



SEEND & Inclusion Policy

November 2021

Approved by:	Mr Joe Wilson	Date: 03/12/2020
Last reviewed on:	10/11/2020	
Next review due by:	2021	

James Cambell Primary School Special Educational Needs / Disability (SEND) School Information Report

Key Information

Type of school	Mainstream Primary with Additionally Resourced Provision (SEMH)
Inclusion Manager / Assistant Head Teacher & Safeguarding Lead	Mrs Valerie Kinsella
Governor responsible for SEND	Mrs J Barnard

**Contact Numbers: Main school office Telephone 020 8270 4602/4684
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The James Cambell Primary School is an inclusive school. We ensure that pupils are included in all aspects of learning and school life throughout our school.

The aims of the School for all children are:-

- To make the School a happy place where children want to learn, take pride in their work and develop a working attitude.
- To develop each child's full potential.
- To foster each child's talents, be it academic, physical or artistic and widen each child's horizons by introducing them to many different activities and experiences.
- To help children acquire knowledge and skills relevant to adult life and employment in a fast changing world.
- To help children develop socially, have a sense of moral values and to have regard for other people's feelings and situations whatever their colour, race or creed.
- To help children understand the world in which they live and the reliance on individuals, groups and nations.
- To help children become self-confident and self-reliant. To encourage them to be polite, respectful, considerate, loyal and trustworthy.
- To help children appreciate human achievements and aspirations.

The Code of Practice 2014

"A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age

- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- Children with social, emotional and behavioural difficulties that interfere with their learning have special educational needs.
Reference should also be made to the Authority's 'Local Offer' which can be viewed at <https://www.lbbd.gov.uk/local-offer>

Who are the best people to talk about my child's difficulty with learning/SEND?

People	Responsibilities
Class Teacher	He/She is responsible for: <ul style="list-style-type: none"> • Ensuring that all children have access to good or outstanding classroom teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Checking on the progress of your child through monitoring and assessment. Planning for and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting or varying resources) and discussing amendments with the Year group leader/Inclusion Manager as necessary. • Setting targets and sharing and reviewing these with parents and pupils once each term. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all members of staff working with your child are supported in delivering the planned work and/or individual programmes for your child. This may involve the use of additional adults, outside specialist help and specially planned learning tasks and resources. • Ensuring that the school's Special Educational Needs/Disability Policy is followed in their classroom and for all pupils they teach with any SEND and/or disabilities.
The Inclusion Manager	He/She is responsible for: <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs and/or disabilities and developing the school's Special Needs Policy to make sure all children have a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> • Involved in supporting your child's learning • Kept informed about the support your child is getting • Involved in reviewing how they are doing • Part of planning ahead for them • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... • Updating the schools SEND register (a system for ensuring all the special educational and physical needs of pupils in this school are known and understood). • To provide specialist support and arrange training for teachers and support staff in the school so they can help your child and other pupils with SEN and/or disabilities in the school to achieve their potential.
The Headteacher	He/She is responsible for: <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He/She will give responsibility to the Inclusion Manager, year group leaders and class teachers but is still responsible for ensuring that your child's needs are met. • He/She ensures that the Governing Body is kept up to date about any issues in the school relating to SEND.
SEND Governor	He/She is responsible for: <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy.

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| | <ul style="list-style-type: none"> • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. |
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How will I know if my child is making progress?

How do we identify children as having SEND?

- Your child's progress is continually monitored by his/her class teacher through observation, assessment and review.
- Your child's progress is reviewed formally every term in Reading, Writing and Maths. (Half termly if in yr. 2 or 6). If your child is not working at age expected, other assessments may be used to show their level in more detail and will also show smaller but significant steps of progress.
- At the end of year 6 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- All children will have specific targets which will be reviewed each term by the class teacher and the parent /carer, and where possible, in consultation with the child.
- The progress of children with an Education, Health and Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Inclusion Manager will also check that your child is making good progress within any individual/group work that they take part in.
- You will receive a full report of your child's achievements at the end of each academic year.

You as parents may have concerns about your child. If this is the case, you should speak to your child's class teacher initially. The class teacher will then raise your concerns with the year group leader and then the Inclusion Manager and a meeting will be arranged for you to discuss your concerns.

