



**Leopold Primary School
Special Educational Needs and
Disability policy
2020/21**

Policy date	September 2020
Ratified by governors	
Review date	September 2021

Executive Head teacher: Mrs Rose Ashton

Chair of governors: Mr Alan McDougall

SEND governor: Mr Tom Masters

Tel: 0208 459 5654/ 0208 961 5336

Email: admin@leopold.brent.sch.uk

Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England. Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**.’*

Our aims and objectives:

Aims:

At Leopold Primary School we have high expectations of all of our pupils. We consider it the right of every child to experience effective teaching, a rich learning experience, a stimulating environment and an atmosphere which is conducive to learning. We are concerned with the development of the whole child, so that socially, emotionally, spiritually, intellectually, physically and aesthetically each individual child is able to flourish at his or her own rate of development. At the same time, we place great value on, and encourage, independent thoughts and actions.

Specific aims of our SEN policy and guidance
State clearly how pupils with Special Educational Needs at Leopold Primary School are identified.
Ensure the rapid identification of all pupils requiring SEND provision/support as early as possible in their school career.
Provide strategies to ensure effective and efficient provision for SEND pupils.
Ensure that we overcome barriers to learning and encourage each child to develop to their full potential.
Work in partnership with parents and carers, ensuring that those with parental responsibility for SEND pupils are kept fully informed of their child's progress and targets.
Ensure that pupils are involved in the setting of individual SEND targets, where this is appropriate according to the child's needs and level of understanding.
Work in partnership with external agencies to ensure that everyone has an informed awareness of all relevant issues.

Objectives:

- To provide a flexible structure of provision to meet children's special needs.
- To provide a differentiated curriculum to meet the individual needs of all children.
- To maintain a system of record keeping that will facilitate identification and monitoring of SEND.
- To involve parents and carers as partners in the education of their children.
- To maintain links with all outside agencies and educational support services.
- To provide staff development programmes concerned with SEND.
- To be proactive with links to secondary schools and special schools.
- To liaise with other professionals.

Identification of pupils with SEND

It is recognised that early identification of barriers to learning and SENDs is extremely important. It is possible that some children may begin nursery or school with learning difficulties already identified. If this is the case, we will liaise with agencies that have already had contact with the child. Identification of needs arises out of the process of assessment and observations made by the class teachers. Assessment is never a single event. It is a continuous process and there are a variety of ways in which special educational needs may be identified once a child reaches school age. Standard assessment tasks that each child completes on entry may also indicate a learning difficulty. The Early Years Foundation Stage Profile may indicate general or specific areas of weakness. The school uses standardised assessment tests to monitor progress. Performances in reading, writing, numeracy and science are measured against the level descriptions within the National Curriculum. A parent may express concerns to the school. These concerns will then be investigated, initially, by the pupil's teacher and the SENDCO.

Less than expected progress is progress which:
Is significantly slower than that of their peers starting from the same baseline
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

The SEN code of Practice 2015 (page 95, 6 .17)

It can include progress in areas other than attainment- for instance where a pupil need to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Adequate progress is that which
Narrows the attainment gap between the pupil and their peers
Prevents the attainment gap widening
Is equivalent to that of peers starting from the same baseline but less than the majority of their peers
Equals or improves the pupil's previous rate of progress
Ensures full curricular access
Shows an improvement in self-help, social or personal skills
Shows improvements in the pupil's behaviour

When a teacher assesses a pupil's progress as not adequate they will complete an initial concerns form which is looked at by the SEN team and then a meeting held to decide the next steps to be taken. This pupil will also be discussed during core tracking meetings with the Head teacher, class teacher and SENDCO. An observation of the child in class may take place. Parents may be called in for a meeting.

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision to improve the long-term outcomes for pupils with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. As part of this process, the school considers the needs of the whole child, not just their special educational needs (see below, 'Other factors impacting on progress and attainment').

The broad areas of need defined in the Code of Practice (2015) are as follows:
Communication and interaction
Cognition and learning
Specific learning difficulties
Social, emotional and mental health difficulties

- **Communication and interaction:** Including pupils with Speech, Language and Communication needs (SLCN), pupils with a diagnosis of Autistic Spectrum Disorder (ASD) and a diagnosis of Developmental Language Disorder (DLD).
- **Cognition and learning:** Including pupils with specific learning difficulties (Dyslexia, Dyspraxia), Moderate learning difficulties (MLD), Severe learning difficulties (SLD), global delay and profound and multiple learning difficulties (PMLD).
- **Social, mental and emotional health:** Including pupils with mental health issues and difficulties which may be a barrier to learning and access to school.
- **Sensory and/ or physical:** Including pupils with vision impairment, hearing impairment or other multi-sensory impairment or need.

