

Wimbledon Chase Primary School



Special Educational Needs and Disabilities Policy

September 2019

Vision Statement

Wimbledon Chase Primary School is an innovative learning community committed to excellence.

Mission Statement:

We will endeavour to achieve this by:

- Constantly striving to find and create better ways of pursuing our goals
- Providing a happy, supportive and safe environment in which everyone can achieve their full potential
- Being truly inclusive and giving every child the opportunity to develop talents
- Encouraging everyone to become creative, motivated and life-long learners who are prepared for an ever-changing, global community
- Valuing and respecting every member of the school community
- Recognising and celebrating success

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014.
- SEND Code of Practice January 2015.
- The Equality Act 2010 (Version May 2014)
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
- The SEND Information report regulations 2014.
- Teachers standards 2012

This policy should be read in conjunction with the following school policies and documents:

Anti-Bullying Policy, Accessibility Plan, Supporting Pupils with Medical Conditions Policy, Safeguarding policy, Medicines policy, SEND Information Report, Flow

chart for Identification of SEND at WCPS/Nursery , ARP information and leaflet, LAC/PLAC Policy, WCPS Equality Statement, Behaviour Policy and EAL Policy.

The SEND policy reflects the principles of the 2015 Code of Practice.

Definition of Special Education Needs & Disability (SEND) as taken from section 20 of the Children and Families Act 2014.

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 child of compulsory school age or a young person has a learning difficulty or disability if they:-

(a) have a significantly greater difficulty in learning than the majority of others of the same age, or

(b) have 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at

(a) or (b) above or would do so if no special educational provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Wimbledon Chase is a large three form entry primary school which includes a nursery and an Additionally Resourced Provision for pupils with Speech Language and Communication Needs. Details of the Provision for pupils with SLCN can be found on our web site. <http://www.wimbledonchaseschool.co.uk/all-about-us/slcn/>

The school has three phases:

Phase One – Nursery and Reception

Phase Two – Years One, Two and

Three Phase Three – Years Four, Five and Six

Each phase has an Assistant Head – a staff list can be found on the school web site.

Section A – Special Educational Needs Provision at Wimbledon Chase Primary School

We have high expectations for all our learners and we aim to provide every child with equal opportunities to access a broad and balanced education. This includes the Foundation stage and National Curriculum in line with the Special Needs Code of Practice.

Objectives:

- To welcome pupils with SEND and meet their needs in a positive manner so they achieve their best.
- To identify and assess children with SEND as early as possible by gathering information from parents and other agencies.
- To provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils.
- To identify and address pupils' needs through the graduated approach and the four part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- That where possible pupils participate and are involved in the process of information gathering and reviewing progress.
- To ensure funding is allocated to provide high quality provision for those with identified SEN.
- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the Equality Act 2010 (Version May 2014).
- To ensure that support agencies are used effectively.
- To encourage confidence and raise self-esteem by providing a caring and well organised environment so children with SEND can achieve their best.
- To ensure that SEND is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.

1. How we aim to meet these objectives:

- Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical.
- Ensuring clubs, trips and activities offered to children at WCPS are available to children with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.
- Early identification of pupils who need extra help through: ongoing teacher observation and assessment, outcomes from baseline assessments, progress

in relation to the Early Years Foundation Stage Profile, Primary Literacy and Maths curriculum descriptors, National Age Related Expectations (ARE), standardised screening and assessment, discussions with parents and information gathered from outside agencies.

- We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. This is managed through teacher appraisals against the teaching standards, lesson observations and whole school monitoring.
- Ensuring that all staff receive training on the expectations of the most recent Code of Practice (COP) and are able to recognise emerging needs and implement a graduated approach to SEN.
- We follow the advice in The National Curriculum on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.
- Termly planning and reviewing of Individual Education and Support Plans (IESP) for all pupils with SEN, involving both parents and pupils as much as possible
- Inviting all families to complete a One Page Pupil Profile.
- Ensuring that advice from outside agencies is sought and incorporated into IESPs.
- To focus on outcomes not difficulties. Positive reinforcement to encourage pupil's achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued for their efforts
- Monitoring the provision and progress of pupils with Education Health Care Plans (EHCP).
- Ensuring that SEND is featured in the School Development Plan, reflecting the training needs of all staff
- Ensuring that we have high expectations of pupils, set suitable and challenging targets with termly monitoring meetings including SLT, Phase Leader, SENDCo, Class Teacher
- Ensuring that class teachers of pupils from the SLCN ARP work closely with the staff in charge of the SLCN Additionally Resourced Provision to provide an inclusive curriculum
- Listen to and value parents concerns about their child's development; engaging in positive discussions to ensure the best outcomes for the child.
- Supporting social, emotional and mental health through the provision of

nurture groups, theraplay and social skill groups.