The School

Class Teachers and Year Group Leaders have termly meetings to monitor and discuss the progress the children are making. (Pupil Progress Meetings). This information is analysed by the Head Teacher, Assistant Headteacher and Inclusion Manager.

The school will:

- Assess each pupil's current skills and level of attainment on entry, building on previous information from prior settings or key stage.
- Regularly monitor assessments of all pupils to help identify those pupils who are making less than expected progress given their age and individual circumstances.

This progress could be:

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

We understand that in some pupils SEND can be identified at an early age and for other pupils it can emerge later. All members of staff who work closely with pupils are alert to possible emerging difficulties and will raise any concerns they have regarding a child's development.

All staff are alert to persistent disruptive or withdrawn behaviours. These may not necessarily be SEN but may lead to an assessment to determine if there are any undiagnosed learning difficulties, mental health issues or communication difficulties, or if housing, family or other domestic issues may be contributing to presenting behaviours.

If this is the case, a multi-agency approach may be used to support the pupil and family using an Early Help assessment.

Teachers and other staff will also be aware of other events that may impact on learning including

- Wider mental health difficulties
- Bereavement

In the event of any of the above, short term provision may be implemented from the Learning Mentor.

English as an Additional Language and SEND

Identifying and assessing SEN for children whose first language is not English requires particular care. Our school will look carefully at all aspects of a pupil's performance in different areas of learning and development to establish whether a lack of progress is due to limitations in their command of English or if it arises from SEN or a disability.

What needs could my child have?

The Code of Practice (2014) identifies four broad areas of need.

1. Communication and interaction

- Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children and young people with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others and on their learning.

2. Cognition and Learning

- This area includes children who learn at a slower pace than their peers, even with appropriate differentiation.
- Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health difficulties

- Children may experience a wide range of social and emotional difficulties which are displayed in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

- These behaviours may reflect underlying mental health difficulties such as:
 - Anxiety
 - Depression
 - Self-harming
 - Substance misuse
 - Eating disorders
 - Physical symptoms that are medically unexplained
 - Attention deficit disorder (ADD)
 - Attention deficit hyperactive disorder (ADHD)
 - Attachment disorder.

4. Sensory and/or Physical Needs

- Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.
- These difficulties include:
 - Vision impairment (VI)
 - Hearing impairment (HI)
 - Multi-sensory impairment (MSI)
 - Physical disability (PD)

What type of support could my child get?

Type of support provided	What would this mean for your child?	Who can get this support?
Class teacher input via good/outstanding classroom teaching.	<ul style="list-style-type: none"> • Your child's teacher will have the highest possible expectations for all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • This may include different ways of teaching, e.g. more practical learning, providing different resources, to enable him/her to be fully involved in their learning. • The teacher will use specific strategies which may be suggested by the Inclusion Manager or staff from outside agencies to enable your child to access the learning task. 	All children in school receive this.
Specific small group work. This group may be <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or (most often) a support assistant who has had training to run these groups. These are often called Intervention Groups. 	<ul style="list-style-type: none"> • Your child's class teacher will have carefully checked on your child's progress and will have decided that they have a gap in their understanding/learning and need some extra support to close this gap. • Your child's class teacher or year group lead may plan group sessions in class for your child with targets to help them to make more progress. • The Inclusion Manager co ordinates intervention work led by a teacher or Teaching Assistant who will run these small group sessions using a recommended programme. 	Any child who has specific gaps in their understanding
Specialist groups run by outside agencies and/or individual support.	<ul style="list-style-type: none"> • If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, a referral can be made to an outside agency to advise and support the school in enabling your child to make progress. • Before a referral is made you will be asked to come to a meeting to discuss your child's progress and help plan possible 	Children with specific barriers to learning that cannot be overcome through whole class good/outstanding

	<p>ways forward.</p> <ul style="list-style-type: none"> • If it is agreed that the support of an outside agency is a way forward your child will be referred (with your permission) to a specialist professional, e.g. Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. • The specialist professional will observe and assess your child to understand their needs and make recommendations which could include group/individual support with school staff or outside professional, target setting, adapting teaching style. 	teaching and intervention groups.
Specified high needs individual support.	<ul style="list-style-type: none"> • This is usually provided by an Education, Health and Care Plan (EHCP) • This means your child will have been identified by the class teacher, Inclusion Manager or outside agency as having a significant and complex need requiring a particularly high level of long term individual and small group teaching that cannot always be provided from the resources already delegated to the school. • Your child may access our Rainbow Room in school. • Your child will usually require specialist support in school from a professional outside the school. 	Children whose learning needs are severe, complex and lifelong.

