

River Peck Federation
Bellenden School and Pilgrims' Way School

SEN Information Report and SEN Policy
2023-2024

Aims

Our SEN policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We believe all children are unique and all children are special. We recognise each child as a unique individual with his or her own personal talents, experiences, learning styles and needs. We value their abilities and achievements, and are committed to providing an effective learning environment, which promotes their intellectual and personal development. We are an inclusive school – we wish to see children of all abilities, talents and disability educated together. We aim to enable all children to participate fully in school life.

Legislation and guidance

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 sets out schools' responsibilities for education, health and care plans (EHCP), SEN co-ordinators (SENCOs) and the SEN information report.

Definitions

- We identify that a pupil has SEN if they have a learning difficulty or disability which requires special educational provision to be made for them. They have a learning difficulty or disability if they have:
- A significant greater difficulty in learning than most of their peers or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for their peers at Bellenden School and Pilgrims' Way School. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

The SENCO

The SENCO for Pilgrims' Way is Mrs. Alex Turnbull (alexturnbull@pilgrimsway.southwark.sch.uk) and for Bellenden Primary School, Ms Ann-Marie Gittens-Obika (agittensobika@bellenden.southwark.sch.uk).

They will:

- Work with Julie Ireland (Headteacher) and Gregory Doey (Executive Headteacher), and the SEN Governor, Patrick McDermott to determine the strategic development of SEN policy and provision at Bellenden and Pilgrims' Way.
- Have day to day responsibility for the operation of the SEN policy.
- Co-ordinate the specific provision made to support individual pupils with SEN, including those who have EHCPs
- Provide professional guidance to colleagues and work with staff, families and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Deploy support staff effectively.
- Monitor and assess the impact of additional interventions to ensure that they are having an impact on pupil progress and attainment.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services.

- Liaise with previous and next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteachers and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the welfare of looked after children.
- Ensure the school keeps the record of all pupils with SEN up to date.

The SEN Governor

The governor with responsibility for SEN is Patrick Mc Dermott

She will:

- Help to raise awareness of SEN issues with the governing body.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the Headteachers and SENCO to determine the strategic development of the SEN policy and provision in the school.

The Headteachers

The Headteachers are Gregory Doey (Executive Headteacher) and Julie Ireland (Headteacher)

They will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and /or a disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with teaching assistants and specialist staff and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Listening to the pupil to understand what is going well, as well as any concerns which they may have. Acting on this information to make changes where necessary.
- Communicating with the family and listening to their views.
- Ensuring they follow the SEN policy.

SEN Information Report

Bellenden and Pilgrims' Way currently provide additional and /or different provision for children with a range of needs, including:

- Communication and interaction: for example, autism, speech and language difficulties.
- Cognition and learning: for example, dyslexia, dyspraxia, Downs Syndrome.
- Social, emotion and mental health difficulties: for example, attention hyperactivity disorder (ADHD)
- Sensory and /or physical needs: for example, visual impairments, hearing impairments

How we identify pupils with SEN and assess their needs

Progress is significantly slower than that of their peers starting from the same baseline.

Progress fails to match or better the child's previous rate of progress.

The attainment gap widens over time.

The child presents with a specific difficulty which is not aligned with their overall performance.

Progress in other areas e.g., social skills is significantly slower than that of their peers starting from the same baseline or fails to match the previous rate of progress.

We will follow up on concerns raised by families, previous schools and nurseries, other professionals and class teachers

Slow progress and low attainment do not automatically mean a pupil is recorded as having SEN.

STEP 1

When a child is identified as having SEN, we will discuss this with the pupil and their family.

This ensures that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the child's views
- We consider the family's views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Any provision which is offered over and above the child's peers is described
- Everyone is clear on what is expected of them, including the child themselves.

- This information will be added to the pupil's record and a copy of the pupil's PATH will be given to their family.

STEP 2

Involve children and their families in discussions and decisions which affects them

- We put children at the centre of everything that we do.
- Meet with children and their families at least once a term to discuss what is going well, any worries and anything that needs to change.
- Use a child centred approach to support the child to identify their own objectives, what they can do to meet these objectives and identify any additional support that they may need. This is recorded on a PATH.
- Involve children in the annual review of their EHCP and in SEN support discussions.
- Formally notify parents when it is decided that a pupil will receive or will no longer receive SEN Support.