Section A: Arrangements for full access to a broad and balanced curriculum

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum. (Code of Practice 2015)

All children are entitled to full and equitable access to the National Curriculum and high quality teaching.

- This links to the school's Inclusion Policy and Wimbledon Chase sets out to ensure that:
- All efforts are made to overcome individual pupils' barriers to learning
- All classrooms have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task
- A range of teaching styles are used including auditory, visual and kinaesthetic
- The successes and achievements of all pupils are celebrated through the school's reward system
- All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued
- A range of different organisational settings are planned to provide class, group, paired and individual work
- When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.

Section C: Identification, Assessment and Response

1. Identifying needs at WCPS.

Please look at pages 3 to 5 of WCPS SEND Information Report on the web site for more detailed information; also the Flow chart for identification and support of SEND at WCPS.

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEND Code of Practice September 2014.

- Communication and interaction.
- Cognition and learning
- Social, emotional and mental health.
- Sensory and/or physical

Many children will have inter-related needs; these broad categories give an overview of the range of needs we plan for at Wimbledon Chase but we consider the needs of the whole child which will include not just the special needs.

The SEND Code of Practice (2015) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

2. Assessing needs

If a child does not make adequate progress compared to peers, their starting point or previous attainment this would raise concerns that they had learning difficulties.

WCPS aims to identify if a child is not making adequate progress as early as possible, using a process of summative and formative assessments. The assessment process includes the child's learning characteristics, the learning environment, the tasks set and the teaching style. We may look at a child's emotional needs, social skills and behaviour in different situations. There are whole class formal assessments every term and individual assessments if requested by the class teacher.

Each term following formal assessments, tracking progress meetings are held to review the progress of every child in the school. Data is analysed and tracking meetings are held that include each class or nursery teacher, the assistant head for the relevant phase, the Inclusion manager, the Headteacher plus at least one other member of the Senior Leadership Team.

Parents are consulted to gain their insight into their child's progress. If after consultation with parents it is decided that a child has underlying needs then he/she will be put on the SEND register and an Individual Education Plan written to identify how the needs are to be addressed and outcomes identified.

3. Graduated Response

Please look at pages 5 to 10, 14 to 15 and 20 to 21 of WCPS SEND Report on the web site for additional information;

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (Code of Practice 2015.)

The graduated response is a four part cycle of assessment, planning, doing and reviewing which is recorded on the child's Individual Education Support Plan and Provision Map. This process will happen termly in line with the assessment and monitoring policy.

Assess

The teacher identifies pupils with learning needs in the class; this involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

Plan

Planning will involve consultation between the teacher, Inclusion Manager and parents to agree longer term learning objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded on the child's Individual Education Support Plan (IESP) with a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

To track child's long term progress and level intervention he/she will be included on the SEND register by the Inclusion Manager/ SENDCo.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupils response to the support can help identify their particular need. The impact on progress, development and or behaviour that is expected will be recorded by class teacher and other staff and summarised on the IESP in preparation for the termly progress review.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. If necessary outside assessments may be considered at the progress review with parents to inform a future cycle of response. - Advice can be sought from outside specialists at any

point; to advise on early identification of SEN, where little or no progress is made over a sustained period, where the child is working at levels substantially below those of their peers. Advice is incorporated into the child's individual planning and targets.

The majority of children and young people with SEND will have their needs met within the school – effectively at 'school level'.

This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress **with** this additional and different intervention and their needs can be met within the school's SEND budget. We will continue to identify the child as having special educational needs.

If the child is able to maintain good progress **without** the additional and different resources he or she will not be identified with special educational needs and be removed from the SEND register.

However the special educational provision required to meet some children's needs cannot reasonably be provided from within the normal resources here at Wimbledon Chase.

Where this is the case, we will gather all the information in the format required by the LA to request an assessment of education, health and care needs.

