



SEND policy and information report 2019-2020

Approved by: Avril Stockley **Date:** December 2019

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1. Values and Ethos

At The William Hogarth School, we are committed to providing an appropriate and high quality education for all the children, so that each child has the opportunity to achieve their potential. By providing support, encouragement and challenge needed, we are reminded of our school values:

- **H – Happy**
- **O – Optimistic**
- **G – Generous**
- **A – Ambitious**
- **R – Resilient**
- **T – Together**
- **H – Hard Working**

We respect the unique contribution every individual can make to our school community, with every teacher being a teacher for every pupil. Caring for the well-being of all pupils, including those with Special Educational needs, Learning Difficulties and Disabilities is fundamental to Hogarth's Values and our SEND Policy and SEND Information Report sets out the way in which we do this.

2. Aims

Our SEND Policy and SEND Information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities(SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils, with the pupils themselves and their parents and carers.
- To provide all pupils, regardless of their particular needs, with inclusive Quality First Teaching which will enable them to make the best possible progress from their individual starting points and feel valued members for our whole school community.
- To work in partnership with families
- For all pupils with Special Educational Needs to meet or exceed the high expectations we set for them

- For all our pupils to become confident individuals able to make a successful transition to the next phase of their education.
- To work with outside agencies, and seek and use their expert advice and support where a child's needs require us to do so
- To deliver training and support to all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice 2014.

3. 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 SEND 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 SEND information report

4. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision and adjustments 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 provision that is additional to, or different from, that is made generally for other children or young people of the same age by mainstream schools.

5. Roles and responsibilities

5.1 The SENDCO

The SENDCO is Mrs Katy Luciani

kluciani@hogarth.hounslow.sch.uk

Or telephone 020 8994 4782

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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 SEND up to date

5.2 The SEND governor

Mr Andy Rooney

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

5.3 The Head teacher

Ms Avril Stockley

The headteacher will:

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

5.4 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

6. SEND information report

6.1 About us

We are a one form entry mainstream school with a nursery on site. We serve the local community of Chiswick in The London Borough of Hounslow Local Authority.

The SEND Code of Practice 2014 requires us to publish a SEND Information Report that informs parents about the support and provision we have in place to meet the needs of our children.

We currently have 31 children on our SEND register, but this figure changes from term to term. As of December 2019, we have 3 children with EHC Plans and 3 children undergoing Statutory Assessment for an EHCP.

Currently, our main area of need within the school and nursery is Communication and Interaction.

6.2 The kinds of SEND 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,

6.3 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6.4 Consulting and involving pupils and parents

A pupil with SEND will need provision that is **additional to** or **different from** that offered to pupils without SEND. Our school follows the recommendations from the SEND Code of Practice of **assess-plan-do-review** so that we can ensure SEND children make progress and effective adjustments are made to help them reach their potential.

When a child is identified as needing additional support for an additional need, we will have an early discussion with both 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.

We will formally notify parents when it is decided that a pupil will receive SEND support and their child is on the SEND Register.

We host coffee mornings for parents and where appropriate, we host workshops for parents. In the past academic year we have hosted 2 coffee mornings, a Vocab workshop, and a number of individual Speech and Language Support sessions.

We collaborated with researchers at University College London to collaborate on a project looking at whether skills important to future life success (i.e. memory, concentration, self-control, fluid intelligence) can be trained in children.

6.5 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. All children are monitored as part of our teaching and learning, pupil progress meetings and Parent teacher meetings.

It is important to identify children's needs as early as possible so that we can respond with effective support promptly. When a child first joins The William Hogarth School, we start collecting a range of evidence about their needs through discussions with the parent and child and previous school or nursery. Further evidence may come from: discussions with Teachers and Teaching Assistants, assessments, monitoring of progress, work scrutiny, observations, and consultation with healthcare professionals and ongoing dialogue with both the child and their parents

The class or subject teacher will work with the SENDCO 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
- 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

In addition to the above, Baselines may be used, depending on a child's individual needs

- Reading Running Record (PM Benchmark)
- Read Write Inc. Phonic Knowledge Assessment
- Strengths and Difficulties Questionnaire
- Writing sample
- Spelling Age
- Burt Reading Age
- Writing speed
- Checklist for Speech and Language needs
- Checklist for Occupational Therapy needs

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 have begun using Provision Map to record identification and provision for all children on the SEND register.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress, and adjust or adapt provision appropriately.