Other factors impacting on progress and attainment

The school considers factors that may impact on a child's progress and attainment but that are NOT indicators of a special educational need. These include:

- Disability (the school adheres to the Code of Practice which outlines its duty of making "reasonable adjustment" under current Disability Equality legislation)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A graduated approach at Leopold Primary School:

Waves of Intervention Model



Inclusion within the classroom and Quality First Teaching (QFT) is at the centre of our approach and our first step in supporting pupils. Our highly trained staff will deliver differentiated learning to all pupils. SEND is the responsibility of the class teacher, including where pupils access support from Learning Support Assistants (LSAs), Teaching Assistants (TA's) or specialist staff. The class teacher is accountable for the pupil's progress. We are aware that additional interventions and support cannot compensate for a lack of quality first teaching. If additional support is felt necessary, then parents will be consulted. The graduated approach to SEN support that is highlighted in the SEND code of practice (2014), will then be followed: "A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or a young person may be experiencing." In practice this will be done by using the Assess, Plan, Do and Review cycle.

Managing Pupil's Needs on the SEN Register:

A pupil will be considered for Special Educational Need support if the concerns continue for a period of longer than one term and the intervention provided by the class teacher or the school is not having a sufficient impact. Generally, a child's attainment will be below national expectations in at least one core subject and/or they may exhibit difficulties in one of the following areas:

- Speech and language difficulties as assessed by a Speech and Language Therapist
- Inability to focus and attend in class
- Significant gross and fine motor difficulties
- Significant physical or medical difficulties
- Significant social, emotional mental health difficulties

Targeted action is taken. This is additional to or different from those normally provided as part of the school's differentiated curriculum. The SENDCO and the Class Teacher inform parents/carers of concerns. The class teacher and SENDCO will decide on appropriate support.

This may include:

- Wave Two interventions
- Increased liaison with parents
- Special equipment or materials
- Individual Educations Plans
- Deployment of staff to provide additional support to individuals or groups
- The provision we make will be recorded and shared with the parent/carers and the child

Special Educational Needs Support for Higher Levels of Need

When a pupil continues to make little or no progress, despite the intervention provided, the school will look to seek external advice from specialised agencies. These may include the Educational Psychologist, Speech and Language Therapist or Occupational Therapist. For further information on other agencies that provide services to our school, please look at the school's Local Offer. This referral will be discussed with the parents/carers. The advice will feed into the support plan and discussed with the pupil and parent/carers.

Education Health Care Plans

At Leopold Primary School we believe in an inclusive education for all despite their needs. Where children have an EHC plans Leopold Primary School will continue to ensure a safe space for these children to attend and flourish. The Inclusion leads will ensure that appropriate staff, facilities and provision are available to secure a safe, appropriate and positive placement for those children. The support appropriate to each child in this circumstance will be recorded and reviewed on an individual basis. Any updates to a child's situation will be updated on their risk assessments which are then shared with the relevant staff members, parents and the Senior Management Team.

After significant input from the school/outside agencies, if the pupil is not making the expected progress, the school would consider applying for an Educational Health Care Plan (EHC). The school would have to prove that the pupil had significant, complex and lifelong needs. For support in this process the parents can contact Brent Parent Partnership, who can guide them through this assessment.

Annual Reviews for pupils with ECHPs

Where appropriate, pupils attend part of the Annual Review to share their achievements for the year and aspirations for the future. A written record of their views is also completed prior to the Annual Review, with the support of their

Learning Support Assistant.

Supporting Pupil's with Medical Needs/Physical Needs:

If a pupil has a medical need that may have an impact on their school day or needs to be managed within the school hours, our welfare officers will support them, in conjunction with their class teacher. The school day will be adapted to their medical needs and any school trip will take their condition into account. If a child is registered disabled, the school will comply with its duties under the Equality act (2010). The school will make reasonable adjustments to ensure a pupil can access the curriculum. The school has wheelchair access to all ground floor classrooms and facilities. The library area on the Hawkshead Road site has a lift and there are disabled toilets on the ground floor. There is also a lift on the Gwenneth Rickus site allowing access to the KS2 classrooms. There is a disabled toilet by the Front Reception desk.