Referral for an Education, Health and Care Plan

Information about EHCP can be found on Merton Family Services Directory/ Merton Local Offer. <https://fsd.merton.gov.uk/kb5/merton/directory/home.page>

If a child has significant long term difficulties he/she may undergo a Statutory Assessment process by the Local Authority which is usually requested by the school but can be requested by a parent. This would be discussed at a review meeting with parents and possible outside professionals. (See Flow Chart.)

A request for an assessment must be supported by evidence of long term and sustained need for support which cannot reasonably be met by the school SEND budget.

(See pages 20 to 21 of WCPS SEND Report)

Section D: Managing Pupils on the SEND register

1. Named Staff

For contact details see web site

Ms Jill Augustin, Headteacher, is the designated named person for SEN.

Mrs Suzanne Warwick, SENDCo/Inclusion Manager, is responsible for the day to day provision of education for all pupils with SEND and for pupils attached to the SLCN ARP.

Mrs C Knapman, Assistant SENDCo supporting teachers and TAs with individual pupils and early interventions and assessment.

Miss C Hollywood, SEND teacher for Phase 3 pupils in the SLCN ARP.

Mrs C Knapman and Mrs C Nicolas, SEND teachers for Phase 1 and Phase 2 pupils in the SLCN ARP.

Mrs S Dotchin, Parent Support Advisor (PSA) and Medical Officer.

Mrs A Duncan, SEND Governor.

2. Arrangements and responsibilities for coordinating and monitoring the graduated response.

General Monitoring

The Inclusion Manager updates information about pupils on SEND register each term through monitoring the IESP paperwork. Class Teachers and Assistant Heads meet with the Inclusion manager to discuss pupils on the Register.

The Merton Education Partner reviews the books and progress of SEN pupils during the MEP visits.

2.1 The Class Teacher.

The Class Teacher is responsible and accountable for progress and development of all pupils in their class:

- The teaching and monitoring of all their pupils and identifying and reporting any concerns about SEND to the SENDCO/Inclusion Manager
- Planning and delivering differentiated interventions for all pupils with identified SEN. These should be additional to or different from those provided as part of the school's usual differentiated curriculum.
- Reviewing the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support.
- To inform parents of concerns and the interventions that are proposed and involving them in any reviews of their child's progress.
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment.
- Completing SEND documentation in accordance with the COP and liaising with the SENDCo/Inclusion Manager, parents and pupils
- Providing reports and attending Annual Reviews or Interim reviews for pupils with EHCPs.
- Collaborating with the SENDCo/Inclusion Manager/Assistant SENDCo to match classroom provision to the specific needs of the pupil

- As part of the graduated approach to collaborated with outside specialists and work with the advice of the specialists to plan outcomes and provision.
- Planning with learning support assistants, teaching assistants and nursery nurses to ensure quality provision for pupils with SEND focussed on outcomes.
- Regularly reviewing the support provided by staff and the impact on the progress of SEND pupils.
- Ensure that a Child who is Looked After (LAC) receives the support needed to meet targets described on the Personal Education Plan (PEP).

The SENDCo/Inclusion Manager, Assistant Heads (Phase leaders) and Class teachers are responsible for the timetabling and directed work load of the additional staff.

2.2 Learning Support Assistants (LSA) Teaching Assistants (TA) and Nursery Nurses

They are responsible for the following:

- collecting evidence of progress through observations both formal and informal.
- alerting the class teacher to concerns which have been observed through close working with the pupils.
- tracking progress towards outcomes set by a class teacher for specific SEND pupils.
- providing effective feedback to the teacher on interventions.
- collaborating with the SENDCO/Inclusion Manager/Assistant SENDCo to match classroom provision to the specific needs of the pupil.
- Contributing to progress reviews or annual reviews.

2.3 The SENDCo/Inclusion Manager

In line with the recommendations in the SEND Code of Practice 2015, the SENDCo will oversee the day- to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school SEND register
- Identify through provision mapping those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care Plans
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers to identify pupil's needs; arranging any in-school specific assessments or monitoring to help identify the barrier to learning.

