



**Sullivan Primary School**  
The best in everyone™  
Part of United Learning

# Special Educational Needs and Disabilities (SEND) Policy

Headteacher:	Wendy Aldridge		
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Nominated Governor:	Caroline Langton		
Approved by:	Wendy Aldridge	Date:	October 2023
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This policy is in line with our teaching and learning objectives and equality of opportunity policy and aims to support inclusion for all of our pupils. The policy covers all statutory elements and focuses on maintaining the highest expectations for all pupils and bringing out the 'best in everyone'.

## Context

Sullivan Primary School is a multicultural community school in the London Borough of Hammersmith and Fulham. It is a one-form entry school from Nursery to Year 6.

## Rationale

Sullivan Primary School is part of The United Learning Trust, which is committed to ensuring that the necessary provision is made for every pupil within their schools' communities. The Trust celebrates the inclusive nature of its schools and strives to meet the needs of all pupils with a special educational need and/or disability.

High quality teaching, which is differentiated to meet the needs of the majority of pupils, is the first response to supporting pupils with SEND. Some pupils will need something **additional to** and **different from** that which is ordinarily available for the majority of pupils; this is *special educational provision* and the pupils in receipt of this provision will be included on the school's SEND Register. Each school has a duty to use their best endeavours to ensure that provision is made for those who need it.

Sullivan will ensure that the necessary provision is made for any pupil who has SEND. We will ensure that all staff are able to identify and provide for these pupils to enable them to partake in all activities in the school in order to reach their full potential, be included in all aspects of school life and feel a sense of belonging to the wider school community.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

***Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.***

Teaching, and supporting pupils with SEND, is therefore a whole school responsibility requiring a whole school response. In order to achieve this, we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

## Inclusion Statement

- At Sullivan Primary we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- We will develop standards, assessments, and support mechanisms in order to ensure all our pupils achieve the best of their individual abilities.
- We endeavor to achieve maximum inclusion of all pupils (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the pupils within the school and provide materials appropriate to their interests and abilities. This ensures that all pupils have full access to the school curriculum.
- Special Education Needs might be an explanation for delayed or slower progress, but it is not an excuse; we will make every effort to narrow the gap and attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated learning and individual learning opportunities are provided for pupils who are learning EAL as part of our provision.
- We focus on individual progress as the main indicator of success.

- We strive to make a clear distinction between 'underachievement' and special education needs.
- Some pupils in our school may be underachieving but will not necessarily have a special education need. It is our responsibility to identify this quickly and ensure that appropriate support is in place to help these pupils catch up.
- Other pupils will have identified special education needs and this may lead to lower attainment (though not necessarily under-achievement). It is our responsibility to ensure that pupils with special education needs have the maximum opportunity to make progress in line with their peers.
- Accurate assessment of needs, and carefully planned programmes which address the effects of any learning difficulty, are essential ingredients of success for these pupils.

## **Aim**

To provide an inclusive, stimulating, and safe environment which will enhance the learning of all pupils and help them achieve their full potential in all curriculum areas. This includes developing their knowledge, skills and understanding to help equip them for the next phase of their education. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEND.

## **Objectives**

- To identify and provide for pupils who have special educational needs and disabilities (SEND) and to regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that a pupil with SEND gets the support they need.
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015).
- To implement a graduated approach to meeting the needs of pupils identified as SEND Support.
- To appoint a teacher responsible for the coordination of SEND provision (SENDCo) and ensure they have the relevant training and qualifications to undertake the role.
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that all pupils with SEND are offered full access to a broad, balanced, and appropriate mainstream education which sets high expectations for every pupil, whatever their prior attainment.
- To work in partnership with parents/carers to enable them to make an active, empowered, and informed contribution to their child's education.
- To take the views, wishes and feelings of the pupil into account, and involve them as fully as possible in decision making about their own education.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act (2010) duties for pupils with disabilities are met.
- In conjunction with the Medical Policy, to make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.
- To have regard to any other guidance issued by the United Learning Trust.

## **Identifying Special Educational Needs**

The SEND Code of Practice (2015) states that pupils should only be identified as SEND if they do not make adequate progress once they have had adjustments/intervention and good quality personalised learning. We concur with the Code of Practice (2015) and the first level of support is quality first teaching which refers to all pupils in school and their entitlement to personalised good quality teaching and class enhancements where appropriate.

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or

- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school. It is important to note that a pupil who has a disability may not necessarily have a specific educational need.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are identified as SEND, however at Sullivan we identify the educational needs of the whole pupil in order to establish what provision is required to meet those needs, not just by the category in which they are placed.

Sullivan Primary School will have regard to the SEND Code of Practice (2015) when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed that SEND provision is being made for their child.

