



DOWNSVIEW PRIMARY SCHOOL

Special Educational Needs and Disability Policy (SEND)

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Signed on behalf of the Governing
Board
Chair of Governors

SEND POLICY

We are committed to providing our pupils with a broad, balanced, enriched and inspiring curriculum, which is accessible to all. We aim to develop the full potential of all individuals to prepare them for their roles as adult members of society in modern Britain

GUIDANCE

This SEND Policy is a key document to ensure that our school delivers high quality provision for all pupils with SEND. It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their potential and engage successfully in all aspects of the wider school community. It complies with the statutory requirements and guidance, as set out in relevant legislation and documents (see Appendix 1). The Policy is available on our website or hard copies are available from the school office.

Our Inclusion Leader and Special Educational Needs Coordinator (SENDCO) take overall responsibility for the operation of this Policy and coordinating specific provision for pupils receiving SEND support. Both also contribute to the strategic development of SEN and disability provision.

Our SENDCO is **Mrs Allison Hearne-Reed** and she can be contacted through the school office or via email: senco@downsview.croydon.sch.uk. She is an experienced, qualified teacher and is a member of the Senior Leadership Team.

GENERAL PRINCIPLES

This SEND (Special Educational Needs and Disability) Policy is a key document to ensure that our school delivers high quality provision for all pupils SEND. It outlines our statutory responsibilities and approaches to ensure that all pupils, including those with SEND can achieve the best possible learning outcomes and engage successfully in all aspects of the wider school community.

OUR VALUES

At Downsview Primary and Nursery School there is a shared expectation that responsibility for the provision of pupils with SEND is an integral part of whole school provision and all pupils, regardless of their specific needs, should be offered inclusive quality first teaching, which will enable them to make the best possible progress and feel that they are valued members of the wider school community. This Policy is in keeping with the school's aims, its Teaching and Learning Policy, and its policy of inclusive education and equal opportunity for all. We recognise that: 'Provision for pupils with special educational needs is a matter for the school as a whole.' 'All teachers are teachers of pupils with special educational needs.' (Code of Practice 2015).

- The views, wishes and feelings of the child or young person and the child's parents are considered.
- The importance of the child or young person and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents in order to facilitate the development of the child or young person and to help them achieve the best possible educational outcomes and other outcomes, preparing them effectively for adulthood.

ASSOCIATED POLICIES:

- Behaviour Policy
- Equality Policy
- Positive Handling Policy
- First Aid Policy
- Anti-Bullying policy

- Accessibility Policy and Plan
- Meeting the Needs of Pupils with Medical Conditions
- Intimate care policy

These can all be found on the school website.

1: AIMS

- To ensure that children with SEN can engage successfully in all school activities alongside pupils who do not have SEN, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and the wider school learning environment.
- To ensure the views, wishes and feelings of a pupil with SEND and their parents are taken into account.
- To work in close partnership with parents, Croydon Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully identified and there is a collaborative and coordinated approach to planning and reviewing provision on a regular basis.
- To ensure a high level of staff expertise to meet pupils' needs through universal and targeted training and continued professional development.
- To promote independence and resilience in pupils with SEND so that they are well prepared for the next phase of education and transition to adulthood.

2. DEFINITIONS AND PRINCIPLES

The SEND Code of Practice 2015 states that a child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of other pupils of the same age or
- 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 or post 16 institutions

The Equality Act 2010 states that a disability is a physical or mental impairment, which has a long term and substantial adverse effect on their ability to carry out normal day to day activities. This definition includes:

- Sensory impairments, such as those affecting sight and hearing
- Long term health issues, such as asthma, epilepsy and cancer

3. ADMISSION ARRANGEMENTS FOR PUPILS WITH SEN

Admission to Downsview Primary School is in accordance with Local Education Authority guidance and Government policy. Pupils with SEN must be treated as fairly as all other applicants for admission.

The Code of Practice requires a school to admit all pupils who have an Education Health and Care Plan (EHCP) where it is has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the Education Health and Care plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child
or
- the attendance or the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

Our school will liaise closely with the Croydon SEN team to ensure that any decisions on placement and provision for a pupil with an Education Health and Care Plan are in the best interests of each child and the wider school community as outlined above.