- Managing and supporting other classroom staff working with vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Liaising with and advising all staff on the graduated approach
- Liaising with parents of children with SEN, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress
- Overseeing and supporting staff in identifying key needs and outcomes to be recorded on IESPs.
- Termly review of progress against expected outcomes as identified on IESPs by the class teacher; ensuring learning objectives are revised and reviewed.
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with a statement of special educational need or Education Health Care Plan.
- To implement a programme of six monthly reviews for Early Year pupils with Education Health Care Plans
- To work with Local Authority Virtual Schools for Looked After Children to ensure that a LAC pupil has a Personal Education Plan (PEP); that targets set in the PEP are reflected in an IESP if that child should have SEN
- Working with Merton SEND team to ensure that the rolling programme of translating Statements into Education Health Care Plans is successful
- Carrying out referral procedures to Merton Local Authority to request High Needs funding Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant long term support
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils identified as SEND or vulnerable learners
- Working with Early Years staff and Merton Early Year support team to ensure successful transition into school/nursery or from other EYs settings for children with identified SEND or disability
- Ensuring interventions for SEND pupils are effective and evidence based
- Evaluating regularly the impact and effectiveness of additional interventions for SEND pupils

- Arranging specific SEND resources
- Key point of contact with external agencies especially the LA
- Liaising closely with a range of outside agencies to support SEN/vulnerable learners in consultation with parents
- Attending LEA SENCo network meetings and training as appropriate
- Liaising with the school's SEND Governor, Mrs Duncun, keeping her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- Liaise with EAL co-ordinator to identify needs in addition to English as an Additional Language
- Liaising with school Medical Officer, Mrs Dotchin, to ensure care plans have been completed and information is shared on a need to know basis
- Working as part of the Senior Leadership team to ensure SEND information is shared with staff and SEND is included in the school development
- Reviewing the SEND policy annually and ensuring up to date information is on the website

2.4 Assistant Heads for each Phase

The Assistant Heads are responsible for the following in their phase group.

- Liaising with the Inclusion Manager to timetable and direct the work of support staff working in their phase.
- To identify vulnerable learners in their phase who are not on SEND register to ensure they are making adequate progress.
- To monitor the outcomes of additional support and interventions for vulnerable learners.
- To work with the Inclusion Manager to ensure Provision Maps are kept up to date
- Attend termly monitoring and tracking meetings
- Attend Annual Reviews when a child is moving into their phase, or as deemed necessary by the Inclusion manager
- Support teachers in their phase with parent meetings when requested
- To ensure that any special arrangements are in place for SEND pupils when taking formal end of KS1 and KS2 tests

2.5 Members of the Senior Management Team

- The day to day management of the SEND Policy and the Disability Equality Duty Scheme and Accessibility Plan
- Allocating and monitoring appropriate resources for SEND from the delegated budget and statement funding together with the SENDCo/Inclusion Manager
- Ensuring the effective use of the COP (Code of Practice) especially through professional development and appropriate time allocations.
- To ensure that staff are delivering high quality teaching differentiated for individual pupils through the teacher appraisal process using the teaching standards.
- Monitoring teachers' planning and pupil achievement each term and ensuring action points are followed through.
- Reporting to Governors on COP procedures and SEND resourcing and Disability Equality Duty Scheme.

2.6 The Governing Body

- Ensuring that the best possible provision is made for all pupils with SEN
- Monitoring the quality of SEND Provision
- Ensuring information about the implementation of the policy for SEND is published on the school website and this is updated annually.
- Ensuring the integration of pupils with SEND in the school community
- Ensuring that the budget for SEND is allocated appropriately
- Electing a designated SEND Governor to liaise with the SENCo
- Defending the school should a complaint be brought to the SEND and Disabilities Tribunal

3. Admission Arrangements

Pupils identified with low level SEND have the same rights of admission as all other prospective pupils.

Admission to the SLCN ARP is via Merton SEND Panel following LEA guidelines.
(For more information see website SLCN)

The school follows Merton's Admissions Policy.

Pupils with Education Health Care Plans are admitted following LEA policy and ensuring that the school can meet their needs under the new Code of Practice.

4.Transitions

Early Years staff make contact with other Early Year providers in the term before the child enters nursery or reception. Home visits are made for exchange of information. Additional visits are made for children with identified SEN

Close links exist with the secondary schools to which pupils transfer in September each year.

Meetings are held between SENCo's/Inclusion managers of all Merton Secondary schools and Primary schools at which SEND documents are discussed and exchanged. This is part of the SENCo Support Programme organised by the LEA.

Additional visits are made for pupils with Education Health Care Plans and those from the ARP. Staff from the feeder secondary schools are invited to attend the annual review and any other relevant meetings held in the Summer term.