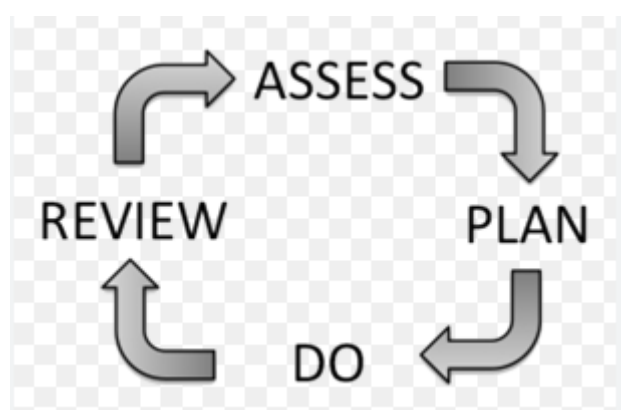
The progress made by all pupils is regularly monitored and reviewed as part of high quality, scaffolded or differentiated teaching. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents as and when appropriate, for example at parents' evening.

Where concerns arise about a pupil's progress, despite support and high-quality teaching, the class teacher will seek advice from the SENDCo. Where a pupil is assessed and identified as having a SEND concern, the SENDCo and the class teacher will take action to support effective learning by removing barriers to learning and putting effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs, and what helps the pupil to make better progress. This is known as the graduated approach – **assess, plan, do, review**.

The school will notify the parents immediately that SEND support is being offered and share with them the provision that is being put in place. This will be reviewed termly (three times per year) with the parents.

### The Graduated Approach to SEND

Underpinning all our provision in school is the graduated approach of:



**ASSESS** - In identifying a pupil as needing SEND support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This will draw on:

- the class teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- the pupil's development in comparison to their peers. National data should also be considered along with the parent/carer's views, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure that support and interventions are matched to the pupil's needs. Barriers to learning are identified, interventions are put in place, and a clear picture of their impact is developed. With some areas of SEND, a reliable method of developing the most accurate picture of need will be the way in which the pupil responds to an intervention.

**PLAN** - Parents/carers, with their child, will meet with the class teacher and the SENDCo. All meetings will be child-centred and will look at what the child is doing well, what they need support with, and plan towards end of year outcomes. They will discuss and decide on the interventions and support to be put in place, as well as the expected impact on progress. A clear plan, called the Education Learning Support Action Plan (ELSAP) will be produced by the school. The date for review of the ELSAP will depend on the level of need present but will be approximately once per term.

The ELSAP will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. The views of the parents/carers and the child, where appropriate, will also be included. A copy of the ELSAP will be given to parents/carers.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

**DO** - The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

**REVIEW** - The review will take place throughout the year and will evaluate the impact of the support and interventions, and include the views of the pupil and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate, other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil where appropriate.

Where there is a sustained period of insufficient, or no, progress, the school may decide to invite involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

When a pupil has been assessed as having made sufficient progress in their area of need that they no longer require provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEND register.

## **SEND Provision**

The provision offered to pupils requiring SEND Support will differ from pupil to pupil. They may include:

- an individual learning programme
- evidence based interventions (Little Wandle, Precision Teaching)
- scaffolds
- differentiated learning
- additional support from another adult
- different materials, resources or equipment
- working within a small group
- use of alternative technologies
- peer-to-peer support
- personal care support
- support and access to self-regulation strategies

### **Statutory Assessment of Needs (EHCP)**

A small number of pupils whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs assessment. This may result in an Education, Health and Care Plan (EHCP) being provided. Sullivan Primary School will follow the local authority's guidance for this process and will involve parents/carers and the child from the beginning.

### **Monitoring and Evaluation of SEND**

Regular monitoring of provision for all pupils, including those with SEND, follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that all pupils with SEND have their individual provision reviewed regularly; at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupils' progress and to meet pupils' needs.

Pupil progress for pupils on the SEND register is tracked termly and where pupils are not making sufficient progress, additional information is sought, and appropriate action taken.

### **Supporting Pupils and Families**

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Sullivan Primary School we strive to support parents/carers so that they are able to:

- feel fully supported and taken seriously should they raise a concern about their child
- recognise and fulfil their responsibilities in order to play an active and valued role in their child's education.
- understand procedures and documentation
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making process about special educational provision

Parents/carers of a child with SEND support will have the opportunity to meet with the class teacher at least three times a year to review their child's plan. The SENDCo is happy to meet with parents/carers by arrangement.

More information about the support offered to parents/carers from Hammersmith and Fulham can be found within their [Local Authority's Local Offer](#).

## **Children in Care/Looked After Children**

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

## **Pupil Voice**

Sullivan Primary greatly values the views of all pupils, including those with SEND, and recognises their importance in promoting the best learning outcomes. Pupils are encouraged to share their views in a number of different ways that are appropriate to age and ability.

Pupils' views are welcome at any time but are specifically sought as part of their termly ELSAP review, their annual review (if applicable), as part of Pupil Progress meetings and at the end of any targeted intervention. We ask all pupils to contribute to the setting of their own targets where appropriate.

## **Partnership with External Agencies**

The school is supported by a wide range of different agencies and teams. The school's SEND Information Report details which agencies the school has worked with in the last 12 months. This information report can be found on the school website and is updated annually.

## **Roles and Responsibilities**

Provision for pupils with SEND is a matter for the school as a whole. The Governing Body, Head Teacher and SENDCo and all members of staff have important responsibilities.