6.6 Supporting pupils moving between phases

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition between Key Stages and schools is managed well for children with SEND. Strategies that we use include:

- Assemblies and circle time discussions around moving on
- Supporting visuals or Transition stories
- Meeting new teachers and becoming familiar with new settings gradually
- Move up day to meet new teachers and begin new routines at the end of summer term
- Meetings with parents to discuss concerns or issues
- Letters and transition talk to parents about the transition arrangement dates and expectations
- Meetings with parents, if requested, to discuss secondary school options, concerns and deadlines
- Supporting parents with supporting letters and statements and visiting prospective secondary schools with parents if necessary
- Meetings with SENDCOs at secondary schools to discuss children's needs or inviting Prospective SENDCOs in school
- Organising additional opportunities for SEND children to visit their secondary school

6.7 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching (wave 1) is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

A child is regarded as SEND if they need provision which is **different from** or **additional to** the quality first teaching provided to every child at The William Hogarth School. We follow the recommended **graduated approach** to supporting children with SEND so that we gradually increase the level of support and interventions required to match each child's individual needs.

Wave 1 is the Quality First Teaching we offer every child at our school. This means:

- Well pitched planning, that is differentiated and in line with new curriculum.
- A broad and balanced curriculum
- Use of a range of resources and strategies to remove barriers to learning and allow children to access the curriculum. E.g. manipulative, word banks, coloured overlays, learning support packs, headphones, Adapted furniture, Sensory balls and sensory stools
- High expectations of all children
- Higher order and targeted questions that move learning forward
- Brain breaks
- Sensory breaks
- Use of strategies and resources that encourage children to complete tasks with some independence, through scaffolding, manipulatives, dual coding, scribing, laptops, enlarged text, word banks, knowledge organisers etc.
- Using assessment information to understand the gaps in children's learning
- Listening to parent and pupil voice
- Effective use of a 'cause for concern' tracking system to enable the SENDCo to observe, monitor and support over a 2 week period.

Wave 2 involves targeted interventions and close monitoring of progress. This means;

- Identifying additional needs in Social Communication, Social Emotional Mental Health, Learning and Cognition and Sensory or physical needs and providing focused interventions help support the child.
- Providing the child with additional support during class or through evidence based interventions
- Using trained TAs to teach groups using school programmes such as Touchtyping, 1-1 reading, Play Therapy, Lego Therapy, Speech and Language Therapy, Occupational Therapy

Wave 3 occurs if limited or no progress has been made during wave 2. This means;

- Outside agency involvement, such as an Educational Psychologist, Speech and Language therapist, Occupational therapist, Play Therapist, Education Wellbeing Practitioner (parents)
- Application for additional funding through an EHCP

Children with an EHCP plan or statement

The SENDCo is responsible for organising an Annual Review for each child with an EHC plan. This involves meeting teachers, teaching assistants, parents and the child to discuss progress over the year. The child's views are particularly valued in this process as they help to develop a clear picture of ongoing challenges and the support that has been helpful in making progress. Parents are encouraged to share their thoughts and any recommendations are put forward for further support and provisions if needed. The Annual review is a child centred format.

6.8 Adaptations to the curriculum and learning environment

At The William Hogarth School, we value a truly inclusive education for all pupils. Therefore, withdrawal of children from lessons for interventions is minimised to ensure they have the opportunity to work alongside their peers and participate in our broad based curriculum.

- 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,
- 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,
- Use of visual timetables and working walls as part of every-day teaching
- Opportunities for pre-teaching and consolidation
- Use of resources such as word banks, essential words lists and spelling banks to encourage independence and language development
- Well-trained Teaching Assistants who understand the needs of the children they are working with to encourage independence, higher order questions, no over prompting etc
- Focus groups in lessons
- If an Occupational Therapy, Play Therapy or Speech and Language Therapy is being delivered over a longer period of time, timetabling of these breaks is regularly monitored through discussion with Teaching Assistants and Class Teachers.

6.9 Additional support for learning

We have 9 teaching assistants who are trained to deliver interventions such as Lego Therapy, Speech and Language Therapy, Occupational Therapy, Catch Up Reading, Maths, PIXL Therapies

We work with the following agencies to provide support for pupils with SEND in school:

- CAMHS
- West London Speech and Language Therapy
- NHS Occupational Therapy
- Training Play Therapy
- Training Child Psychotherapy
- Hounslow Educational Psychology

We use specialist staff for Play Therapy, Psycho Therapy, Occupational therapy and Speech and Language Therapy

6.10 Expertise and training of staff

Our SENDCO has over 5 years' experience in this role and has worked as a SENDCO in another setting for 3 years. Mrs. Luciani is a qualified primary school teacher with 14 years' experience of classroom teaching and has the NASEND qualification, awarded in August 2017.