Education, Health and Care Plans (EHCP)

Barking and Dagenham SEN department will be responsible for the EHC Plans and a formal review will be held once a year to ensure that the plan and the provision in place is still appropriate to the needs of the child. The decision whether to proceed with a statutory assessment and EHC Plan is a result of a request being made. This is a legal process and you can find more details about this in the Local Authority Local Offer on the Barking and Dagenham website:

<http://www.lbbd.gov.uk/ChildrenAndYoungPeople/ChildrenwithSEN/Documents/SENLocalOffer.pdf>

- The school or parents can request that the Local Authority carry out a statutory assessment of your child's needs.
- After the school have sent in the request (with a lot of information about your child, including some from you), the Local Authority will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this they will ask the school to continue with the support already being provided.
- After the reports have all been sent in the Local Authority will decide if your child's needs are **severe, complex and lifelong**. If this is the case they will write an EHC Plan. If this is not the case they will ask the school to continue with the support identified and set up a meeting to explain this decision.

Who are the people providing support for children with SEND in the school?

The James Cambell Primary School have a hardworking, dedicated team who support all children including those with SEND. We currently have:

- 11 Teaching Assistants (TAs)
- 2 ASD Teaching Assistants (TAs)
- 1 part time ASD Lead Higher Learning Teaching Assistant (HLTA)

- 5 Nursery Nurses
- 10 Play leaders
- 1 Learning Mentor

All staff are well trained and attend regular training courses run by outside agencies, the borough Inclusion team or the Inclusion Manager.

Our Inclusion Manager Valerie Kinsella is trained in a number of areas including, Reading Recovery, Enhanced Speech and Language, persistent literacy difficulties, behaviour support and Autism.

Many of our teaching support staff are also trained in specific interventions/programmes to support the children with SEND. These include:

- Enhanced Speech and Language support
- Persistent literacy difficulties support
- Specialist Autism training
- Makaton Level 1
- Social skills

Links with outside agencies

In addition to the support provided by school staff we have access to a wide range of outside agencies who support children with SEND including:

- Speech and Language Therapist
- CAMHS (Child and Adolescent Mental Health Service)
- Educational Psychologist
- Occupational Therapist
- Local Authority Advisory team
- School nursing team
- Child Development team
- Outreach services for visual and hearing impairment
- Children's Services
- Cambell Primary Centre (SEMH ARP)

What support do we have for you as a parent of a child with a SEN/and or disabilities?

- We would like you to talk to your child's class teacher regularly to share information about what is working well at home and what we are doing in school so similar strategies can be used.
- The year group leader and/or Inclusion Manager are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- A home/school contact book or regular diary entries may be used to support communication with you, when this has been agreed to be useful for you and your child.
- The school can support you in identifying specific support, including seeking an Early Help assessment and outside support and share links to:

*The Heathway Centre
Parents in Partnership
Young Carers
The Sycamore Trust
Dagenham Food Bank*

How have we made this school physically accessible to children with SEND?

- The building is accessible to children with physical disability via ramps and toilets specifically for children with a physical disability.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-Curricular activities are accessible for children with SEND.

How will we support your child when they are leaving this school OR moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the new school and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher.
 - If your child would be helped by a book to support them and help them understand moving on then it will be made for them in a format they can access.
- In Year 6:
 - The Inclusion Manager will attend the Primary Transition meetings with specific information supplied by the class teacher to discuss the specific needs of your child with the Inclusion Manager of their secondary school.
 - Where possible your child will visit their new school and in some cases staff from the new school will visit your child in this school.

Legislation and Guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (INCLUSION MANAGER s and the SEN information report
- [Education Act 2011](#)
- [Equality Act 2011](#)