

SEND and Inclusion Policy

Chesterton Primary School gives every child the opportunity to enjoy learning and achieve their full potential in an emotionally supportive, respectful and inclusive environment. We believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual learning and emotional needs and should allow each child to fulfil their potential. It is recognised that this will be achieved by inclusive practice involving collaboration, input from schools, parents/carers, LA support services, other agencies and the broader community.

The school follows the 2014 SEN Code of Practice, which is statutory guidance on duties, policies and procedures relating to Part 3 of the 2014 Children and Families Act.

- A child with special educational needs should have their needs met.
- The Special Educational Needs (SEN) of children will normally be met in mainstream schools or settings.
- The views of the child will be sought and taken account of.
- Parents/Carers have a vital role to play in supporting their children's education.

The objectives of our SEN policy are:

- To identify children with SEN/D as early as possible. We endeavour to assess children as soon as possible after entry to Chesterton Primary School and via continuous assessment.
- To consult with parents/carers to identify the strengths and the needs of the child, and agree on an education plan to build on the strengths and support needs.
- To meet their needs by providing a broad, balanced, relevant and differentiated curriculum, building on learning and achieving.
- To identify and use support that is available in school to provide the best value for money.
- To refer the child to outside agencies where required and work together to support families.
- To seek and consider the child's own views wherever possible.
- To have a systematic approach to supporting behaviour and learning needs, preparing children for adulthood.

The Special Educational Needs Co-ordinator (SENCo) with day to day responsibility for the operation of the policy is Claire McCarthy (Miss Newick for maternity cover).

The named LAC member is Natalie Houalla.

Definition of Special Educational Needs and Additional Needs

Special educational provision is education or training provision that is additional to or different from that made generally for others of the same age.

The Code of Practice has adopted four areas of difficulty in relation to Special Educational Needs (SEN):

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

If there is a concern from teachers or parents/carers that a child has Special Educational Needs, an initial concern form will be completed. Once a need is identified graduated approach should be implemented: Assess, Plan, Do, Review.

Assess:

In identifying a child as needing SEN/D support, the teacher, working with the SENCO and the child's parents/carers, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Plan:

Where it is decided to provide SEN/D support, and having formally notified the parents/carers, the practitioner and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take the views of the child into account. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Do:

The child's key person (either the teacher or teaching assistant) remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN/D support. The SENCO will support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review:

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the practitioner and the SENCO working with the child's parents and taking the child's views into account. They will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents/carers will be given clear information about the impact of the support provided and be involved in planning next steps.

Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months.

In addition, the school recognises that some children may experience additional behavioural, educational and social needs in response to external factors, for example, home circumstances. We endeavour to support our children at such times through referral to a range of interventions led by our learning mentors.

Arrangements for coordinating SEN/D provision:

- Class teachers will differentiate to meet appropriately the learning and behavioural needs of children within their class.
- The SENCo will be available as necessary to support and advise colleagues.
- The class teachers will keep a Special Educational Needs file which includes provision maps for all SEN children and other relevant information.
- The provision maps will be updated and reviewed once a term with the SENCo.
- The SENCo will keep a register of all the children with Special Needs.
- The progress of children will be monitored termly, or more regularly as necessary.

Admissions arrangements:

Children will be admitted in accordance with the criteria outlined in the school admissions policy, provided that the Senior Leadership Team (SLT) and the Local Academy Committee (LAC) believe that the child's needs can be met within the school.

SEN(D) specialisms in the school are:

Deputy Head (Inclusion)

SENCo

Learning Mentors

Special facilities which increase access to the school for pupils with SEN/D:

- School is on a single level to support wheelchair access
- Lift access to both halls
- Equality Policy and Scheme
- Accessibly Plan

Information regarding policies for identification, assessment and provision

Allocation of resources:

- The SENCo is Claire McCarthy (Miss Newick during maternity cover).
- All staff are aware of and have access to equipment in school to support SEN/D work.
- Additional specialist support can be requested by arrangement with the SENCo.
- The SENCo receives an annual amount from the school's budget for the purchase of SEN/D materials, support and equipment.
- Parents/carers are acknowledged to be valuable partners in the learning process and are encouraged to help their own children.
- Support staff, teaching assistants and Learning Mentors, work both in the classrooms under the direction of the class teacher and outside to support the children with additional needs.
- Additional time from the Educational Psychologist can be requested to advise on specialist approaches to use in the classroom.
- Enrichment opportunities are offered to children with additional needs, such as a sensory storytelling group and a film course.

