



*Whatever you do in word or deed,  
do everything in the name of the Lord Jesus,  
giving thanks to God the Father through him.*

*Colossians 3:17*

Policy: SEND & Inclusion Policy

Author: SENDCo

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## Principles

The Blue School aims to provide a balanced, creative education in a stimulating, safe Christian environment through which children maximise their talents and abilities, develop a pride in their achievements and feel happy, confident and secure.

The school values aspiration, belief, cooperation, creativity, fairness, integrity, resilience, respect and responsibility in all members of its community and believes in educating the whole child and preparing him or her to take an active role as a local, national and global citizen. We are committed to providing a high quality education which gives children a secure and confident start to their young lives and nurtures a lifelong love of learning.

As an inclusive school, our curriculum is appropriate for the needs and abilities of all our children. We plan our teaching and learning to provide opportunities for every child to attain the highest level of personal achievement, taking into account the individual needs of all children, including any special educational needs or disabilities.

We fully support the principles underpinning the Code of Practice and we recognise the importance of:

- Having due regard to the views, wishes and feelings of the child, and the child's parents
- The child and the child's parents in participating as fully as possible in decisions, and being provided the information and support necessary to enable participation in those decisions
- The need to support the child, and the child's parents, in order that the child may obtain the best possible educational and other outcomes, preparing them effectively for adulthood

## Statutory Framework

The policy incorporates the statutory legislation and guidance in the [SEND Code of Practice: 0 to 25 Years 2014](#). It also takes account of the Equality Act 2010 and its [provisions for schools](#). This policy also acknowledges the advice outlined in the new Ofsted Education Inspection Framework [Ofsted inspection booklet](#)

This policy should be read in conjunction with other school policies.

## Our Values and Vision for SEND

We believe that all children:

- Should be valued equally
- Should develop a positive self-image
- Should become confident individuals living fulfilling lives

- Should achieve their best.

We strive to obtain value for money by managing the SEND budget to achieve the best outcomes for SEND children. We use the budget to obtain the specialist services of advisory teachers in cognition and learning, communication and interaction in social, emotional and mental health difficulties and in sensory and physical needs.

It is our commitment:

- To involve parents/carers in the planning and discussion of interventions to meet their children's needs
- To involve the children in the planning and monitoring of their progress. To achieve the best possible educational and other outcomes for SEND children.
- To engage in the early identification of children's needs and early intervention to support them
- To provide Individual Provision Maps, detailing specific interventions for children with special educational needs who require additional support or who have an Education, Health and Care Plan (EHCP).
- To ensure there is collaboration between education, health and social care services to provide support
- To provide high quality provision to meet the needs of children with SEND including the use of differentiated planning and classroom provision so that all SEND pupils have full access to the curriculum.
- To ensure there is a focus on inclusive practice and removing barriers to learning
- To ensure that children with SEND are perceived positively by all members of the school community, and that SEN and inclusive provision are positively valued and accessed by staff and parents/carers.
- To prepare children to make a successful transition to secondary school.

## What is SEND?

Class teachers, the SENCo, and the Leadership Team make regular termly progress reviews of the progress for all children. We identify those children who are making less than expected progress given their age and individual circumstance. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline (chronological age accessing a chronological curriculum)
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Furthermore, a child 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

- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

There are four broad areas of need:

### **Communication and Interaction**

Children with speech, communication and language needs (SCLN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SCLN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and Learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Our advisory teacher is Mrs Kay Gobby.

### **Social, emotional and mental health difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical needs**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over

time. Many children with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children with an MSI have a combination of vision and hearing difficulties.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **Identifying common needs**

The external links below provide information from specialist organisations about particular educational needs that children may have:

[Dyslexia](#)

[Dyscalculia](#)

[ADHD](#)

[Autism](#)

## **What other factors may affect a child's progress and attainment?**

It does not follow that if a child is achieving below national expectations that he or she has a special need. There are other factors which may be inhibiting progress. It may be that it is developmental and the child needs more time and will eventually catch up; the child may have been absent for a crucial time and needs extra support to catch up; the child may be a late developer and again will eventually close the gap on their peers.

The class teacher will track the child's progress and discuss it with the parents at Parent Evenings and informally as needed. The teacher will also talk to the SENCo; if both agree, they will suggest to the parents that a SEND specialist should carry out a formal assessment with parental consent.