## **The Governing Body**

Following guidelines in the SEND Code of Practice (2015) the Governing Body will:

- satisfy itself that all pupils identified with SEND are getting the support they need from the school
- ensure that all pupils with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate the SENDCo (a teacher) to be responsible for coordinating the SEND provision
- adopt an annual SEND Information Report to be published on the school website
- publish arrangements for the admission of disabled children in the school Admissions Policy.

## **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Headteacher will keep the Governing Body fully informed on SEND matters. The Headteacher will work closely with the SENDCo and the Governor with responsibility for SEND.

In collaboration with the Headteacher and Governing Body, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

## **The SENDCo**

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all pupils is given equal priority.

The principal responsibilities for the SENDCo include:

- working with the Headteacher and SEND governor to determine the strategic development of the SEND provision in the school
- overseeing the day-to-day operation of the SEND policy
- co-ordinating provision for SEND pupils and reporting on progress
- providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- advising on the graduated approach to providing SEND support
- monitoring relevant SEND CPD for staff
- contributing to the in-service training of staff
- overseeing the records of all pupils with SEND and ensuring they are up to date
- being a point of contact for external agencies, especially the local authority and its support services
- liaising with early years providers, other schools, health and social care professionals and independent or voluntary bodies
- liaising with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned
- monitoring the impact of interventions provided for pupils with SEND
- working with the Headteacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

### **All Teaching and Non-Teaching Staff**

All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.

Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Class teachers are responsible for the progress and development of all pupils including those with SEND.

Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment

Class teachers will ensure that any pupil on SEND support is provided with the required support as outlined in the graduated approach plan and clearly includes this provision in their class lesson plans for every lesson

Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

### **Training and Development**

Training needs are identified in response to the needs of all pupils. We have a number of staff with specific training in speech and language, literacy, numeracy and emotional literacy interventions.



We also work closely with the following agencies to provide appropriate training as required:

- Educational Psychologists
- Speech and Language Therapists
- Specialist Dyslexia Literacy & Numeracy Support Service
- Occupational Therapists
- INSPIRE
- MIND

The whole school attends SEND training sessions throughout the year led by Senior Leaders or the SENDCo who also offers an open-door policy to offer support and advice to all staff.

All members of teaching staff discuss the progress of all pupils and the support and provision that is being offered to them through Pupil Progress Meetings with Senior Leaders. The SENDCo is involved in these conversations if the progress of a pupil with SEND is not in line with expectations.

The school offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance.

### **Funding**

Funding to support the majority of SEND pupils in mainstream schools is delegated to the school's budget. It is the expectation that schools provide support to their pupils with SEND from their SEN budget. Where the school is not able to meet the needs of a pupil from its budget we will seek "top-up" funding from the local authority. Where a pupil is in receipt of additional funding allocated via an EHCP the school will use its best endeavours to ensure it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHCP.

### **Storing and Managing Information**

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual pupil's needs. Pupil SEND files are kept in a locked filing cabinet and all electronic information is stored securely on the school's administration system.

### **Complaints**

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before a tribunal. Parents/carers have the right to appeal certain decisions about their child's special needs made by their Local Authority. Such an appeal is made to the SEND Tribunal. A decision made by a school cannot be appealed to the SEND Tribunal.

### **Admissions**

Sullivan Primary School will treat every application from an SEN and disabled pupil in a fair, open-minded way. The school will always consider its obligations under the Equality Act 2010.

Sullivan Primary School welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions

process, as far as possible, any substantial disadvantages, which may be encountered by applicants with disabilities. The school will assess all pupils for admission on the basis of its standard selection criteria from time to time.

Sullivan Primary School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with disabilities, SEND or learning difficulties are advised to discuss their child's requirements with the school before.

Before an offer of a place is made, the school will carefully assess whether it is able to meet any SEND needs through discussions with parents, consideration of any professional reports or references from previous schools, assessment of the pupil at a taster day, as appropriate. An offer of a place may not be made if, following consultation with parents/carers, the school determines that it is unable to meet and provide for a child's needs. The school will always consider its obligations under the Equality Act 2010.

### **Transition Arrangements**

Support for pupils with SEND includes the planning and preparation at key transitional phases of education.

For pupils arriving at Sullivan Primary School, we have a comprehensive package of transitional support that is put in. This includes:

- Transition days
- Parent tours
- Discussion between SENDCos
- Workshops for parents and pupils
- Orientation days

### **Access Arrangements**

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At Sullivan Primary School we do our best to ensure that those pupils who require extra access arrangements receive them. This is based on diagnostic testing as well as the history of need and normal way of working. The SENDCo works closely with all teaching staff in completing the application to the awarding bodies.

### **Information Report**

For Sullivan Primary School's Information report, click [here](#).

### **Policy Review**

This policy will be reviewed and updated annually by the SENDCo and Headteacher. It will be adopted by the Governing Body as part of the annual policy cycle.

DRAFT POLICY. To be approved at the LGB on 30<sup>th</sup> January 2024