4. Additionally Resourced Provision

See school website under SLCN for detailed information.

The arrangements in this policy apply to the pupils and staff working in the SLCN ARP.

The school currently has an ARP for up to 14 mainstream pupils with Speech, Language and Communication Needs. There is SLCN provision for two full time Nursery places which equates to 4 part time places. The Nursery places are assessment places.

The children are integrated into the main school through being permanently linked to a mainstream class as well as their ARP class.

ARP pupils have personalised programmes of learning and timetables dictated by ongoing internal and external assessment of their specific needs.

Pupils in the ARP have equal opportunity with all pupils to participate fully in the life of the school including extra-curricular activities and school trips with reasonable adjustments. Reasonable adjustment for each trip is considered individually. This is in line with the school's Inclusion Policy.

The ARP is resourced with specialist games, apparatus and learning equipment which can be used to support any pupil.

The ARP classes are included in the whole school tracking and monitoring process.

5.1 The ARP SEND teacher responsibility:

- The three ARP teachers have responsibility for the planning and implementation of the differentiated curriculum for all pupils in the ARP
- To plan an individual timetable for each pupil and monitor each pupils progress both in the ARP class and when attending a mainstream class
- To support class teachers with planning for the ARP pupils when they are working in a mainstream classroom

- To keep summative and formative assessments on each child
- To use PIVATs to track small step progress of each pupil
- To collect the views of the pupils whenever possible
- Ensure that the pupils' emotional and social needs are supported
- Prepare paperwork for Annual Reviews and planning reviews
- Communicate with parents, especially parents who live some distance from the school
- Create a learning environment which enhances the progress of pupils with Speech Language and Communication Needs
- To organise the ARP learning support assistants time efficiently
- To liaise with the Speech and Language Therapist to ensure speech and language programmes compliment other aspects of learning
- Ensure that speech and language activities are completed as described on the pupil's speech therapy package
- Liaise with outside agencies
- Work with other schools to ensure successful transitions in and out of the ARP
- Attend any training as appropriate

5.2 The Inclusion Manager is responsible for

- The monitoring and inclusion of pupils in the SLCN ARP
- Monitoring the teaching and the curriculum in the SLCN ARP.
- Attending any admission panels for SLCN ARP.
- Liaising with Merton SEND team concerning the ARP.
- Liaising with the Speech Therapist to ensure Speech Language and Communication progress is measured and recorded.
- Ensuring that the ARP has a profile within the school.
- Preparing the paperwork for the annual audit of the SLCN ARP by Merton LA.

Section D: Supporting Pupils and Families

See WCPS Local offer pages 21 to 24.

The London Borough of Merton Local offer can be found on the Merton web site <http://localoffer.merton.gov.uk> additional information can be found at [http://www.merton.gov.uk/learning/edinclusion/ SEND is.htm](http://www.merton.gov.uk/learning/edinclusion/SEND%20is.htm) .

1. Contacts and meetings

Parents and carers are always welcome to the school. At Wimbledon Chase working as a partnership is recognised as an essential element in the successful education of all pupils, in particular for those pupils with special needs; therefore we maintain an open door policy.

There are regular, planned meetings with parents in the Autumn, Spring and Summer term to set up and review progress documented on IESPs. Pupils and parents are both involved in the target setting and review process. For pupils in the ARP, meetings may be held more frequently if necessary. When setting outcomes and progress areas where parents/carers can support this process will be identified on the IESP.

Day to day contact with parents is via the communication book or home school diary. Parents may phone or call to make an appointment to see staff whenever necessary. Written reports are issued at the end of each academic year in July.

For children with Education Health Care Plans, the annual review is held around the date of issue and a representative from the LEA SEND Team is invited to attend. For Early Years children with an Education Health Care Plan there are 6 monthly reviews. Parents/guardians and pupils contribute to all reviews as well as staff from any outside agencies who are involved with the pupil. If parents or staff have additional information or concerns an interim review can be arranged at any time throughout the academic year.

Pupils in Early Years may require family meetings with Portage and the Early Years Inclusion Team these may take place in the EYs setting or at home.

Following consultation parents may be invited to meetings with professional specialists in school or as a result of a referral in a clinic setting.