The school works closely with Brent Hearing and Visual Impairment teams to enable full access to the curriculum i.e. enlarging texts for visually impaired pupils. A Medical Care Plan will be available within the Medical Room. The Inclusion Team will consult with the School Nurse, medical professionals and parents/carers where necessary. We recognise that some pupils who have medical needs, may also have special educational needs (SEND) and may have a statement or EHC plan which brings together their SEND, health and social care needs.

Children with Social, Emotional and Mental Health needs:

Behaviour is not classified as a SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, considering family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we can offer Imago services or complete a Working with Troubled Families application with the family and support the child through that process. We also work closely with the behaviour support team for Brent. If parents and school are concerned that the child may have mental health needs, we encourage parents to discuss this with the SENDCO or their GP for a referral to Child and Adolescent Mental health Services (CAMHS). If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions such as Imago drop-ins or Imago mentoring. These are generally delivered by our IMAGO therapists or trained mentors who develop good, trusting relationships with the children. All children's behaviour is responded to consistently in line with our Good Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

How we Fund our SEND Provision:

The school receives funding for pupils with SEND from the Local Authority based on factors such as the percentage of pupils receiving free school meals and the general level of attainment in the school. In addition, the school is committed to using its general and personalisation budget to support pupils with SEND. We endeavour to meet the needs of all pupil with SEND from within our allocated resources. The school requests Statutory Assessment/Education Health and Care Plans for any child we believe has significant, lifelong and complex needs.

Exam Access Arrangements for Pupils with SEND:

When assessing pupils with SEND the following strategies can be used, as long as they are deemed “everyday practice”.

- Scribe
- Reader
- Enlarged text
- Additional time (this has to be applied for separately via the Department of Education website)
- Movement/rest breaks
- Written or oral translations
- Photocopying test paper onto coloured paper or coloured overlays for dyslexic pupils

The SENDCO works closely with the Head Teacher and the Year 6 Team and are responsible for ensuring access arrangements are effectively put in place.

Blended/ remote access

All children have access to remote learning via platforms such as Seesaw, Class Dojo and MS Teams which will allow us to continue delivering lessons if there is another lockdown. We will be able to engage with students in real time, share resources, provide assessment and feedback, and importantly stay in touch with our students. Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, the DfE expects schools to be able to immediately offer them access to remote education. Leopold will ensure teaching and learning, is high-quality and aligns as closely as possible with in-school provision. Teachers will ensure provisions for SEND children are of good quality and tailored made resources provided.

Catch-up funding and supporting for children

The Government has announced that it will provide schools funding to support children and young people to catch up. The DfE sets out Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year. Leopold Primary School is offering booster groups for children to narrow their attainment

gap.

Monitoring and evaluation of SEND:

At Leopold Primary School, our evaluation and monitoring arrangements promote an active process of continual review and improvement of the quality of provision for all pupils. This informs school self-evaluation, adjustments to provision and professional development that may be required to support it. The SLT implement a variety of monitoring arrangements, including:

- Learning walks
- End of day reviews
- Core tracking meetings
- SEND reviews
- Scrutiny of pupil books
- IEP writing and reviews with parents
- Data reviews
- Reviews of pupil progress and attainment, where relevant, against the pre-KS1 and pre-KS2 standards in Reading, Writing and Maths
- Progress against individual targets for pupils
- Assessment information from standardised tests e.g. Reading, Maths, spelling tests
- Pupil voice interviews
- Year Group Leader reviews
- Feedback from external agencies
- Reviews of any interventions, using baseline and exit data
- Sampling of parent views
- Access to the full school offer, for pupils with disabilities or medical conditions, is reviewed on an on-going basis, and through the Accessibility Plan. School considers all reasonable adjustments, including the impact of not making an offer for all children in a cohort

SEN training:

Teachers and all members of the SEND team and the Governing Body at Leopold Primary School are committed to their Continuing Professional Development. In-house training is used to ensure that teachers and support staff are informed and kept up to date with regard to effective SEND provision. Our staff also have access to additional training courses off the school site.

