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THE BEDIFFERENT FEDERATION OF SINGLEGATE, WILLIAM MORRIS PRIMARY and LONESOME SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILTY POLICY

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Mrs J Millward, Ms Revell and Ms M Wilson



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All schools are required to have in place a policy for the management of Special Educational Needs and Disabilities. In compliance with section 69(2) of the Children and Families Act 2014 and Regulation 51 and schedule 1 of The Special Educational Needs and Disability Regulations 2014, the governing body must also publish a report on the implementation of the school's policy for pupils with SEND. This is available at <https://www.bedifferent-federation.org.uk/index.html>.

LOCAL OFFER

Local authorities have a statutory duty to develop and publish a local offer, setting out in one place information about the support they expect to be available in the area across education, health and social care for children and young people who have SEND, including those who do not have Education Health Care (EHC) plans. The local offer for Merton is published online at: www.merton.gov.uk/the-local-offer.htm

AIMS

1. We aim to ensure that all of our children receive an education centred around physical and mental well-being, equipping them with the strategies to support positive physical and mental health and wellbeing.
2. We aim to ensure that all of our children receive an education that enables them to achieve the best possible education and other outcomes. We want them to become confident and resilient, able to communicate their own views and ready to make future transitions into secondary school and beyond.
3. We aim to provide a differentiated curriculum which fosters a lifelong love of learning, which is broad, balanced and relevant to the needs and interests of each child within the terms of the 2014 Special Education Needs Code of Practice and the 2010 Equality Act.
4. We aim to support each other through on-going dialogue, Inclusion drop ins, planning meetings, specific curriculum inputs by curriculum subject leaders and the Senior Leadership Team, and regular training courses.



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DEFINITION OF SEND

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Quality first teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different.

This is special educational provision under Section 21 of the [Children and Families Act 2014](#). We will use our best endeavours to ensure that such provision is made for those who need it.

There are four broad areas of Special Educational Need which give an overview of the range of needs that are planned for at both schools. The four areas are:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health needs
- Sensory and/or physical needs

a) **COMMUNICATION AND INTERACTION:**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty in 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 SLCN 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.





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Children who are on the Autistic Spectrum, 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.

b) **COGNITION AND LEARNING:**

Support for learning difficulties may be required when children learn at a different 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 to 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.

c) **SOCIAL, EMOTIONAL AND MENTAL HEALTH NEED:**

Children may experience a wide range of social and emotional health barriers, which manifest themselves in many different 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, depression or trauma. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

d) **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 barriers can be age related and may fluctuate over time.

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



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

IDENTIFICATION AND ASSESSMENT OF SEND

At the Bedifferent Federation, we have a clear approach to identifying and responding to Special Educational Needs and Disabilities and employ a graduated response to the needs of all children which encompasses the assess, plan, do review cycle.

The benefits of early identification are widely recognised; identifying the need at the earliest point and then making effective provision improves long-term outcomes for the individual.

Class teachers monitor the progress of children at all the times through observation or work samples, as well as using information from whole school assessment data.

If a child is not making expected progress or has difficulties in a particular area of learning, parents are informed. It is important that home and school to work in partnership to plan additional support to enable progress and development.

Interventions are put in place in order to help the child catch up; this does not imply that the pupil has a special educational need.

If your child continues to face barriers to progress, a '**cause for concern**' is raised by completing the relevant documents which will outline the main area of need. These are completed by the class teacher and shared with the Inclusion Leader and parents.

This is reviewed regularly in order to monitor progress and the impact of targeted teaching. This stage is characterised by the gathering of information and increased differentiation within the child's normal classroom work. The child's class teacher:

- identifies a child's area/s barriers to learning and needs
- consults with parents/carers and the child
- informs the Inclusion Lead, who registers the cause for concern, supports the member of staff and monitors progress closely





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- works closely with the child in the normal classroom context
- provides high quality targeted teaching and intervention for the areas of development
- monitors and reviews the child's progress, working alongside the Inclusion Leader as well as attending termly inclusion meetings

If the child continues to make less than expected progress, it may be necessary to consult with outside agencies, such as the Merton Language and Learning Support team or an Educational Psychologist, to receive more specialised advice.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress.

In some cases, underlying needs may explain inadequate progress or challenging behaviour. Parents will be consulted with and consent sought prior to contacting an outside agency and the results of any assessments will be shared with parents. Where necessary, a meeting will be arranged to agree a support plan.