Some SEN/D children receive extra individual support following an Individual Education Plan/Individual Behaviour Plan. This may be supported by any of the teachers and support staff within the school and/or specialist agencies.

Identification/Assessment/Review Arrangements/Procedures:

- The school operates within the requirements of the SEN Code of Practice.
- The school operates in line with Wandsworth's Policy for SEN inclusion and provision for Education Health Care Plans.
- Early years and foundation stage children are carefully monitored for special needs once they have settled into school.
- Pupils are identified as having extra support for example provision maps or individual behaviour plans. Pupils are seen by outside agencies if they continue to make no/limited progress. Their progress is monitored termly or as appropriate.
- Information is exchanged and links maintained from nursery to year 6 and at transition into school and to secondary school.
- Individual record keeping and tracking systems are clear, factual and regularly updated, following the child through the school.

Regular review meetings take place to which parents/carers and outside agencies are invited to attend, including Annual Reviews and 'Team Around the Child' meetings. Parents are also invited into school termly to discuss their child's provision and discuss new outcomes.

The SENCo meets termly with all teachers 1-1 following assessment week and provision is adjusted termly to provide the targeted support.

Arrangements for providing access for pupils with SEN/D to a balanced and broadly based curriculum, including the National Curriculum:

- Class teachers differentiate the work presented to children in all areas of the national curriculum and the foundation stage.
- Children with SEN/D are given extra support by class teachers, teaching assistants and the Learning Mentors as necessary. This is directed by the class teacher and co-ordinated by the SENCo

- Learning plans and individual behaviour plans are written and reviewed regularly with parent/carers and pupils. These are written by the class teacher with support from the SENCo and specialist staff in school.
- TA's and Specialist Staff deliver group interventions to identified children.
- 'One Page Profiles' are written for children with special educational needs to inform key adults and provide information about how to support them.
- Provision maps monitor interventions and show progress made across 4 areas of development (communication and interaction, cognitive and learning, social, mental and emotional health, sensory and/or physical)

How children with SEN are integrated within the school:

- Individual needs are always taken into account in the teacher's planning and delivery of the curriculum.
- A range of teaching styles and approaches are used, taking into account children's strengths.
- The support and understanding of other children is fostered through the school's ethos of diversity and inclusion.
- Children's individual needs may require that a personalised approach is adopted to meet their needs, for example an individual workstation (Appendix A).

Monitoring the provision of children with SEN/D:

- Termly SEN/D review weeks.
- SEN/D Learning walks.
- Scrutiny of planning, teaching and assessment of children with SEN/D.
- Focussed group sessions with pupils and their parent/carer.
- Lesson observations focussed on the teaching of children with SEN/D.
- Monitoring of the tracking and progress made by pupils with additional needs.
- Scrutiny of the effectiveness of provisions and targets on learning plans.
- Observations of interventions and the evaluation of interventions.
- The Inclusion Deputy Head and specialist teachers form part of pupil's progress meetings and adapt provision accordingly.
- Emotional Literacy profiles and Boxhall profiles are used to monitor progress and impact of social, emotional and mental health needs.

Criteria for evaluating the success of the school's SEN/D policy:

- To have identified children with SEN/D at the earliest stage possible. Aiming to identify the majority of SEN/D needs within the first 2 years of a pupil joining the school
- To have followed the code of practice for SEN/D.
- To have catered for the child's needs as far as possible within school, and to have referred them to an outside agency if appropriate.
- To have met the child's individual needs to ensure that they are fully included and make measureable progress.