## **What SEND Support is provided by the school?**

Each class starts the school year with a Provision Map identifying children's specific needs and the support they will require. This is followed up by discussions at termly progress meetings. The Provision Map documents help us to regularly review and record what we offer every child in our care and what we offer additionally.

The support that children receive will broadly fall into three categories:

**Wave 1** – inclusive quality first teaching for all

**Wave 2** - additional small group interventions for children who may close the gap with their peers and work at age related expectations or above

**Wave 3** – additional highly personalised interventions which involve individual and specialist support

## **Our Approach to Identification**

The Code of Practice specifies a graduated approach to defining a child's needs (see Code of Practice pages 100 to 102) which we follow:

**Assess → Plan → Do → Review**

**Assess:** when the class teacher has concerns about a child's progress they will discuss these concerns with the SENCo. They will carry out a clear analysis of the child's needs, drawing on assessment and experience of the child, their progress, attainment, national data and, where appropriate, their behaviour in comparison to their peers. At all times, the views of the parents and, where appropriate, the child are part of the analysis. As well as continual formative and summative assessment throughout the year, there are regular formal and informal meetings between the class teacher, the assessment co-ordinator and the SENCo to track the child's progress. Class Provision Mapping Meetings between Class Teachers and SENCo take place at the beginning of the academic year to identify children who may require further support through targeted intervention. One of our Special Needs Advisory Teachers may also be asked to carry out an assessment to identify the particular special need if required.

**Plan:** a meeting is held with the parents, class teacher, teaching assistant, advisory teacher and the SENCo to agree a plan of action. An Individual Provision Map is drawn up with interventions in place, the extra support provided and the person who will work with the child.

**Do:** the class teacher is responsible for the child's progress and works closely with other staff, principally the TA, to ensure that the extra support is carried out effectively.

**Review:** a formal review meeting is held within three months with the parents, the class teacher and the SENCo to assess the success or otherwise of the intervention, and to plan further action if necessary.

## **Involvement of Parents/Carers**

There is open and regular dialogue from the beginning inviting their views, feedback and suggestions. A formal review meeting is held every three months to evaluate the Individual Provision Map; parents' views are listened to and recorded. A copy of the two review sheets is sent to parents as well as a copy of the new Individual Provision Map.

## **Record Keeping, Monitoring and Data Management**

The progress of children with SEND is tracked using:

- 'Tapestry' which enables parents and staff to work together to record a portfolio of children's development from Nursery / Reception
- The Early Years Foundation Stage Profile at the end of Reception
- 'Arbor' which records progress and National Curriculum standards in Reading, Writing and Maths

- The SENCo maintains a list of children with SEND
- Individual Provision Maps known as 'Learning Plans' are drawn up and formally reviewed every two or three months
- The SENCo meets termly with the SEND Governor to track progress and discuss general issues

## Requesting an Education, Health Care Plan Assessment

We work closely with our Educational Psychologist and the parent so we can assess a child's needs accurately and make a convincing case for a Plan.

## Hounslow Local Offer

We use the [Hounslow Local Offer](#) which directs schools and parents to all SEND local services.

**Speech and Language** - Speech and Language Therapists work with children who have speech and language or communication difficulties. [Speech and language](#) in Hounslow is an open referral service which the school can refer to

**Sensory/Physical Needs Advisory Teachers** – This team monitor the progress of children with sensory and physical needs, including visual impairment which involves regular visits to the school. They also advise us on children who have handwriting or motor skills difficulties

**Educational Psychologist** – The school is assigned one Educational Psychologist who deals with children who have more complex needs and will be directly involved in an application for an Education, Health, Care Plan (which has replaced the Statement of Special Educational Needs). The Educational Psychologist is currently allocated 6 visits to the school over the period of an academic year, in line with Local Authority advice.

The [Early Help team](#) supports the school with the following services:

Domestic and Sexual Violence  
 Early Years Support (0-5)  
 Family Support and Parenting  
 Health and Emotional Wellbeing  
 Learning and Participation  
 Youth Support

## Working with External Partners

In addition to receiving support from the Local Authority, The Blue School works with the following external specialist providers:

**Learning Advisory Teacher** – The school work with SEND5 and receive the support of various professionals to assess children who may have more specific learning difficulties (such as dyslexia).