Pupils who require continued additional and different support to enable them to make progress or children with a diagnosis will be identified as having a special educational need or disability, (see above definition of SEND). These children are recorded on the school special educational needs register and provision map with the parents being informed of this decision. The provision map is updated termly and the special educational needs register is edited accordingly. All staff have access to records about the children's individual needs and strategies to support.

SUPPORT FOR CHILDREN WITH SEND

The graduated approach

Where a child is identified as having Special Educational Needs or Disabilities, action is taken to remove barriers to learning and effective provision is put in place. This support takes the form of a four-part cycle (**assess, plan, do, review**) through which decisions and actions are revisited, refined, and revised



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with a growing understanding of the child's needs and what supports the child in making good progress and securing good outcomes for the child.

If a child continues to make less than expected progress, despite targeted teaching and differentiation, the child may be identified as having SEND and parents and children will help write a '**Passport to Success**'. A Passport to Success is a SEND plan to outline additional and different provision being given to support.

This document takes account of how the child feels about learning and outlines the child's interests, strengths, areas of need and strategies for support. It also sets short term and end of year targets related to the child's area of SEND. If recommendations have been made by an external agency, these will also be reflected on the Passport to Success. Parents have the opportunity to meet with the class teacher termly to review the passport and the progress the child is making towards their targets.

Termly 'inclusion meetings' take place between the class teacher and the Inclusion Leader to discuss appropriate provision for the children in the class. The provision map includes a record of the child's end of year targets from their passport as well as strategies to support the child in class and any additional interventions.

Class teachers plan interventions targeting your child's areas of need. All professionals work closely together to deliver and monitor effectiveness of interventions to help children achieve their targets. The impact of in class provision and interventions is continually reviewed by the by the class teacher. This is monitored by the Inclusion Leader and by members of the Senior Leadership Team. The impact of support is recorded on the provision map and used to inform next steps as part of the '**assess-plan-do-review**' cycle.

Resources

Schools receive funding for all children. This funding is used to support and enhance high quality teaching in the school. It helps to ensure there are sufficient resources for children requiring special educational provision. The support offered is matched to the needs of individual pupils with SEND and



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evidence based. The amount of support required for each child to make good progress will be different in each case.

Types of Support

- a) High quality teaching from the class teacher, including targeted support and differentiation for individual children, is the first step in responding to children who have or may have SEND.

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' ([SEND CoP, 2014](#))

This means that:

- The teacher has the highest possible expectations for all children in their class
- The teacher will work with all children across the class, including those with SEND
- Teaching is based on building on prior knowledge and understanding as well as children's skills and interests
- Specific strategies- **the removal of barriers** (which may be suggested by the Inclusion Leader or outside agencies) are in place to meet the needs of individual children. This may include using a number of different resources such as: individual workstations, visual aids, pencil grips, sand timers, personalised reward chart etc.

- b) Targeted group work within a smaller group of children.

This work, known as intervention groups, may take place in the classroom or outside and may be led by a teacher or a teaching assistant. This means that:

- The class teacher identifies gaps in a child's understanding / learning and puts in place extra support to help the child make the best possible progress.
- Group sessions are organised with specific targets for each child to help him/her to make more progress.
- Interventions will be timetabled and delivered regularly
- Records of interventions will be kept by the person who delivers the intervention and these will be shared with the Inclusion Lead weekly.

Examples of intervention programmes we use include:

- Phonics and language packages
- Reading and Spelling





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- Reading interventions, e.g. Inference Programme, Language for Thinking
- Speech and Language support, e.g. Colourful Semantics, Time to Talk
- Social Skills groups, e.g., Lego Therapy
- ELSA
- Off the Record- play therapy support
- Drawing and Talking therapy
- Fine /Gross motor programmes, e.g., SMART Moves, 'Speed Up'
- Precision training in Mathematics or English
- Play Therapy
- Regular, daily if required, direct communication with families. Using a Home/School partnership book, a phone call, or an email detailing success of the day and areas to consider moving forward

- c) Specialist groups or individual support to deliver a programme recommended by outside agencies e.g., Speech and Language Therapist or Educational Psychologist

This type of support is available for children with specific barriers to learning who require further additional and different support.

This means that:

- The child is identified by the class teacher/ Inclusion Leader as needing more specialist input in addition to high quality teaching and intervention groups.
- Parents are asked to come to a meeting to discuss their child's progress and help plan possible ways forward.
- With the parents' permission, the child may be referred to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and parents understand the child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with the child to understand their needs and make recommendations, which may include making changes to the way the child is supported in class and / or support to set more specialised targets which will include their specific advice.
- The school then puts in place support and intervention based on the recommendations and advice. Reports are shared with families and there



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is the opportunity to meet with the professional body involved to discuss the observations, assessment and report.