Arrangements for considering complaints about the school's SEN/D provision:

- We have an open-door policy for parents/carers to arrange to see staff, head teacher and/or the SENCo to discuss individual problems.
- There are clear procedures of communication, Class Teachers -> Phase Leader -> SENCo -> Deputy Head (Inclusion) -> Head Teacher.
- Parents/carers are given the opportunity to contact outside agencies where appropriate.
- Feedback will be given to parents/ carers about what has been done following their concerns/complaint.
- All complaints are dealt with sympathetically and expediently in line with the School's Complaints Policy.

The school's arrangements for SEN/D training:

- The SENCo has attended SEN/D and Inclusion training and attends SENCo network meetings to keep abreast of new developments.
- Changes in policy and procedures are shared with staff. All staff are familiar with the SEN Code of Practice.

- Information is regularly updated by liaison with EPs and other external agencies.
- SENCo meets termly with staff to feedback information and developments.
- SENCo attends network meetings with other schools to share good practice.
- Inset times and staff meetings are designated to SEN/D throughout the school year.
- Outside agencies support training for staff as appropriate.
- SEN coffee mornings are held half termly to support parents/carers with specific areas of SEN/D that they have requested support with.

Use of teachers and facilities from outside school, including support services:

- Special Schools Outreach
- Educational Psychology Service
- Early Years Inclusion Advisory Service
- Education Wellbeing Service
- Speech and Language Therapy Service
- School nurse
- Health Visitors
- Paediatrician
- LAC Team
- Social Services
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy
- Drama Therapy
- Pupil Referral Unit (PRU)
- Parent Support Groups

Arrangements for partnership with parents/ carers:

- The school recognises the relationship between the parent/carer and the school plays a vital role in the child's educational development and serve to influence the effectiveness of any school based support.
- An open-door policy exists at all times where parents are welcome to arrange an appointment with the Class Teacher to discuss their child. The SENCo will attend as appropriate.
- Class teachers and the SENCo maintain ongoing informal dialogue with parents, so that a comfortable relationship exists and when, if it becomes necessary, more formal meetings are needed.
- Learning plans and Individual Behaviour Plans will be reviewed termly and new targets set with parents/carers and children.
- The school leads 'Team Around the Child' meetings for children with additional needs on a regular basis. Parents attend these meetings and are given the opportunity to discuss their child's needs.
- The school actively signpost parents to support agencies.

Links with other mainstream schools and special schools:

- The transfer of information and records between schools is carried out quickly and sensitively.
- Where possible and appropriate, there is personal liaison between appropriate staff.
- Additional transition visits can be arranged if appropriate.
- Special schools outreach support is accessed for children with additional needs, at least on a termly basis.

Links with Health, Social Services, Educational Welfare and voluntary organisations:

- The school will request and /or provide information as appropriate.
- The SENCo and Deputy Head for Inclusion will refer, in partnership with parents/carers, to specialist agencies for assessment, where appropriate.
- The safeguarding lead and Deputy safeguarding lead will attend case conferences and reviews.
- The SENCo and Deputy Head for Inclusion will arrange and attend multi agency meetings as necessary.
- All school staff will endeavour to foster and maintain good relationships with all external agencies.
- 'Team around the Child' meetings take place every 6-8 weeks to discuss and ensure a joined up approach to supporting children with additional needs with external agencies.

- See the safeguarding policy for more information.

SEN and the Engagement Model

For those children working outside of the National Curriculum with an Educational Health Care Plan (EHCP), Chesterton engages with the Engagement Model that was introduced by the DfE for the 2020/2021 academic year. The Engagement Model ensures that these children have a structured and continuous focus on the provision that they are experiencing at school. As a part of this process, the team around the child will continually monitor and review the progress of the child and reflect on their provision through regular reviews of the curriculum provided, in addition to regular, recorded observations that will happen as a minimum, twice a half-term.