For all parents and carers WCPS Parents Partnership Scheme operates very successfully, enabling parents to help the school in a variety of ways using their particular skills and talents. Parents also help on outings and with a wide range of social and fund raising activities.

2. Support and advice.

Mrs Dotchin is WCPS Parent Support Advisor and she is available to help parents with any questions or worries about their child or the school. If parents wish she is available to support them in meetings with other members of staff or arrange joint meetings.

The school recommends and introduces parents to Mrs Fran Turko of Merton SEND Information and Advice Support Services who supports parents with SEND issues and is independent of the school and the LEA.
Telephone: 020 8543 8854

Email: fran.turko@merton.gov.uk

3. Parent and Pupil Views.

One of the key principles of the 2015 Code of Practice is that it puts children, young people and their families at the heart of the legislation.

At Wimbledon Chase parents' opinions and aspirations for their children will be taken seriously.

In the four part cycle of assess- plan – do - review parents will have an opportunity to be part of the planning process for both short and long term outcomes.

Pupils in Phase 3 have an opportunity to be part of their own target setting process during academic tutoring week where they have a 1:1 meeting with their class teacher.

For formal annual/ interim reviews pupils contribute their voice in a style and format most suited to their age and aptitude.

When applying for an EHC plan, part of the formal application is for families to outline their short and long term aspirations for their child. The Inclusion Manager will discuss this process with them before an application is completed and support can be arranged if required.

WCPS SEND team collect samples of SEND children's opinions through 1:1 meetings with a sample of children. All the children in the ARP are given opportunities to express their opinions for their annual reviews and throughout the year.

4. Dealing with Complaints around SEND.

Please look on the school web site 'Complaints policy' for further details.

Parent/carer complaints are dealt with at the school in the following ways:

- Discussed informally with the Class Teacher and/or the Assistant Head for the Phase.
- Referred to the SENDCo/ARP Manager
- Referred to the Headteacher.
- In writing to the Governing Body, following which a written reply will be given
- The parents may contact the LEA who will then contact the school
- The parents may go to SEN/Disability Tribunal. Support for this is available from Independent Parent Special Education Advice
<http://www.ipsea.org.uk/>

At any stage in the complaint process parents may request the advice of Merton SEND Information, Advice and Support Services, (see address above) or the support of WCPS PSA.

Section E: Supporting Pupils with Medical condition or Disability

See WCPS Website for the policy, 'Supporting pupils with Medical Conditions.'
<http://www.wimbledonchaseschool.co.uk/wp-content/uploads/2010/08/Supporting-Pupils-with-Medical-Conditions-Policy.pdf>

WCPS recognises that children with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case WCPS will comply with its duties under the Equality Act 2010.

Some children may also have SEND and may have a statement or Education Health Care Plan which brings together health and social care needs, as well as their special education needs provision; WCPS follows the 2014 SEND Code of Practice for these children.

1. Facilities at WCPS for children with medical conditions and SEND.

Wimbledon Chase has disabled toilets at either end of both floors of the school; permanent ramps to enable wheelchair access to the ground floor of the building and lift access to the second floor; nappy changing facilities are available in the Nursery, the disabled toilet situated near the reception classes and the disabled toilet near the ARP classrooms.

The new stair cases have hand rails and clear markings on the stairs. The old stair way has yellow visual aid markings.

Provision of information in a wide range of formats as well as increased access are all part of the School's Accessibility Plan.

One Phase 3 classroom and the Phase 3 ARP classroom have a Soundfield system installed. There is a portable soundfield system for use in Early Years and Phase 2.

All the classrooms in the new build follow acoustic regulations. In the old building one class per year group has been fitted with acoustic ceiling tiles.

There is a bespoke speech and language therapist office.

A section of a classroom has been turned into a nurture room with suitable furniture and resources. This is available at lunch time for lunch time nurture play group, Social and Emotional Aspects of Learning groups (SEAL) and Nurture groups.

A section of a classroom has been made into a Phase One/Two small group support facility with access to Occupational Therapist (OT) equipment.

Additional equipment recommended by outside agencies such as Occupational Therapists are bought out of the SEND budget for individual children.

Section F: Training and Resources

Funding

Funding for SEND is received from the following sources:

- SEND Formula Funding
- Payment for pupils on the SEND Register
- EHCP money according to Merton's banding system
- Monies allocated to the SLCN ARP
- Pupil Premium (if eligible)
- Additional Money allocated from the school budget

Spending and provision for pupils with EHC Plans and the SLCN ARP are monitored annually by the LEA.

