



Anglo Portuguese School SEN policy and information report

Approved by: [Name] **Date:** April 2020

Last reviewed on: April 2020

Next review due by: April 2021

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

APSoL is committed to ensuring that every child achieves their potential. APSoL is committed to ensuring that the curriculum that it offers, has breadth and depth, is challenging, engaging and enriching for all pupils, whatever their starting points. We seek to significantly improve the quality of learning and life experiences for all the pupils at APSoL, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their need or disability, in order that all students gain the best possible outcomes and are well prepared for the next stage in their life.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is **TBD**.

The SENCO will:

- Work with the Principal, Marta Correia, and SEN governor, Emily Bere, as a member of the senior leadership team, to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. This will include making application for additional funding and support through various channels including application for EHCPs.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Ensure all staff have up to date knowledge of SEN good practice through a regular schedule of training in response to the needs of the pupils on roll
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date.
- Monitor and evaluate data for children with SEN in order to inform strategic development of the provision within the school. Create an annual SEND report for governors
- Line management of LSAs (Learning support assistants)

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school, through termly meetings with the Principal and SENCo, and update the governing board on this
- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's termly progress and development and decide on any changes to provision
- Implementing individualised provision, with direction from the SENCO, as outlined in individual EHC plans.
- Ensuring they follow this SEN policy

5. Identification, screening and assessment

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2. Initial assessments

Sencos will use initial observational data, assessment data, intervention data in order to decide when to refer to the LA for formal assessment.

5.3 External assessments

Screening tests for learning difficulties/SEND may be carried out through local authority and NHS practitioners, and following an agreed assess-plan-do-review cycle in liaison with teachers and communication with parents. We recognise that such screenings/assessments should not be regarded as a single event, but as a continuing process.

5.4 Outcome of assessments

If the outcome of a test (e.g Dyslexia, ASD, ADHD) or any other circumstances gives us reason to think that a pupil may have a learning difficulty/SEND, we will report and consult with parents/carers as necessary and make recommendations.

5.5 Communication with parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Children on the SEN register will have regular opportunities to communicate with the SENCO and the class teacher in order to ensure understanding of their individualised SEN plan and targets.

5.5 Communication with teachers

We will ensure that teachers are given any necessary information about a child's learning difficulties/SEND and that teaching practices are appropriate. The SENCO/ Principal will liaise with teachers regarding the individual progress of SEN pupils at regular pupil progress meetings through an "Assess-Plan-Do-Review" cycle.

6. Provision

6.1 Pupils known to have SEND

If a pupil is known to have SEND when they arrive at the school, the Headteacher, SENCO, literacy and numeracy coordinators, departmental and pastoral colleagues should:

- Use information from the pupil's previous school to provide starting points for the development of an appropriate curriculum for the student.
- Identify and focus attention on the pupil's skills and highlight areas for early action to support the pupil within the class.
- Ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the pupil's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning.
- Ensure that appropriate informal opportunities for the pupil to show what they know, understand and can do, are maximised through the pastoral programme.
- Involve the pupil in planning and agreeing targets to meet their needs.
- Involve parents in developing and implementing a joint learning approach at home and in school.

6.2 Graduated approach

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views

- Advice from external support services, if relevant

The assessment will be reviewed regularly.

- The Code recommends a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The school's approach is explained in the diagram (Fig. 1) and table below. However, each case will be considered on an individual basis and where necessary action taken outside of this approach.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

1. Universal support : **High-quality teaching and learning & culture and ethos**
2. Additional support: **Targeted Support**
3. Substantial support: **Multi-agency support**
4. Individualised support: **EHCP/ EHCP Assessment**

Stage of provision	Action involved
Assess	In identifying a pupil as needing SEND support, the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs.
Plan	<p>The teacher and SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date of review.</p> <p>Individual Education Plans will be put in place and a clear date for review agreed.</p>
Do	The class or subject teacher will remain responsible for working with the pupil. The SENCO will support the main class or subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.
Review	<p>The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.</p> <p>The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents.</p> <p>The support will be revised in light of the pupil's progress and development in consultation with the pupil and parents.</p>

Stage of provision	Action involved
Involving specialists	<p>Where a pupil continues to make less than expected progress, despite evidence-based support and interventions, the school will consider involving specialists after discussing the matter with the pupil's parents.</p> <p>If no progress is being made, a request for an Education, Health and Care Needs assessment can be made to the Local Authority by the Headteacher/parents/ services such as Educational Psychologist/Speech and Language Therapy/Occupational Therapy.</p> <p>LA meets and reviews advice and reports from professionals.</p> <p>EHC assessments will apply to very few pupils.</p>
Education, Health and Care Plans (EHCPs)	<p>LA issues EHCPs based on evidence provided by above agencies.</p> <p>Individual Education Plans and reviews of IEPs.</p> <p>Annual review of the EHCP.</p>

6.3 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Consideration to adapting the environment- accommodating children with limited mobility, consideration to quiet areas or areas for calming / managing sensory needs.