- Members of staff may work in conjunction with professional bodies to lead a package of intervention/support, e.g. Emotional Literacy Support groups, Nurturing Talk (speech and language)
- The class teacher will remain responsible for working with the child on a daily basis.

d) Specified Individual support

Following on from above, in a limited number of cases, when a child continues to make less than expected progress and may require a higher level of support than is already in place, the school or parents may consider asking the local authority to carry out an Education, Health and Care needs assessment. This means:

- The child has been identified by professionals as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. In these cases, the school will request 'top up' funding from the Local Authority.
- After the request is submitted, the Local Authority decides whether they think the child's needs, requires a statutory assessment. If this is the case, the Local Authority will gather advice from the relevant professionals about the child's education, health and care needs, and establish and record the views, interests and aspirations of the parents and child. The LA then decides if the child's needs require an Education Health Care Plan.
- The Education Health Care Plan (EHCP) describes formally the child's Special Educational Needs and establishes outcomes across education, health and social care based on the child's needs and aspirations. It specifies the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes
- If an Education Health Care Plan (EHCP) is granted, the provision is reviewed annually or 6 months up until the child turns 6.

MONITORING AND EVALUATION

How does the school monitor the progress of children with SEND?



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At the Bedifferent Federation, we carefully monitor and evaluate the provision for our children with Special Educational Needs in a variety of ways including: Inclusion Learning walks, focused drop ins and book monitoring. Here, areas of strength and development are identified and consideration is given to how all children how access learning, use of adult support and additional resources to include and deliver a broad and balanced curriculum.

Lesson observations and weekly drop in sessions allow the Inclusion Leader and the Senior Leadership Team to monitor how children are being catered for within the classroom. Interventions are carefully planned and often delivered. Detailed records and intervention targets are kept in classroom Inclusion files. These files are monitored on a termly basis.

Through regular inclusion meetings and thorough record keeping, we ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. The school has in place a comprehensive provision map to help track the interventions in place, based on the "Assess, Plan, Do, Review" model outlined in the Code of Practice.

ROLES AND RESPONSIBILITIES

Governors

Have responsibility to ensure that:

- the school meets its responsibilities under The Special Educational Needs and Disability Regulations 2014 and the Equality Act (2010)
- children with Special Educational Needs are identified and have full access to all that school has to offer
- resources are available to implement the school SEND policy.

There is a designated Governor for Special Educational Needs. As part of this role, the governor regularly visits the school to meet with the Inclusion Leader and to familiarise themselves with provision for children with SEND.

Chief Executive Headteacher/Senior Leadership Team

- include the identification of SEND as part of the overall approach to monitoring the progress and development of all pupils
- ensure the quality of teaching and provision for children with SEND is an integral part of school improvement and regularly review how expertise



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and resources used to address SEND can be used to build the quality of whole-school provision.

- write and review the job description of the Inclusion Leader ensuring the Inclusion Leader has sufficient time and resources to carry out responsibilities outlined in 2014 Code of Practice
- identify any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- ensure that children, parents and young people are actively involved in decision-making

Inclusion Leader

The Inclusion Leader has an important role with the Chief Executive Headteacher and Governing Body, in determining the strategic development of the SEND policy and provision in the school. Each school has a designated Inclusion Leader and their duties include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has 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 pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- working with the Chief Executive Headteacher and school governors to ensure that the school meets its responsibilities under the [Equality Act \(2010\)](#) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all children with SEND up to date



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Class Teachers

Class teachers are responsible for:

- the progress and development of all children in their class.
- differentiating the curriculum, providing high quality teaching, matching it carefully to the child's needs
- identifying children who are a cause of concern, then planning and liaising with the Inclusion Leader to put in place additional support,
- collaborating with colleagues to meet individual needs, including supporting teaching assistants to deliver high quality interventions.
- monitoring and supporting the work of teaching assistants
- liaising with external bodies and implementing agreed recommendations accordingly
- termly meetings with parents and children to review progress and celebrate successes
- Passports to success are written, reviewed and amended to reflect progress and further areas of development
- ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- working to the child's strengths and encouraging success as independent learners
- regular communication with families, in the agreed way. This may be writing in a Home / School communication book, a phone call home, or a daily email that outlines success and areas to develop moving forward