STEP 3

Assess and review pupils' progress towards outcomes

We will follow the graduated approach to intervention and the four-part cycle assess, plan, do, review. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's summative and formative assessment of the pupil
- The teacher's observations of the pupil in and out of the classroom
- Their previous progress and attainment
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- Advice from previous settings, if relevant

The assessment will be reviewed every term. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly (at least once a term) review the effectiveness of the support and interventions and their impact on the pupil's progress, attainment and individual outcomes. The SENCO will discuss progress and attainment in pupil progress meetings with the class teacher and in SEN support meetings with the child and their family.

STEP 4

Support pupils moving between phases and preparing for adulthood

When your child moves classes in school:

- information is passed in advance to the new class teacher and a planning meeting takes place. All the individualised planning is shared with the new teacher, so they know what has been tried, what's worked and what's next for your child
- he/she visits and meets with their new teacher before the end of the school year
- any external professionals working with your child advise the new teacher of the extra help your child needs to make progress

If your child is moving to another school:

- we contact that school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child
- we make sure that all records about your child are passed on as soon as possible.

For secondary transfer:

- school staff work with you as early as possible to identify the choices for secondary school that you and your child would like, including accompanying you to visit a school if that would be helpful
- we advise you on the processes, deadlines and the paperwork that needs to be completed in advance
- we get the team working with your family together to plan the transition about a term before your child is due to leave, always trying to ensure we have included staff from the new school in this meeting
- we work together with your child on focused learning about aspects of transition to support their understanding of the changes ahead.

Our approach to teaching pupils with SEN

We will follow the graduated approach to intervention. Having decided that special educational provision is required, we will start with the desired outcomes. We will put the views and the wishes of the pupil and their family at the centre of this. We will also listen to the views of the class teacher. We will use these views to assess the need and plan the support that is needed. This may be provided by adapting our core offer or offering something different or additional. We will review the impact of any intervention over time and communicate this to the child and their family. If the intervention is not resulting in the desired outcomes we will change and /or increase the support and continue to review the impact.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including children with SEN. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We also provide specific interventions such as:

- Targeted small group support within the classroom.
- Booster/catch up groups
- Small group phonics
- Fine motor skills groups
- Social skills/Friendship groups
- Speech and language 1:1 and small group support
- Precision teaching and Spelling strategies interventions
- Sensory Movement breaks
- Personalised social stories support
- Little Wandle Synthetic Phonics Scheme
- Athletics
- Numberbots
- Additional support through EHC plan

We also offer interventions to support the children's social and emotional wellbeing:

- Zones of Regulation Interventions
- Play therapy
- Transition support group
- Friendship support group
- We have a robust anti bullying policy which is regularly reviewed.
- We have a sensory provision.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Start the learning for each lesson at a stage which all children can access

- Adapt our curriculum to ensure that all pupils can access it. This may mean some children work with the teacher or teaching assistant in a small focus group. Other children may be supported 1:1
- Adapt our teaching and adapt teaching style to meet the needs of the children, for example by breaking down learning into manageable segments; giving longer processing time; pre-teaching key concepts and vocabulary; reading instructions aloud; giving written instructions; providing visual representations; providing alternate versions of a text; using concrete resources.
- Deploy support staff effectively to match needs.
- Use recommended resources, such as visual timetables, now and next boards, task planners, ear defenders, coloured overlays
- Allow children to have sensory and movement breaks when these are defined for them
- Create a low stimulus environment, for example for introducing quiet spaces, individual workstations, break out spaces.
- Provide structured playtimes.
- Apply for access arrangement for Key Stage 2, SATS where appropriate.

Additional support for learning

- We have a number of learning support assistants who support pupils on a 1:1 basis
- We have a number of HLTAs and TAs who support pupils in small groups and are based in each class.

We work with the following agencies to provide support for pupils with SEN:

- Speech and language
- Occupational therapy
- Educational psychology
- Child and Adolescent Mental Health Service (CAMHS)
- Early Help
- Autism Support team
- Paediatrician
- Special Education Needs Inclusion Practitioner (SENDIP)
- Visually Impaired team
- Hearing Impaired team
- School nurse
- Social Communication Clinic
- Physiotherapist
- Summerhouse Pupil Referral Unit
- Cherry Garden School

Expertise and Training of Staff

Our SENCOs are qualified teachers with the National SENCO Awards and a Master's in Special and Inclusive Education from UCL.

We value the continued professional development of all our staff, including teaching assistants and learning support staff. In the last two academic years, our teaching assistants has been offered training in:

We value the continued professional development of all our staff, including support staff. In the last two academic years, our support staff has been offered training in:

- Safeguarding children
- First aid
- Phonics
- Supporting Children with Anaphylaxis and Asthma
- How to support children with Dyslexia and ADHD
- De-escalation techniques.
- How to teach spelling
- Precision Teaching
- Mental first aid

Securing equipment and facilities

Specialist equipment and expertise will be purchased/hired/commissioned by the school from the open market. Our school will, wherever possible, join with the other school in the federation for joint purchasing/hire.