Parent Partnership:

Parents and Carers have a critical role to play in their child's education. Parents and carers are encouraged to help in the development of their children's learning at home at all times, for example through reading, helping with homework and phonics and spellings. The school is able to provide resources to help parents and carers help children at home. We emphasise that learning must be enjoyable. Parents are involved at every possible point with their child's needs and IEP writing. The IEP's are written every term and parents are invited in to be a part of this meeting. Parents are made aware that the SEND team are around after school if they need to ask questions and also the SENDCO will respond to any phone call or emails received

promptly.

Supporting Parents

The SENDCO operates an open-door policy for parents/carers seeking support and advice.

- The school signposts other agencies or specialists who can provide support to families eg. School therapist, Brent Inclusion Team, SENDIASS – the Brent information, advice and support service or the Family Solutions Service,
- Individual arrangements can be made for phased entry into Reception class
- Additional time and special arrangements are made for SATs – the SENDCOs and the Assessment Leader are responsible for securing these special arrangements
- Support is provided for transition between classes, through detailed class handovers between teachers, and ‘familiarisation’ strategies, where pupils are more vulnerable
- Attention is given to transition for vulnerable Y6 pupils transferring to secondary school, including facilitating extra visits to the school
- SENDCOs for the receiving secondary school are invited to the final Annual Review in Year 6.
- The school has a policy for Supporting Pupils with Medical Conditions which can be found on the school website
- The dedicated SEND Governor is available as a contact point

Working with Partners and External Agencies:

When pupils need more support in a specific area we will make a referral to one or more of the following outside partner/agencies, so that they can help and support us in meeting a pupils’ needs:

- Educational Psychologist
- Speech therapist
- Physiotherapist
- Occupational Therapist
- Hearing impairment service (BHIS)
- Visual impairment service (BVIS)
- Brent Inclusion Team
- CAMHS
- Early Intervention Officer (CAF)
- Brent Outreach Autism Team (BOAT)
- School Nurse and other health professionals
- Parent Partnership

We engage with a range of external support agencies where appropriate. Leopold Primary school will ensure that a planning meeting is held before any external visitors can come on site. Planning meetings will be undertaken virtually through either Zoom or Microsoft teams. This meeting will ensure that all aspects of the COVID-19 Risk Assessment is outlined, and any concerns addressed. All visitors will be given PPE which consists of a face mask, visor, antibacterial hand wash and gloves if needed. They

will have access to a room with good ventilation and a sink. Visitors will adhere to the 2m social distancing rule.

Storing and Managing Information:

Pupil records and SEND information may be shared with staff working closely with pupils who have SEN to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEND records are stored in paper files exist, these are kept in locked filing cabinets. Individual SEND files are transferred to receiving schools when pupils leave Leopold Primary School.

Key Roles and Responsibilities:

- Governor responsible for SEND: Zac Newman, responsible for monitoring policy implementation, liaising between the SENDCOs and the Governing Board and reporting back to the governors
- Designated Teacher with specific Safeguarding responsibility: Ayo Octave, Rahat Malik. Staff member responsible for managing LAC funding: Ms. Ashton. Staff member responsible for managing PPG funding: Yasmen Sopta, Rahat Malik
- Staff members responsible for meeting the medical needs of pupils: Ayo Octave, Rahat Malik, Jacqui Kelly and Anna Wzsolek.
- SEND Learning Support Assistants/Teaching Assistants - line managed by SENDCO: Ayo Octave and Rahat Malik
- Class teachers: responsible for the progress and attainment of all pupils, including those with SEND, and staff deployed to support them
- Parents are responsible for supporting in the writing of their child's IEP and attending all relevant meetings
- Pupil (where appropriate) can support in the writing of their IEP's

The SENDCO has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs. The school has two full time SENDCO's. Ayo Octave who holds the NASENCO Award and Rahat Malik.

The SENDCO is line managed by the Head of School who are also responsible for safeguarding.

Complaints:

The procedure for complaints is set out in the schools' website. Any complaints with regard to SEND should be addressed in the first instance to the class teacher or the SENDCO. If the matter cannot be sorted out satisfactorily via this route, then the complaint should be brought to the attention of Ms Obinwanne, Ms Octave or Ms Harvey.

Concerned parents and carers may also seek advice and support from Parent Partnership.

Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (January 2015) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013

- SEND Information Report (2020)
- The National Curriculum in England Key Stage 1/2 framework document Sep 2013
- School's Safeguarding Policy 2020
- Policy for First Aid, Illness, Medication and Support for Pupils with Medical Conditions May 2017
- Accessibility Plan 2020
- Teachers Standards 2012
- Good Behaviour Policy 2020