Teaching Assistants

Teaching assistants are responsible for:

- working to the direction of the class teacher, providing support for individuals or groups of learners, and promoting inclusive education
- recording outcomes and reporting to the class teacher
- delivering small group intervention
- attending meetings, INSET and training to support ongoing professional development
- evaluating intervention group sessions and giving written and oral feedback to class teachers to inform assessment



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- feedback to support any communication home, e.g., daily email home or written message in the Home/School communication book
- contributing to an annual report to families and to children's annual reviews where appropriate
- maintaining professional records and files that will be monitored on a termly basis

STAFF DEVELOPMENT

All teachers and teaching assistants have regular training to support them in meeting the needs of all children. There is also specific training available to teaching staff providing personalised support programmes for individual children. The school uses the Local Authority agencies, service level agreement and school INSET programmes to support all staff.

PARTNERSHIP WITH PARENTS/FAMILIES

We value families as partners in the education process and aim to begin this partnership as early as possible in the child's school life when home visits are planned before they start in our Nursery. Families are encouraged to support curriculum initiatives. They may be asked to communicate through a home school communication book that the children take home. Parents will be invited to attend special assemblies, special events and workshops.

The school works closely with families of SEND children to build an understanding of the child's needs and put in place strategies to support the child. Effective communication is an essential factor in developing the relationship between families and school. There is an 'open door' policy and parents / carers of children with SEND are encouraged to discuss their concerns at every stage through meetings with either the class teacher or Inclusion Leader.

When a child is identified as requiring SEND support, the class teacher will write a '**Passport to Success**' which outlines the child's strengths, areas of need and strategies for support.

Parents must contribute to the passport; sharing reflective comments and identifying the different ways in which they can be involved in supporting their child. Children will be encouraged to contribute where appropriate.



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Pupil Achievement Review meetings are held twice yearly where parents discuss their child's progress with the class teacher and update the 'Passports to Success'. There is a final opportunity to discuss Passports to Success and progress in the summer term at a parent drop in session.

Parents / carers must also attend and be prepared to contribute to the Annual Review discussion for those children with Education Health Care Plans.

Some children may require an additional home school partnership book. This is a daily record that logs the child's behaviour, attitude and achievement. Class teachers and teaching assistants will use the home school book to communicate important messages home to families. Parents are also encouraged to record observations from the home environment.

Further information for parents can be found on the SEND Information Report available on the school website.

LINKS WITH EXTERNAL AGENCIES

All schools work alongside a range of external agencies within the Borough of Merton to offer the most suitable support. Professionals work in consultation with all members of staff and families to offer recommendations and advice. This may include individual assessments and / or working alongside class teachers to put in place appropriate provision.

Specialist agencies that work with all schools include:

- Merton Learning and Language team
- NHS Speech and Language therapists
- Merton Educational Psychologists
- Merton Sensory Support team
- Child and Adolescent Mental Health Service
- Merton Virtual Behaviour team
- NHS Occupational therapists
- Merton Autistic Outreach Service
- Early Years Inclusion
- Early Family Support
- School Nurse

Parents will be consulted before any work is completed with specialist/external agencies.



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Specialists may either meet with parents / staff or provide written reports that outline agreed actions and recommendations for both the school and family.

The school will then plan for targeted support and intervention to address the agreed actions. These targets and strategies will be incorporated into the child's individual passport to success and recorded on the provision map.

ACCESSIBILITY

The school is fully accessible for wheelchair users. There are special toilet facilities available for wheelchair users. The accessibility action plan is reviewed annually to include additional specialist provision required. Please see the Disability and Accessibility policy for further information.

How will children be supported in the event of a school closure?

Remote learning will be provided daily for your child. The work provided will be differentiated according to your child's needs.

A child with an EHCP will have a weekly individualised learning pack prepared by the Inclusion Lead.

The learning in this pack will be linked to targets set in their EHCP and external agencies. Regular contact will be maintained throughout the period of closure.

ADMISSION ARRANGEMENTS

Children with Special Educational Needs have the same rights of admission as all other children. The Governing Body has adopted the Local Authority's admission policy for the school.

LINKS WITH OTHER SCHOOLS / PHASES OF EDUCATION

We work closely other educational settings to help ensure the transfer between schools is as seamless as possible. We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. Transfer arrangements are outlined in the Policy Document Folders and part of the procedure includes visits to enable the child to become familiar with the new environment.





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