She works full time to manage SEND provision. In addition to being the SENCO, she is a Designated Teacher for Looked After Children and leads on English as an Additional Language (EAL) and Pupil Premium.

We have a team of 9 teaching assistants, including 3 SEND Assistants.

Our Teaching Assistants have opportunities for regular training and updating their wealth of experience and current practice. They have regular opportunities to work directly with Speech and Language Therapist and Occupational Therapist.

Fortnightly CPD is offered for our TAs for 1 hour.

In the last year, staff have been trained in 1:1 Read Write Inc. Training, Mental Health First Aid, Speech and Language Techniques, Colourful Semantics, Online Attachment and Trauma Theory, Box Clever, Lego Therapy, Learning Village,

Read Write Inc. Provision in Key Stage 1 has had significant impact on our SEND children's progress.

6.11 Securing equipment and facilities

Where specific equipment is recommended by our link professionals, so that a child's needs can be addressed and suitable adjustments made, we will order and purchase as and when needed.

We have a SEND Hub where equipment and resources can be stored and reallocated to children who might benefit.

Most interventions take place just outside the classrooms in allocated spaces or in the SEND Hub.

6.12 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals termly
- Reviewing the impact of interventions after 8-10 weeks
- Using pupil questionnaires
- Pupil Progress Meetings with Senior Leaders, including SENDCo.
- Using Provision Map and Data Cornerstones to monitor progress
- Red Write Inc Assessments to monitor Phonics Progress
- Holding annual reviews for pupils with EHC plans
- Meeting with parents formally and informally, through Parent teacher meetings and planned reviews

6.13 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Subject to risk assessments:

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip to Home Farm, Beaulieu.

All pupils are expected to take part in our summer sports day, special workshops, Borough sports days and school visits

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

We are a two-story building with two disabled toilets on the ground floors.

Our doors are wide enough for standard wheelchair size.

Our entry points into the ground floor classrooms are accessible by wheelchair.

6.14 Support for improving emotional and social development

William Hogarth School embeds its values throughout the school curriculum and encourages children to be kind and caring citizens in their school and community. Our School values are integral to the way we teach and treat each other.

We believe that supporting children's emotional well-being and social development is critical to their success as learners. We have a wide range of strategies that promote this:

- Clear and consistent behaviour policy used across the whole school which is monitored and reviewed
- Clearly defined William Hogarth expectations of behaviour and consequences that are displayed in every classroom
- Close involvement from SEND team in the day to day issues that arise with SEND children
- Pupil voice
- Parental involvement managed through coffee mornings
- Brain breaks
- Circle time
- A Learning Leader of Character

- Promotion of the teaching and practice of PSHE
- Values and Celebration assemblies
- Every school member, adult and child, belongs to a house: Phoenix, Dragon, Unicorn and Pegasus
- House points
- Mind to be kind Week
- “Spot our values” book

We have a zero tolerance approach to bullying and actively promote kindness

6.15 Working with other agencies

We work successfully with many other agencies including

- CAMHS Tier 2 and 3.
- Occupational Therapy
- Speech and Language Therapy
- Educational Psychology
- Tavistock Clinic
- Anna Freud Clinic
- Educational Psychology
- Social Services
- Virtual Schools

6.16 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school’s complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6.17 Contact details of support services for parents of pupils with SEND

<https://fsd.hounslow.gov.uk/kb5/hounslow/fsd/advice.page?id=MS95wl7aoLU>

6.18 Contact details for raising concerns

The quality of teaching and learning is monitored by Senior Leadership Team and Leaders of Learning on a regular basis. At The William Hogarth School, the SEND team check the quality of provision and report to the governors. The school has an open door policy to arrange meetings with teachers, SENDCo, Deputy Head and Head Teacher. If there are any concerns please first speak to the class teacher who can then direct you further if needed.

6.19 The local authority local offer

Our local authority’s local offer is published here:

<https://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=0>

7. Monitoring arrangements

This policy and information report will be reviewed by Katy Luciani SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

8. Links with other policies and documents

This policy links to our policies on:

- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Accessibility plan