Pupils with medical conditions

The school is an inclusive community that aims to support and welcome pupils with medical conditions. The school understands its responsibility to make the school welcoming, inclusive and offer support to all pupils with medical conditions, providing them with the same opportunities as others at the school. Parents and carers are reminder to ensure they keep the school updated on any changes in medical conditions, medications or treatments. For more information see the medical conditions policy.

Requesting EHC needs assessment

The majority of children's needs will be met at the SEN/D support stage, however if there remain ongoing concerns and a child is making less than expected progress, an education and health care needs assessment may be considered appropriate.

An initial 'Team around the Child' meeting will be held where specialist school staff, parents/carers and external agencies decide to make a request for an EHCP. This must be completed on the Wandsworth council request form. The request is sent to Wandsworth, with supporting evidence from external agencies. If the request is accepted, a multi-professional EHC assessment TAC with the parents/carers and young person (where appropriate) will be held. The purpose of the meeting is to confirm and agree outcomes for the child and propose the provision needed to achieve these outcomes. From the initial request to agreement of the plan is a 20 week timescale.

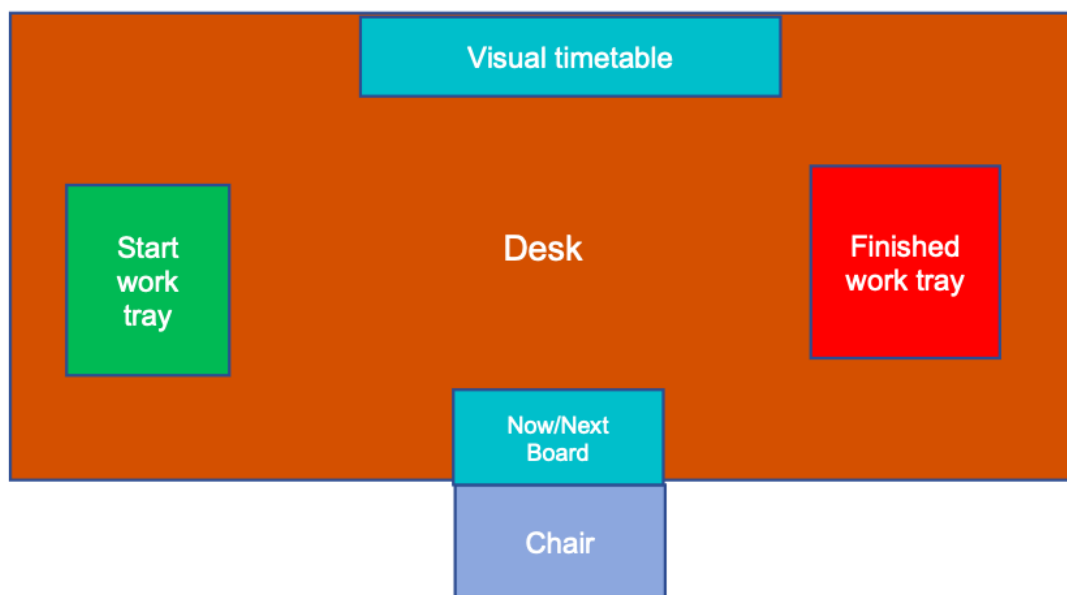
Parents/carers also have the right to make the request themselves and can do so directly to the local authority. Independent support is available through Wandsworth Information, Advice and Support Service (WIASS) to complete this.

Policy Sign off – Special Educational Needs and Disability

	Reviewer	Date	Approver	Date
Reviewer / approver	SENCO	September 2025	LAC	24.09.25
	Next Review			September 2026

Appendix A

Example of an individual workstation



Appendix B

Supporting learners with dyslexia at Chesterton

The British Dyslexia Association has adopted the Rose (2009) definition of dyslexia:

- *Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.*
- *Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.*
- *Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.*
- *Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.*
- *A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention*

Identification of need

Once concerns about reading and spelling attainment have been identified by the class teacher and recorded at the termly pupil progress meeting, the child is referred to the SENCo for assessment. The school's concerns are shared with parents and carers and an initial concern form completed. It is vital that this communication with the parents and carers is approached with sensitivity.