Parents/carers of children with SEN are advised to contact Downsview as soon as they are allocated a place at the school. This enables the SENDCO, in collaboration with parents and other key agencies, to ensure appropriate provision is in place to support pupils with SEN entering the school (See Section 7: Transition).

4. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The school uses the definition of SEN and disability as set out in the SEND Code of Practice 2015 and Equality Act 2010 (See above in Section 2)

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate
- Termly tracking of all pupils to monitor rates of progress and attainment
- Concerns raised directly by parents or other agencies

As well as progress in core subject areas, progress in other areas will also be considered, such as social development and communication skills.

In determining whether a pupil may have SEN, consideration will also be given to other factors which may be affecting achievement, including;

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour, which may not be SEN.

High quality teaching, with an adapted curriculum for individual pupils, is the first step in responding to pupils who have or may have SEN. We understand that additional intervention and support cannot compensate for a lack of good quality teaching. Regular learning walks and book looks help us to monitor this and where necessary, provide feedback and strategies to improve teachers' knowledge and understanding of 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. As such, before deciding that a pupil requires additional SEND support, the class teacher, with support from the SENDCO, will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress. A child will not be placed on the SEND support register solely because they have a diagnosis (e.g. Dyslexia), but rather where the support they require in order to make progress is 'significantly additional to, or different from' their peers.

5. MEETING THE NEED OF PUPILS WITH SEN

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching, we will offer **Additional SEN Support**.

Parents will be formally notified that their child will receive this additional support and placed on the **SEND register** where his/her progress and provision can be monitored more closely and reviewed on a regular basis. A letter of consent will be given to parents and returned to the school.

The SEND Register

The register provides an updated record of all pupils receiving additional SEN support so that:

- progress and achievements of individual pupils with SEND can be closely scrutinised and provision reviewed to ensure that provision is making an impact and helping to overcome difficulties.
- there is an overview of the range and level of need across the school
- school provision reflects and is responsive to current profile of need
- effectiveness of whole school provision can be evaluated and emerging trends across different year groups or subject areas can be identified and addressed.

Once identified as requiring additional SEN support, pupils will receive an enhanced package of support to target key areas of difficulty and remove barriers to learning. We also ensure that a SEN child's needs are addressed in all aspects of school life (e.g. assemblies, in PE, MFL and during school enrichment days and trips) and adaptations or alternative provision will be made, where needed.

This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEN Code of Practice. It will enable a growing understanding of the pupils' strengths and barriers to learning. It will ensure that any additional provision is closely matched and will support progress towards short and long term targets and outcomes.

Depending on the needs and progress of each pupil, successive cycles may draw on more detailed approaches, more frequent review and referral and input from external agencies.

The Graduated Response:

ASSESS:

Once identified as requiring additional SEN support, a more detailed assessment of the pupil's needs will be carried out. This will include further discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil, such as speech and language therapist. The SENDCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime.

This comprehensive assessment will give a detailed picture of each child's strengths and special educational needs.

PLAN:

The school will use the information from the assessment to draw up a plan to outline the support that will be offered.

The plan will:

- Be outcome focused, where the desired benefit or difference from any intervention is clearly identified and matched to need.
- Detail the range of additional interventions and approaches that will be made available to support progress towards these outcomes
- Highlight the ways parents and pupils can work in partnership with the school to support progress towards targets and outcomes.
- Give details of the role and input of external agencies when they are involved with a pupil

This plan will be recorded on an individual provision map. These will be set and reviewed termly (as a minimum) and will be shared with the child and parents. The provision map will be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches and resources that have been agreed.

DO:

Class teachers, with the support of the SENDCO, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class. This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

REVIEW:

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend this review meeting, along with pupils when this is appropriate.

This review may be included in the general school cycle of parental consultation meetings. However, where the pupils' needs are more complex and they receive support from a range of specialist agencies, a separate review meeting can be arranged so that all key parties can contribute and share views on progress and subsequent provision.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupil's response to the support and view of their progress, where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

An example of the school's Graduated Approach Flowchart is included in Appendix 2.

