



Aspire London Special Educational Needs and Disability (SEND) Policy 2020 - 2022

‘Aspire not to have more but to be more’

St. Oscar Romero

At Aspire London Schools pupils and adults of all races, religions, gender, abilities and social circumstances can expect to find security and respect for themselves, their families, other people and their traditions.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010.

There are four broad categories of SEND:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory

Aspire London Schools encourage parents to be involved in the planning and reviewing of the SEND provision for their child through discussions with the class teacher and Inclusion Manager or SENDCO at open evenings, Academic Review Days and in individual meetings. The pupil's views and aspirations and those of their parents or carers are paramount when planning the SEND support.

All children benefit from 'quality first teaching' which means that Class Teachers will assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, Aspire London implements some focused interventions to target particular skills.

We have high expectations of all our children. Children on our SEND registers make progress which compares well with the progress made by other children in school. Support is targeted to enable pupils to achieve their best outcomes.

Defining SEND

The 2014 SEND Code of Practice 0 to 25 years says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, 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.

At Aspire London our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success and enjoyment in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Identifying pupils for SEN Support (SENS)

Pupils with SEND are identified by three main assessment routes, all of which are part of the overall approach to monitoring progress:

1. The progress of every pupil is monitored at termly Pupil Progress meetings. Where children are identified as having difficulties with their learning which is impacting on them making expected progress, in spite of quality first teaching, they are discussed with the parent, Class Teacher, Head of School and Inclusion Manager or SENDCO and a plan of action is agreed.
2. Class Teachers continually assess children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by 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
3. We work in collaboration with parents to identify their child's needs and refer, as necessary, to external agencies for additional professional advice.

The Inclusion Manager or SENDCO may use assessment tools to add to and inform teachers' own understanding and assessments of a child.

Although the schools can identify special educational needs, and make provision to meet those needs, we do not diagnose conditions such as Autistic Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD). Medical specialist assessment is required for this process. In consultation with parents or

carers, our Schools may refer a pupil to Kaleidoscope Children's Centre in Lewisham for appropriate assessment of needs by a range of medical practitioners.

Working with Parents and Children

Aspire London works carefully to ensure positive collaboration with parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (Autumn and Spring terms) or through conversation with the Class Teacher and/or Inclusion Manager or SENDCO. If a child is identified as having SEND, they will be placed on the school's SEND register and support will be planned and timetabled. This is recorded on the Provision Maps for each class. Pupils with an Education, Health and Care Plan (EHCP) will have individual Provision Maps with targets drawn from their EHCP which are agreed with parents. Provision Maps are updated termly. This is part of the graduated approach cycle of 'Assess, plan, do, review' required in the 2014 Code of Practice.

Pupils' views will be elicited via the "My World" reports which they complete annually. Ongoing discussions are held with children about their performance and enjoyment of school life. Parents, Class Teachers and the Inclusion Manager or SENDCO meet in the Autumn Term to discuss the child's strengths, interests and targets. In the Spring Term, pupils and parents meet the Class Teacher and Inclusion Manager or SENDCO to review progress so far and update targets. In the Summer Term, parents receive their child's Annual School Report showing progress and attainment plus future targets. Throughout the year, parents are welcome to meet Class Teachers and the Inclusion Manager or SENDCO to discuss their child's needs and progress. Pupils' school planners are used to share information between teachers and parents.

Paperwork for children at SEND support

Once a child has been identified as having a special educational need or disability (SEND), the following paperwork is completed:

- Annually, pupils with SEND will record their views and aspirations in a Pupil Passport. It will also encourage the child to reflect on what helps them to achieve, what they find hard and what they enjoy about school. This is completed with school staff and shared with parents.
- The pupil's name will be added to the schools SEND register.
- Each term, after Pupil Progress meetings, Class Provision Maps will be reviewed and updated. The Provision Maps record specific and challenging targets for the child and the support provided to help them achieve them. Pupils with an Education, Health and Care Plan have personalised Provision Maps.

Moving to an Education, Health and Care Plan (EHCP)

If children fail to make sufficient progress, in spite of high quality, targeted support, we may submit an application for Education, Health and Care Needs Assessment (EHCNA) to Lewisham's SEND Department. Generally, we apply for EHCNA if:

- The child has a high level of SEND and the school has evidence that the child needs more support than they have been able to provide through their Graduated Response of targeted help
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

If the application for an EHCP is successful, a member of the Local Authority (LA) will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHCP which will record the decisions made at the meeting.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, wherever possible, in class. Class Teachers spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional support to children with SEND, our focus is on outcomes. We aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. We use a range of interventions which may be offered to individuals, pairs or in small groups. Interventions may be run by Class Teachers, a Higher Level Teaching Assistant, the Inclusion Manager, SENDCO or Teaching Assistants. We have SEND Teaching Assistants who have a great deal of expertise in meeting the needs of pupils with SEND.

Adaptations to the curriculum teaching and learning environment

Adaptations to the physical environment will be made, as appropriate, to accommodate children with disabilities. All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children, but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be modified and made more accessible by using visual, tactile and concrete resources.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEND. If a child consistently shows unwanted behaviours, the Class Teacher will assess the child's needs, taking into account 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 discuss with the family ways to support their child in school or identify and refer them to appropriate agencies.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services), or cooperate with the school to do so.

If the child is felt to have long-term social, emotional or mental health needs, the school offers a range of interventions such as Circle Times, Circle of Friends and Nurture Groups, plus ongoing support from appropriate members of staff.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying. We will investigate all allegations and work with both parties.

Transition Arrangements into/within/from school

We understand how difficult it can be for children and parents as they move into a new class or a new school. We have a comprehensive transition programme which is personalised according to the individual needs of the child, to make transitions between classes - including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment/new school to prepare the child
- Opportunities to take photographs of key people and places in order to make a transition booklet
- Enhanced transition arrangements are tailored to meet individual needs
- Class teacher and Inclusion Manager or SENDCO visit a child with SEND in their existing school before moving to an Aspire London School

Transition to Secondary School

Transition reviews for Year 6 pupils with an EHCP are held in the Summer Term of Year 5 and the receiving secondary school SENDCO is invited to attend. Further visits to our schools from appropriate staff from the secondary school may also take place. Additional visits to the secondary school are also arranged where it would benefit the Year 6 pupil.

Governors

It is the statutory duty of the Governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Ossie Folkes. Reports on SEND provision in school are provided to the Governing Body and meetings are held between the SEND Governor and Inclusion Manager or SENDCO when appropriate.

Complaints

The schools work, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the Aspire London complaints policy and procedure.

Lewisham's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them.

Lewisham's Local Offer is available from the website

www.lewishamlocaloffer.org.uk

School's SEND Information Report

Each school produces their own Information Report. This report is available on the school website, it gives information about provision for pupils with SEND within the school. It includes identification of SEND, planning and provision for pupils, pupil involvement, parent liaison, staff training, key contact details – school and external agencies and resources available in school.

Equal Opportunities

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

This policy will be reviewed in October 2022