



William Patten Special Educational Needs and Disabilities (SEND) Policy

2024-25

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1. Statement

Key Contacts in William Patten for SEND (Special Educational Needs and Disabilities) and medical needs:

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The William Patten School Community is a place where everyone should feel included. This means that everyone has an equal opportunity to develop their full potential. All children should have equal access to a broad and balanced curriculum and all parents/carers should have equal access to information. Everyone should feel confident that they will be successfully supported in overcoming any barriers to learning. We have high expectations of all our children.

This SEND policy complies with the *Special Educational Needs and Disability Code of Practice: 0 to 25 years*, which arose from the Children and Families Act 2014, came into force in September 2014 and was updated in January 2015. The SEND Code of Practice 2015 replaces the SEN Code of Practice 2001. The policy also complies with The Equality Act of 2010.

Intent

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND (see also curriculum and assessment policies).
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- To ensure that all pupils experience success in their learning and achieve to the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively.
- To value and encourage the contribution of all pupils to the life of the school.
- To work in partnership with parents and carers.
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.

2. Definitions

Definition of SEN, according to the January 2015 Code of Practice

A person has SEN 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.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The 2015 Code of Practice identifies four broad areas of need;

Four Categories for SEND – Broad Areas of Need

- 1. *Communication and Interaction***
- 2. *Cognition and Learning***
- 3. *Social, Emotional and Mental Health Difficulties.***
- 3. *Sensory and/or Physical Needs***

4. Identification of SEN

Pupils access an inclusive curriculum which is designed to cater for diverse learning strengths and needs. Those who do not make the expected progress, are initially identified by class teachers and members of the senior management team. Class teachers communicate regularly with the Senior Leadership Team to discuss the progress in learning as well as the social and emotional wellbeing of all the children in their classes.

We aim to have good and collaborative relationships with all of our parents and carers. If a child is experiencing difficulties, parents will be informed either at a parents' evening meeting or will be invited to an additional meeting to discuss the child's progress with the class teacher and maybe the SENDCo or the Inclusion Manager.

Parents should not feel they have to wait until a parents' evening to discuss the needs of their child; if a parent has any concerns about their child's learning or progress, they can request a meeting with the class teacher at any time in the term. The class teacher may suggest making a referral to the SENDCo.

In school we use a range of assessment data including relevant family/medical history, Early Years and Foundation Stage Profiles, teacher assessments, screening tests, and SATS results. Continuous assessment shows whether or not a child is achieving at age expected levels. A child will be considered for additional interventions or focused adult support if he/she is not making the expected progress. If, even with such additional support, a child continues to achieve below expectations and/or has significant difficulties accessing the

curriculum this could indicate that the child would benefit from being identified as needing SEN support.

5. SEN support

The school follows the *SEND Code of Practice 2015* graduated approach with regards to the identification, assessment and review of pupils with special educational needs. The four stages of the graduated response are;

Assess: the class teacher and SENDCo should clearly analyse a pupil's needs before identifying a child as needing SEN support. In addition to drawing on teacher assessment and tracking data, the views and experiences of parents and the pupil's own views will be taken into account. Where relevant, advice from external agencies will be sought.

Plan: parents will be invited to a planning meeting with the SENDCo, class teacher and professionals from external agencies where appropriate. At this meeting any assessments will be discussed and a plan will be made for adjustments, interventions and support to be put in place along with a clear date for review. **A Pupil Profile and Support plan** will be drawn up. This acts as a guide for the class teacher and anyone else who works with the child; it records the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve.

Do: the class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for the pupil's learning. They work closely with the SENDCo, support staff and any external professionals to plan support and interventions and to ensure they are linked to whole class teaching.

To enable access to the curriculum for pupils with SEND, the school may provide access to:

- Specialist teachers and other external professionals
- Support Staff
- Individual teaching programmes
- Individual timetables
- Intervention resources
- Specialist equipment

Review: the effectiveness of the support should be regularly reviewed and updated where needed. SEN review meetings are held at least twice a year with SENDCo, parents, class teacher and where relevant external professionals. At these meetings the Pupil Profile and Support Plans will be reviewed and updated. Progress against outcomes will be evaluated and next steps will be decided.

6. External agencies and specialist support

If we think a child needs further assessment or specialist support, we will discuss this with parents. Parental permission may be requested for the school to refer a child for assessment or support. Examples of such services include:

- An Educational Psychologist (EP) - William Patten works with a link Educational

psychologist from Hackney Education.

- A Speech and Language Therapist (SALT) – we have a SALT working in the school one and a half days per week
- A Specialist Teacher - we use Hackney Learning Trust Specialist Teachers to work with children and train staff – this could be for children with a profile and/or diagnosis of ASC, ADHD, Visual Impairment, Hearing Impairment, dyslexia, or other areas of special need
- Place2Be, our in-school child counselling service
- Child and Adolescent Mental Health services (CAMHS)

7. Education and Health Care needs assessment and plans

If children fail to make progress, in spite of high quality, targeted support at SEN Support, we may recommend applying to the Local Authority for the child to be assessed for an EHC Plan. We may suggest applying for an EHC Plan if a child has severe or complex special educational needs and needs more support than is available through special educational needs support.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any education, health or social care professionals who are involved with the family. The meeting will record the child's strengths, their desires and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. An Education Health and Care Plan is formally reviewed at an Annual Review meeting.

8. Training

Training in Special Educational Needs and Disability (SEND)

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND.