**Speech and Language Therapy** - The school works with London Children's Practice, a private practice who provide the onsite support of a Speech and Language therapist each week. This therapist primarily supports children with EHCP provision, as well as those identified with social and communication needs. London Children's Practice also provides occupational therapy.

We also work closely with the following **agencies**:

- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service
- Paediatric Occupational Therapy Service
- Social Care
- Education Welfare Officer
- School Nurse

## **Pupils with Medical Conditions**

We support children with medical conditions, and Individual Healthcare Plans specify the type and level of support required to meet the needs of such children.

## **Safeguarding Children**

Children with SEND are particularly vulnerable to exploitation and abuse. See the Child Protection & Safeguarding Policy 2020.

## **Staff Training**

Teachers and Teaching Assistants have regular training on SEND including detailed input on the four principal areas of need. Some staff have received specific training in dyslexia, autism and children's emotional literacy (ELSA). Where necessary, staff are trained about the specific needs of a child in their class.

## **Specialist Staffing**

### **SENCo**

The Assistant Headteacher (Inclusion & Wellbeing), Mr. Matheron, is the school's Special Educational Needs Coordinator (SENCo).

#### **Key Responsibilities of the SENCo include:**

- overseeing the day to day operation of the school's SEND policy
- coordinating provision for children with SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- ensuring that all SEND interventions achieve value for money
- liaising with parents of children with SEND

- being a key point of contact with external agencies, especially the local authority and its support services
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the [SEND Code of Practice: 0 to 25 Years 2014](#) and the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that a school keeps the records of all pupils with SEND up to date

## **Inclusion Team**

The Blue School has a team of seven part-time staff (listed below) who work directly with children with SEND. They each have specialist skills and benefit from additional training to upskill them in supporting children.

Much of this support is provided in the classroom, through quality first teaching, to enable the children to access the regular curriculum and include them in the day to day experience. However, some of the Inclusion Team staff also support children outside of the classroom in a one-to-one or group capacity, as appropriate.

The school now has a designated SEND space within the school where children are supported (the Rainbow Room) and a Sensory Room.

Andie Winchester - SEND Specialist Teaching Assistant (Dyslexia support HLTA)  
 Alex Perkins (ELSA) - SEND Specialist Teaching Assistant (SEMH)  
 Amy Picotti (ELSA) - SEND Specialist Teaching Assistant (SEMH)  
 Tina East - SEND Specialist Teaching Assistant (Autism/complex needs)  
 Jane Bennett - SEND Specialist Teaching Assistant (Dyscalculia)  
 Rebecca Harrison - SEND Specialist Teaching Assistant (Autism/dyslexia support)

## **Internal Provision SEMH - The Ark Room**

Children who are assessed as having more significant SEMH needs can utilise alternative internal provision. This space provides high quality teaching and learning support, alongside therapeutic provision led by a specialist.

Within The Ark Room, children have adapted behaviour and learning plans.

Children will spend up to six weeks within the alternative provision before a reintegration plan is produced by the SENCo and class teacher in order for the child to transition back to their mainstream classroom. The reintegration plan is shared with parents and carers and agreed upon by all stakeholders.

Children with SEMH needs may be subject to alternative behaviour plans. These plans are bespoke, and allow children to succeed in meeting behaviour expectations that are achievable for them.  Challenging behaviour procedures largely follow the school's policy on rewards and sanctions, but differ to accommodate more complex and unpredictable behaviour.

An example of a Behaviour Support plan can be found [here](#)

## **Administration**

The SENCo is supported by a part-time administrator, Mrs Jane McLoughlin, who in most cases will be the first point of contact for parents, consultants and LA officers. Mrs. McLoughlin is also a trained Designated Safeguarding Lead (DSL) and has oversight of medical needs.

## **Evaluating the Success of the School's SEND Policy**

- The SENCo evaluates the effectiveness of the policy in the Annual Report to Governors.
- Regular meetings between the SENCo and the SEND governor.
- Tracking the academic progress and attainment of SEND children.
- Tracking the wellbeing of SEND children
- Feedback from parents at Provision Map and Annual Review meetings.
- Discussions at Leadership and Staff meetings
- Through Pupil Voice where children give feedback on how well they feel supported in school

## **Complaints Process**

If a parent wishes to complain about the SEND provision or the policy, they should, in the first instance, talk to the SENCo, who will try to resolve the issue. If the issue cannot be resolved, it will then be managed according to the Parental Complaints Procedure, which is on the school's website.