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. These may be carried out by the SENDCO or Inclusion lead or, if not already involved and with the agreement of parents, the SENDCO might make a referral to a specialist outside agency. The purpose of a referral to a specialist outside agency is to identify the child's learning needs in greater detail, their

barriers to learning and to help to identify ways forward in terms of the support and interventions that the school can put into place. They are not, generally, to give a 'diagnosis' or label. The decision to refer to outside agencies is made by the school where progress has stalled and we feel that we need additional advice. Parents / carers will always be contacted and consent obtained before any referrals to external agencies are made and can be given a copy of the referral form if they wish, so that they are fully aware of both the reason for the referral and what the anticipated outcome will be.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEN is included in Appendix 3.

Removal from the SEND Register:

Where evidence shows that a pupil has made good progress and achieves the outcomes set they will no longer require additional SEN support and his/her name will be removed from the register.

Parents will be formally notified of this decision.

Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Support for Pupils with Significant Needs:

The additional needs of most of the pupils with SEN at our School can be met by interventions and resources available from the school budget. In a few cases for pupils with the most significant needs, it may become apparent that he/she will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning, which cannot be funded long term from the school's own resources and budget. Where this is the case, the SENDCO, in consultation and agreement with parents and other specialist agencies,

will then request that the Local Authority carries out an assessment for an Education Health and Care Plan (EHC plan) .

Education Health and Care Plans:

An Education Health and Care Plan (EHCP) is for children and young people aged up to 25 who need more support to overcome difficulties. After discussions with parents, the class teacher, the SENDCO and any outside agencies, An EHCP referral will be completed, and the application for an EHCP will be considered by a panel of people from education, health and social care to decide upon whether the pupil is eligible for the EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

For pupils who received an EHCP, funding and resources are allocated to the pupil on a yearly basis and generally given directly to the school. However, there is also the option for the parent / carer to request a personal budget.

Each plan gives specific details of any education needs or health and social care needs, which impact on learning achievement and identifies the range and nature of support that must be in place to support progress.

More information about EHC plans, including criteria for requesting an assessment for an EHC plan, can be found on the Croydon SEND Local Offer:

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

Annual Reviews for pupils with existing EHCP's

If a pupil has an EHC plan it will be formally reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external

agencies. The review enables provision for the pupil to be evaluated and, where appropriate, changes to be put in place. These annual reviews are carried out in accordance with the SEN Code of Practice. At Downsview, we use this as an opportunity to invite all external agencies or professionals involved to consider the progress that the pupil has made over the last 12 months. At this time, we discuss whether or not any changes or amendments need to be made to the description of the pupil's needs or provision. For pupils in Year 5, the annual review is used as a means of discussing the secondary phase of provision required.

Mental Health and Wellbeing

The school recognises the close relationship between SEND and mental health needs. In accordance with *KCSIE 2025* and the *DfE's Mental Health and Behaviour in Schools* guidance, early identification and support for pupils' emotional wellbeing are prioritised.

Staff receive training to identify emerging concerns and to promote positive mental health. The SENDCO and pastoral staff work together with parents to provide timely intervention and ensure that pupils' mental health needs are effectively supported.

6. MEETING THE NEEDS OF PUPILS WITH MEDICAL CONDITIONS

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plan (IHC).

The IHC plan will detail the type and nature of support that will be available. The plan will be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff.
- Reviewed at least termly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEN, the IHC plan will be closely linked to educational special provision so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Full details on the arrangements to meet the needs of pupils with medical conditions are set out in a separate policy, which can be found on the school website.

Intimate Care

Some children with Special Educational Needs or medical needs may need intimate care. Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene which demand direct or indirect contact with the genitals. Examples include care associated with continence, washing and showering.