Examples of recent training that teachers and support staff have received include:

- Supporting children with Executive Functioning Difficulties
- Supporting children with sensory processing needs
- Inclusive approaches to supporting children with specific literacy difficulties
- Use of 'Zones of Regulation' as a whole school approach to supporting emotional regulation
- How to promote pupil independence
- How to support children who have experienced early childhood trauma and/or attachment difficulties

In addition, teachers and support staff have on-going support and training from the SENDCo, Senior Leadership, the Speech and Language Therapist, and specialist teachers.

9. The allocation of resources

The school budget includes delegated money for supporting children with SEND.

Support and allocation of resources is discussed, reviewed and evaluated by the Head teacher, the Inclusion Manager and the SENDCo.

Parents of children with SEND are included in the discussion about support and allocation of resources at SEND Review meetings with the SENDCo, parents, teachers and, when necessary, with specialist professionals.

Children with EHC Plans receive additional funding to support their level of need. Support for these children is reviewed at Annual Review meetings with the SENDCo, parents, and teacher along with specialist professionals from external agencies if appropriate.

10. Access¹

Whilst William Patten was built in the nineteenth century and has features that are not as accessible as modern buildings, we make reasonable adjustments to meet the needs of pupils with disabilities.

The ground floor is accessible by a ramp for wheelchairs and pushchairs.

There is a toilet with disabled access on the ground floor.

11. Inclusion and access to trips and clubs

All children and their families should feel included and have a sense of belonging to the school. The school will always endeavour to make adaptations and reasonable adjustments to ensure inclusion in school events and activities. Class Teachers plan lessons according to the specific needs of all groups of children in their class and endeavour to ensure that they meet the needs of all the children in their class.

All children are entitled to go on school trips. The health and safety of a child is paramount on a school trip and we work with parents of children with SEND to plan for trips in advance. If necessary, the school will deploy an additional adult and resources to ensure that children with SEND are able to go on a school trip.

12. Transition

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.

¹ Equality act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

If a child is moving to another school:

We will contact the school SENDCo and ensure they know about any special arrangements or support that need to be made for the child.

We will make sure that all records about the child are passed on as soon as possible. If needed, we will arrange transition work to be carried out either in a small group or on an individual basis. Children may be supported by making a 'Moving On' book as part of this transition. Transition work is also carried out for certain SEND pupils by Place2Be or the Speech and Language Therapist. In Year 6, all the children do some work on transition. If a child with SEND is going to find transition particularly difficult, we will arrange a transition programme which will involve visits and activities at the new secondary school. If a child has an EHC Plan, the SENDCo will arrange a meeting with parents and the SENDCo of the new school if it is considered necessary.

When moving classes in school:

Information will be passed on to the new class teacher in advance at a handover meeting by the previous teacher, and the SENDCo will also make sure that the new teacher and any adults who will be working a child with SEND are well aware of their needs.

If needed, we will arrange transition work to be carried out either in a small group or on an individual basis. Children may be supported by making a 'Moving On' book as part of this transition.

13. Help with transport

Applications for help with transport are agreed by Hackney Education. If a child needs special transport, we will help parents apply for this.

transport@hackney.gov.uk

14. Support and training for parents

The class teacher is regularly available to discuss a child's progress or any concerns a parent may have and to share information about what is working well at home and school so similar strategies can be used. The SENDCo or a member of Senior Leadership is available to meet with parents to discuss a child's progress or any concerns/worries they may have. All information from outside professionals will be discussed with parents either directly with the professional or, where this is not possible, in a report. Hackney Education's Inclusion department run training and support groups for parents of children who have Autistic Spectrum Condition (ASC) and the Speech and Language Service run training sessions and drop-ins for parents. We will help you access these.

Parents can receive further support, information or advice from the Hackney Parent Partnership Service:

Hackney SENDIAGS
Phone: **07500 066 513**

Email: sendiags@hackney.gov.uk

15. Social, Emotional and Mental health needs

If parents and the school have reason to think that a child needs professional support regarding their social, emotional and mental health needs, a referral can be made for 1:1 play therapy support within school from Place2Be, or a referral can be made to CAMHS (Child and Adolescent Mental Health Services) for support for the child and/or the family.

The emotional health and wellbeing of all our pupils is very important to us. The senior leadership team, the SENDCo and all the teachers and support staff continually monitor the emotional social and emotional wellbeing of all our pupils. We have a comprehensive PHSE (Personal, Social, Health and Economic wellbeing) learning programme in the school and where necessary we run small nurture groups. Children can also self-refer to Place2Talk for a confidential lunchtime chat with the Place2Be manager about any friendship or other concerns they may have.

Parents are always welcome to request a meeting with the class teacher, a member of senior leadership, the SENDCo or the P2Be manager about their child's social, emotional and mental health needs. William Patten is also part of the WAMHS project, which supports our aims to improve wellbeing and mental health support by giving us access to a mental health practitioner, known as a CAMHS Worker in School (CWIS). Our CWIS can offer advice to parents and/or staff with concerns about any pupil.

<https://www.williampatten.hackney.sch.uk/wellbeing/wamhs/>

16. Equal opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

17. 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 2015. Should a parent wish to discuss a concern or make a complaint regarding how the school is managing the support of their child, they can request a meeting with the SENDCo, the Inclusion Manager, or the Head teacher. If they wish to take the complaint further, they can write to the SEND link Governor or the Chair of Governors.

SEND link Governor: Helen McNulty

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This policy is reviewed annually by the governing body

Policy Agreed: September 2024

Policy Review Date: September 2025