7. Education Health and Care Assessments and Education Health Care Plans (EHCPs)

7.1 Education Health and Care Assessments (assessment)

The school (as well as the parents) can ask the LA to arrange an assessment of the pupil. The school will always consult with parents before exercising this right. If the LA refuses to make an assessment, the parents (but not the school) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

7.2 Provision under the Education Health Care Plan

Where a prospective pupil has an EHCP, we will consult the parents and, where appropriate, the LA to ensure that the provision specified in the EHCP can be delivered by the school. We will cooperate with the LA to ensure that annual reviews of EHCP are carried out as required.

8. Welfare and examinations

8.1 Welfare needs

The school recognises that pupils with Special Educational Needs or learning difficulties may be at risk of being bullied. The school has an Anti-Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. Children with SEN are also more vulnerable to abuse outside of the home- this will be covered in our safeguarding policy

8.2 Concerns and complaints

We need to know immediately if your child's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out. We aim to resolve all complaints informally, but parents who have a complaint about SEND provision should refer to the school's complaints procedure.

8.3 Examinations

Pupils who have been diagnosed as having a learning difficulty/SEND may be eligible to apply for Access Arrangements to complete internal examinations and public examinations. Parents are asked to liaise with your child's class teacher or the SENCO in good time with respect to this.

9. Record keeping

9.1 Records of SEND support

If the parents and the school decide that a pupil should receive additional support, apply for an assessment or an Education Health and Care Plan, the school will work with the parents and other agencies as appropriate in order to employ strategies to assist progress.

Schools are required to keep clear records of a pupil's SEND, the provision put in place for them and the difference that support will make. This record will include:

- The short-term targets set for or by the pupil
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes

Progress will be reviewed at least termly with the class teacher and parents, with support from the SENCO. Where a pupil is receiving SEND support, the school will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

The SENCO has responsibility for ensuring that records are properly kept and available as needed.

External assessments, EHCP plans and reviews can be uploaded on to the child's CPOMS file under SEN.

9.2 Records from previous schools

Primary schools are required to transfer records to secondary schools for all pupils within 15 school days of pupils ceasing to be registered at the school. The School will make full use of this information in determining the provision for pupils with learning difficulties or SEND.

10. Monitoring, evaluation and review

APSoL will, on at least an annual basis, consider and report to parents on the effectiveness of the school's work on behalf of children with SEND and may wish to consult support services used by the school, other schools and parents. Yearly SEND report to governors. Regular and specific SEND training for all staff based on the needs of the children at APSoL.

11. Links with other policies and documents

This policy links to our other policies including:

- Accessibility Plan
- Child Protection and Safeguarding Policy
- SEND information report
- Administration of Medicines Policy
- Equality Policy
- School Behaviour Policy

Wandsworth Council SEND Local Offer

Please follow this link to access the local authority's local offer for children with SEND:

<https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2>

Here, you will be able to find information about SEND support in the following areas:



Wandsworth's SEND local offer Map



This new map shows many of the activities and support services that make up Wandsworth's SEND local offer for 0-25 year olds with special educational needs or disabilities (SENDs) and their families.

- Side one shows where you'll find local leisure centres other sports activities, parks and play spaces, youth centres and other facilities. If you have a WAND card or WAND+ card*, you may be able to use this to get special concessions at some of these facilities (check the SEND Local Offer website for current details)
- Side two indicates where children's centres, special schools and resource bases are located, plus some of the key information and support services that may be able to help you.

The map highlights the many parks and playgrounds that are free to use for fun outings all year round. Additionally, it shows at a glance the many venues offering more specific activities to suit different interests (further information on these can be found on the SEND Local Offer website – see details below). Use this map as an approximate area guide and consult a street map for further location detail if needed.

Before visiting a facility for the first time, it is always a good idea to check current details first to ensure it is open and that services will meet your particular needs. You will find the most up-to-date information about all the facilities listed, their direct contact details and where to find them, listed on the SEND Local Offer Website. Alternatively, please call THRIVE Wandsworth for guidance on: 020 8871 7899 between 9-5 Monday-Friday.

*[The WAND Card](#) and [WAND+ Card](#): These handy ID card cards are for 0-25s living in Wandsworth, whose disability or special need severely impacts on their ability to get out and about. The cards are free and can be applied for alongside membership of the [Disabled Children's Register](#).

Can't find what you are looking for? Contact us:

thrivewandsworth@richmondandwandsworth.gov.uk

020 8871 7899