Children's dignity should be preserved and a high level of privacy, choice and control should be provided. Children should be encouraged to act as independently as possible and to undertake as much of their personal care as possible. Staff who provide intimate care should be aware of child protection issues. Children are entitled to respect and privacy at all times and especially in a state of undress. However, there needs to be an appropriate level of supervision in order to safeguard children. When assistance is required, this should normally be undertaken by one member of staff,

however another member of staff should be in the vicinity, aware of the task to be undertaken. Wherever possible, the carer should be visible and/or audible. The support and supervision should be appropriate to the needs and age of the child and sensitive to the potential for embarrassment.

7. TRANSITION ARRANGEMENTS

The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENDCO.

For pupils joining the school in our Reception/Nursery classes, the SENDCO will seek information about the nature and level of needs for pupils identified with SEN and the provision that has already been offered to overcome these barriers.

Where there is a high level of need, this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan', which sets out clearly how the move will be managed. This is likely to be the case where the child is receiving SEN Support, or has an EHC plan.

For pupils moving to secondary school or to a different school, the SENDCO will make contact with the new school to share relevant information. As above, where the child has significant needs or has a Statement or Education Health and Care Plan, there will be a formal transition meeting with parents, pupils, representatives from the new school and other key professionals to ensure there is continuity in the range and level of support offered.

8. FUNDING and RESOURCES

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEN support. The total value of the core budget allocated to the school varies. The amount each school receives is based on the number and age of pupils attending; this is known as 'per pupil entitlement.' It covers general running costs of the school and teaching for all pupils and pays for staffing costs, resources and equipment. It also covers the cost of the Special Educational Needs Co-ordinator (SENDCO) and training to support inclusive practice in daily teaching.

An additional Notional SEND budget provides funding to offer extra support to pupils with additional needs including those with SEND. The value of funding each school receives varies and is based on a range of indicators relating to prior attainment of pupils entering the school and deprivation. It is not determined by the number of pupils recorded as requiring SEND support or who have Education, Health and Care Plans.

The school leadership, through consultation with the SENDCO and Governing Board, decide on how this funding will be deployed to meet the range and level of need for pupils with SEN across the whole school.

9. TRAINING

Our school is committed to an ongoing programme of training and support, to enable teachers and support staff to have the understanding and skills required to differentiate and scaffold learning for the pupils with a range of SEN within everyday teaching. We would seek advice and support from appropriate Croydon staff, for example Behaviour Support, the Visual Impairment, the Hearing Impairment and the Specific Learning Difficulties teams for specialist support and training.

We also have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are in place for new staff and Early Career Teachers so that they are familiar with the school's approach to supporting pupils with SEN.

The SENDCO and /or the Inclusion lead attend the termly Croydon briefing sessions and have opportunities to attend other local and national training sessions to keep abreast of local and national policy and initiatives to continue to enhance SEN provision at our school.

10. ROLES and RESPONSIBILITIES

The SENDCO:

The SENDCO has the day to day responsibility for the operation of the SEND Policy and the provision in school. The SENDCO provides guidance and support to all staff in relation to meeting the needs of pupils with SEN. The SENDCO has a key role in developing positive partnerships with parents and other external agencies, in order to fully address the needs and support progress for pupils with SEN. The SENDCO will also take a key role in supporting the transition of pupils with SEN to different settings.

The Governing Board

The Code of Practice states that there should be a member of the Governing Board or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of the Governing Board are to ensure that the SEND Policy is implemented and that it is effective in ensuring that pupils with SEN have the same opportunities to make good progress and play an active and fulfilling role in the life of the school, alongside pupils with no SEN.

The Lead Governor for SEND at our school is . Yvette Beckford Dawkins

She will meet at least termly with the SENDCO and / or Inclusion lead to review and evaluate the effectiveness of the School's SEN provision and contribute to discussions about any plans to develop and enhance this provision. The lead SEND Governor will also ensure that updates on the quality and impact of SEN provision are regular items on the Governing Board cycle of meetings.