Funding is used to provide: Inclusion Manager time, SEND Teachers, Teaching Assistants who support SEND pupils in class and in small groups, Learning Support Assistants for pupils with EHC plans, Support Assistants who work within the ARP and training from agencies both within and outside of Merton for all staff and additional staff to support children during lunchtimes when necessary. Appropriate books, computer programmes and recommended equipment are purchased for all SEND pupils across the school and in the ARP.

- Specialist services from Merton Language Learning and Support are purchased as needed and a programme for staff training is in place
- Additional service is bought in from Merton Virtual Behaviour School as required
- Additional provision is bought in from the Educational Psychology Service
- Additional dyslexic teacher support is bought in for one day a week

1. In-service Training for staff in relation to SEN.

Training needs for the staff for SEND are identified via appraisal reviews and the School Development Plan.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

The school uses LEA Agencies, Service Level Agreements and the central INSET programmes to support Governors, the Senior Management Team, teachers, support assistants, and the SENDCo/Inclusion Manager to fulfil their roles and responsibilities.

Additional training is provided to cater for the needs of pupils in the SLCN ARP. There is regular staff training to inform and update staff about the new Code of Practice and other legislation with regard to SEN.

The Inclusion Manager attends Merton SENDCo network meetings and workshops every term.

2. Links with Support Services for SEND and disabilities.

Parental consent is always sought before the school requests involvement of any outside agency.

- Educational Psychology Team; WCPS buys into the LEA's Service Level Agreement and buys in specified hours each year according to need as identified on our SEND Register
- Language Learning and Support and Virtual Behaviour team; WCPS buys into the service level agreement each year as required to support pupils with behaviour and emotional problems and for advice and assessment for pupils with specific learning or language difficulties.
- Sensory Team (Visual and Hearing) – support and advice is sought according to need
- Children with diagnosed ASD can be referred to Merton Autistic Outreach Service with EP advice
- Children with EHC plans and all children in the SLCN ARP receive speech and language input as described on their statement or EHC plan
- Early Year pupils access S&L therapy through the NHS clinics
- Portage and Early Years Inclusion Service is available through school referral
- WCPS accesses the school nursing service
- Cluster school social worker from the Vulnerable Children's team
- Links have been established with Cricket Green and Perseid special schools to share good practice and their expertise and resources

Additional services are bought in as agreed at IESP progress meetings as part of the graduated approach.

The school also works closely with NHS Physiotherapy Therapy Service, the Occupational Therapy Service, Merton Virtual School for Looked After Children, Polyclinic, the Educational Welfare Officer, Jigsaw4U, the Phoenix Project and Family Support service, Portage, Early Years Support Advisors, Social Services, Young Carers service, private educational psychologists, and therapists.

5. Evaluation of SEND in WCPS by the Governing Body.

The Headteacher and Inclusion Manager keep the Governing Body informed about all SEND matters – such as, the number of pupils on the SEND Register, the number of EHC plans and provision for those pupils, provision across the school, resources, funding, employment and use of Teaching Assistants, progress made by pupils with SEN, parts of the SIP related to SEN, and information about the ARP.

SEN appears as an item on the agenda at Governing Body meetings annually and at the Finance Sub Committee. Governors have been involved in training for

SEND and there is a named Governor responsible for SEN. The SENDCo and SEND Governor have regular termly meetings.

Section F: Storing and Managing Information

Information at Wimbledon Chase is stored in line with Merton and WCPS policies on Management of Information and the Privacy Notice.

All staff are aware of sharing information on a 'need to know' basis.

Class teachers have the most recent and relevant documents stored in their classrooms.

More sensitive information is stored in locked filing cabinets in the Inclusion manager Office or in the Parent Support Advisor's room.

The Medical Officer and Inclusion Manger store Common and Shared Assessment forms (CASA) in locked filing cabinets.

Medical care plans are available for relevant pupils in their classroom and in the school office in case of emergency.

Reviewing the Policy

This policy will be reviewed annually in line with the Code of Practice and shared with the school governors, all school staff and placed on the school web site.

School Development Area Leader: Mrs S Warwick Linked Governor: Mrs A Duncan

Signed: S. Warwick

Signed: Mrs A Duncan

Date agreed: September 2019

Review date: September 2020