools in joint commissioning and quality assurance arrangements
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice

#### **SEN INFORMATION REPORT**

- **Information about how equipment and facilities to support children and young people with special educational needs will be secured**

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the

provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding (usually through a request for EHC assessment)

- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school may, where possible, join with other schools in joint purchasing/hire of equipment

#### **SEN INFORMATION REPORT**

- **Arrangements for consulting parents of children with special educational needs and involving them in their child's education**
- **Arrangements for consulting young people with SEN and involving them in their education**

#### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Parent Partnership services available as part of the Lewisham Local Offer
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language

#### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them
- Self-review their progress and set new targets
- For some pupils with special educational needs, monitor their success at achieving the targets on their Individual Education Plan

#### **SEN INFORMATION REPORT**

- **How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families**

- Our school will identify sources of support as they develop and evolve as the Lewisham Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements)
- We seek to respond quickly to emerging need and work closely with other agencies including:
  - CAMHS
  - Educational Psychology Service
  - Speech and Language Service
  - Sensory Impairment team
  - Local NHS services – including paediatric and communications clinics
  - Lewisham MAPP/SEN teams
  - Drumbeat Outreach
  - Outreach Inclusion Service
  - Lewisham SENDIASS Parent Partnership Service
- In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies
- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. down syndrome, visual impairment, etc.)
- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCo or Headteacher but in some cases it can be another member of staff (e.g. Learning Mentor) who we have identified as a key worker

#### **SEN INFORMATION REPORT**

- **Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)**

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education
- We will ensure early and timely planning for transfer to a pupil's next phase of education and will offer transition meetings to all pupils with Education Health and Care Plans
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils with additional needs will be included in all routine transition arrangements to the next phase but may also be offered additional transition visits
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate

- Where additional arrangements are indicated, we will identify a reliable named contact at the next phase provider with whom the SENCo and/or other Perrymount staff will liaise

### **Inclusion of pupils with medical conditions**

Pupils with medical needs will be supported to enable them to participate fully and safely in school activities. All medicine administration procedures adhere to the guidelines included within 'Supporting pupils at school with medical conditions' DfE (2015)

- Pupils with allergies requiring availability and administration of medication will have a Health Care Plan, compiled by the health service in partnership with the parents
- If a pupil requires other prescribed medication it can be administered in school if the labelling is clear that it was prescribed for the child and the parent signs a permission form with clear dosage instructions
- Staff involved in supporting pupils with intimate medical care needs (e.g. catheterisation, tube-feeding) will be trained by qualified medical staff and verified by them

### **Inclusion of pupils with English as an Additional Language**

A pupil who has English as an additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal of children with EAL from mainstream sessions is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

### **Provision**

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. When necessary, additional support will be given to improve acquisition of English.

- An initial assessment of EAL, using the Hounslow Language Service (HSL) assessment profile, will identify and record stage of English language acquisition
- Pupils will be placed in sets and groups that match their academic ability. Pupils will not be placed with SEN pupils unless SEN Support is indicated
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis; peer group support; pre-teaching of key concepts and vocabulary
- Progress of EAL pupils will be monitored against both the HSL profile and against National Curriculum assessment. Provision will be recorded and monitored using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on SEN Support for reasons of EAL

### **Parental support**

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

### **Inclusion of pupils who are Looked After in Local Authority Care**

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The current designated teacher at our school is the headteacher. The responsibilities of our designated teacher include:
  - Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
  - Ensuring that children who are 'looked after' have access to the appropriate network of support
  - Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
  - Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
  - Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
  - Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team
  - Liaising with the child's social worker to ensure that there is effective communication at all times
  - Celebrating the child's successes and acknowledge the progress they are making

Our school will work closely with the relevant borough's Virtual School, which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

### **Inclusion of pupils who are very able and/or talented**

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Children who are very able have very well developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents                      sports, games, skilled, dexterity
- Visual/performing abilities      dance, movement, drama
- Mechanical ingenuity              construction, object assembly (and disassembly), systematic working solutions
- Outstanding leadership          organiser, outstanding team leader, sound judgements
- Social awareness                  sensitivity, empathy,
- Creativity                              artistic, musical, linguistic

## **Provision**

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- Common activities that allows the children to respond at their own level
- Enrichment activities that broaden a child's learning in a particular skill or knowledge area
- Individual activities within a common theme that reflects a greater depth of understanding and higher level of attainment
- Opportunities for children to progress through their work at their own rate of learning

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner. From Year 1 to Year 6 we set targets for English and mathematics at the appropriate level to challenge each pupil. We teach the children in our classes with appropriate differentiation.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and arts-based clubs. School-based provision includes opportunities for performance, visiting artists, specialist teaching and partnership with other schools.

### **SEN INFORMATION REPORT**

- **Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school**

## **Complaints**

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors' Complaints Procedure.

### **SEN INFORMATION REPORT**

- **The contact details of support services for the parents of pupils with special educational needs**

## **Links with Other Services**

Effective working links will be maintained with:

- Lewisham SEND Department:  
Kaleidoscope Child Development Centre, 32 Rushey Green, SE6 4JF  
Tel: 020 3049 1475     [sen@lewisham.gov.uk](mailto:sen@lewisham.gov.uk)
- Lewisham specialist community services (including Education Psychology):  
Kaleidoscope Child Development Centre, 32 Rushey Green, SE6 4JF  
Tel: 020 7138 1100
- Parent Partnership Service:

Lewisham SENDIASS, Lewisham Central Community Hub, Leemore Centre, 29-39  
Clarendon Rise, SE13 5ES  
Tel: 020 3319 2163      Lewisham@kids.org.uk

- Lewisham Virtual School for Looked After Children:  
<http://lewishamvirtuelschool.org.uk/contact/>

**SEN INFORMATION REPORT**

- **Information on where the local authority's local offer is published.**

Lewisham publishes summary information regarding its Local Offer on the borough website:  
[Lewisham Council - Support for children with special educational needs and disabilities \(local offer\)](https://www.lewisham.gov.uk/support-for-children-with-special-educational-needs-and-disabilities-local-offer)

<https://lewisham.gov.uk/localoffer>

**This policy will be reviewed annually by the governing body and was last reviewed  
.....January 2021.....**

All information in relation to this policy is stored and managed in line with data collection law following procedures set out in the School's Privacy Notice.