When the need is identified and an initial concern form is completed, we follow the SEN Code of Practice graduated approach: **Assess - Plan - Do - Review**

Assess

Following the completion of an initial concern form and with the permission of the parents and carers, screening is carried out by SENCo. We use LUCID RAPID software which uses activities to assess the following skills: phonological processing, auditory sequential memory and visual verbal memory. A profile of the learner's strengths and weaknesses is generated and the probability of the presence of dyslexia is given. This information is shared the class teacher and a plan for intervention is devised, which is also shared with parents and carers.

NB. It is generally difficult to assess phonic decoding skills prior to the exposure to a systematic synthetic phonics scheme. For this reason, we have taken the decision not to screen children before Year 2. A child with a low Phonic Screening Check score should be screened on entry to Year 2.

Plan

The screening profile may indicate the absence or the presence of dyslexia. If dyslexia is ruled out then it may be necessary to look elsewhere for the causes of the child's difficulty with reading and spelling. If dyslexia is detected then a personalised intervention is devised using the child's strengths to support their barriers to learning.

Following screening, an assessment of phonological awareness skills and a phonic screening checklist is administered to identify gaps and misconceptions in order to plan the teaching programme.

Do

The specialist teacher supports the class staff with resources and strategies for supporting the child with reading and spelling across the curriculum. As dyslexia is often characterised by difficulties with memory and processing speed, support should be cumulative and multisensory with opportunities for overlearning. We also use a range of resources such as coloured overlays, dyslexia friendly books, word banks and personalised visual prompts (such as a 'b'/'d' picture prompt.)

Review

The impact of intervention is monitored and targets reviewed termly. Where there is evidence of little impact and growing concerns about a child's reading and spelling ability, a more detailed investigation of the child's difficulties may be required and the child may be referred to the EP.

Appendix C

Non-negotiables for SEN Provision

- Class teachers need to know the **Primary and Secondary Need** for each child with SEN in their class
- Class teachers take responsibility for all children in class and need to plan and review curriculum and support accordingly
- Subject leaders need to take an active responsibility for ensuring children with SEN are catered for in their subject area
- Review Timetable
 - o Provisions reviewed half termly or as a cycle of provision ends (but ongoing)
 - o Learning Plans to be reviewed
 - Autumn – June to October
 - Spring – October to February
 - Summer – February to June

Learning Plans (on Edukey) and Provisions (on excel)

- Provisions need to be arranged and added onto the class excel record for all evidence-based interventions, relevant outside agencies and keep up/catch-up interventions – If a child has support from SaLT, there needs to be planned interventions/provisions timetabled to meet these needs
- Provisions need to link to what is happening in support staff timetables – there needs to be a clear link between the two
- Learning Plan targets need to be based around the Primary and secondary needs and the support services involved, uploaded to EduKey
- Numbers of targets to be written as follows:
 - Primary Need – 3 targets
 - Secondary Need (if appropriate) – 1 target
 - Target based around cognition (learning)
- Language for targets needs to be positive and with a view that the child will succeed ‘will’, not ‘should’ or ‘try’ – XXX will be able to write a full sentence with capital letters and full stops 80% of the time.
- Targets for both Learning Plans and provisions need to be measurable – why are we doing what we are doing?
- Provisions need to be measurable with baseline data, an aspirational but achievable target, evidence for the provision and outcome
- Targets need to be a ‘whole team’ approach to writing, reviewing and evaluating the impact of targets
- Targets are to be actively engaged with when being set, not just copied from period to period
- Provisions/interventions are an ongoing concern and can be adapted throughout the term where necessary

Learning Plans (on EduKey) – Are where SMART targets are set three times a year to work towards. These are set using the needs basis set out above.

Provisions –include all interventions/provisions that are in place to work towards learning plan targets. These are an ongoing concern and can be updated regularly when needed. It is important that meaningful conversations take place between adults working with the child to ensure that the evaluation of the effectiveness of the provision is known by the person leading the intervention and the class teacher.