Evaluating the effectiveness of SEN provision

- We evaluate the effectiveness of provision for pupils with SEN by:
- Reviewing pupils' individual progress toward their outcomes, each term
- Reviewing pupils' progress in standardised summative tests, each term
- Monitoring progress in reading, comprehension and spelling over time
- Ongoing formative teacher assessment, classroom observations, 'book looks'
- Reviewing attainment on specific programmes, for example Lexia and Doodle maths
- Discussing with pupils their views on their individual progress, each term
- Holding parent, teacher, child, SENCO meetings each term
- Monitoring by the SENCO, SEN Governor and senior leaders
- Using baseline and end of intervention assessment to measure the impact of specific interventions
- Holding annual reviews for pupils with EHCPs

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All pupils are encouraged and enabled to go on our residential trip in Year 6.

All pupils are encouraged and enabled to take part in sports day, school plays, the Year 6 production, imaginative learning project workshops and school trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability

In line with the law on disability discrimination, in some instances, we may treat children with SEN and /or disability more favourably than their non-disabled peers and in some cases may have reasonable adjustments to put them on a more level footing with pupils without disabilities.

No child will be refused admission to the school based on their special educational need. In line with the Equality Act 2010, we will not discriminate against children with SEN/SEND and we will take all reasonable steps to provide effective educational provision.

Ensuring Equal Access for Children with Disabilities

Those pupils with Education Health and Care Plans (EHCPs) have a separate admissions procedure overseen by Southwark's SEN team. Applications for children with special needs or with a disability will be treated fairly. Those pupils who have SEND, but do not have an EHCP, are admitted via the normal school admission criteria. Detailed information and guidance of how to apply for a place at either Bellenden Primary School or Pilgrims' Way Primary both if your child has an EHC plan or if your child has special needs, can be found on the following link:
<http://www.southwark.gov.uk/schooladmissions>

Any Special Needs that are identified on admission are discussed with parents allowing the school to provide support to and put into place support mechanisms to cater for the child's Special Educational Needs or Disabilities. A risk assessment will be carried out to ensure children with a disability are able to access the building and curriculum. An individual Education Action Plan will be written which will highlight where adjustments need to be made for example moving around the building, accessing the upper floor.

For more information, please refer to our accessibility plan on our school website.

Complaints about SEN provision

We hope that every parent/carer is happy with what is in place for their child. If you have anything you are not sure about, or have a concern with, the first thing to do is always discuss this with your child's class teacher. In most instance, issues are resolved at this stage. However, if you remain unhappy you can also speak to Mrs Ann Marie Gittens-Obika (SENCO Bellenden), Mrs. Alex Turnbull (SENCO Pilgrims' Way), Mrs Julie Ireland (Headteacher) or Mr Gregory Doey (Executive Headteacher). A copy of the school's complaints procedure is available upon request from the school office.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

The Local Offer and Support Services

Each local authority produces their own 'local offer', for Southwark you will be able to find out more information by clicking: <http://localoffer.southwark.gov.uk> for Southwark

You can also contact the 'Southwark Information Advice and Support team' sias@southwark.gov.uk

The 'Family Information Service' <https://www.southwark.gov.uk/childcare-and-parenting/familyinformation-service>

The National charity, 'Contact a Family' www.cafamily.org.uk/southwark

Monitoring arrangements

This policy and information report will be reviewed by Ann Marie Gittens-Obika (SENCO) **every year**. It will also be updated if any changes to the information are made during the year.

Links with other policies and documents

This policy links to our policies on:

Supporting pupils with medical conditions

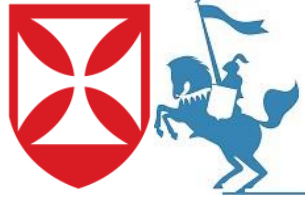
Accessibility plan

Behaviour

Equality Information and Objectives

Intimate Care

Date Approved :	Autumn,2021
Last reviewed	Autumn, 2022



River Peck Federation

Bellenden School and Pilgrims' Way School

SEN Information Report and SEN Policy

2022-2023

Adopted and signed on
behalf of the school at _____
the meeting on:

Name of Governing Body
Representative: _____

Signature of Governing
Body representative: _____

Date: _____

Renewal/review date: _____