Other key staff who are actively involved in supporting and coordinating SEN provision and part of our wider inclusion team include:

Designated Safeguarding lead: Meghan Pugh

Deputy Safeguarding leads Caroline Hussey, Emma Ricketts, Nikki Gray, Allison Hearne-Reed and David Linton

Extended School Designated Safeguarding leads: Alison Pemberton and Annette Nelson

Designated teacher for Looked After Children: Emma Ricketts

Pupil premium lead: Emma Ricketts

Education Welfare Officer - Jessica Hendle

Safeguarding and SEND

The school recognises that children with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges. These may include difficulties with communication, social isolation, dependency on adults, or challenges in recognising and reporting abuse.

All staff are trained to understand that additional barriers may exist when recognising abuse and neglect in pupils with SEND or health conditions. They remain alert to indicators of harm and follow the school's **Safeguarding and Child Protection Policy** and **Keeping Children Safe in Education (2025)** guidance at all times.

11. MONITORING and EVALUATING SEND PROVISION

The school undergoes an active process of continual review and analysis of outcomes for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision, the school will take into account a range of evidence, including looking at the level of academic achievement of pupils with SEND in school compared to standards achieved by pupils with no SEN as well as comparison with pupils with similar starting points nationally.

We also use other assessment measures, which relate specifically to individual needs, such as communication skills or personal resilience. We monitor the impact of additional and targeted interventions and collect the views from parents and pupils on the quality of provision offered.

Case studies are also used as an evaluative tool to look at features of good practice, where pupils have made good progress or to analyse what else is needed where progress is slow.

12. MANAGING CONCERNS ABOUT SEND PROVISION

Parents are encouraged to share any concerns they have about the quality and impact of SEN provision for their child at the earliest possible opportunity. In the first instance, parents should speak to the class teacher with further discussions with the SENDCO and other senior leaders as required.

There is an SEND Support Leaflet available for parents and carers. This summarises how the SEN process works at Downsview. Please see Appendix 4.

Parents will be encouraged to seek advice and support from the local parent SEN Information Advice Service (SENDIAS) and Mediation services. This is an independent, impartial and confidential service. The school can also make arrangements for parents to discuss concerns with other key professionals, such as the educational psychologist.

If concerns are still unresolved, parents will be asked to make a formal complaint and directed to the School Complaints Procedures on the website.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision, this will be managed directly by the Croydon SEN team. Parents will be contacted directly to receive information about the mediation services available.

13. ANTI BULLYING

We recognise that pupils with SEN are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils with SEN have a named adult to report any incidents of bullying to. Through careful monitoring of bullying incidents and regular review of anti bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

14. DISABILITY ACCESS ARRANGEMENTS

In compliance with the duties set out in the Equalities Act 2010, the school has an Accessibility Plan which outlines the actions we will take overtime to increase the accessibility of pupils.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

Our Accessibility Plan forms part of Equalities Policy, which is also on the website.

15. Data Protections and Confidentiality

All personal information about pupils with SEND is handled sensitively and in line with the **UK GDPR** and **Data Protection Act 2018**.

SEND records are stored securely, and information is shared only with staff and professionals who require it to meet a pupil's needs. Parental consent is sought before information is shared with external agencies, except where safeguarding concerns require immediate disclosure.

Policy Review

This policy will be reviewed annually, or earlier if there are significant changes in legislation, statutory guidance, or local authority procedures relating to SEND or safeguarding.

SEND Information Report

In accordance with Regulation 51 of the *SEND Regulations 2014*, the school publishes a detailed **SEND Information Report** annually. This report outlines the provision available for pupils with SEND and can be accessed on the school's website or by request from the school office.

Appendix 1: Compliance with Statutory Duties

This Policy meets requirements set out in the Children and Families Act 2014. It is written with reference to the following legislation and documents:

- Special Educational Needs and Disability Code of Practice 0-25
- Equalities Act 2010
- School Admissions Code of Practice
- Supporting Pupils at School with Medical Conditions (June 2014)
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012
- Working Together to Safeguard Children (2013)

Croydon's local offer for SEN:

All local authorities must publish a Local Offer setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available. The Local Offer also includes information about how to access services, and service information such as criteria, the referral process, and contact details

Croydon's Local Offer can be found here:

https://croydon.cloud.servelec-synergy.com/Synergy/Croydon_SEND_Local_Offer/

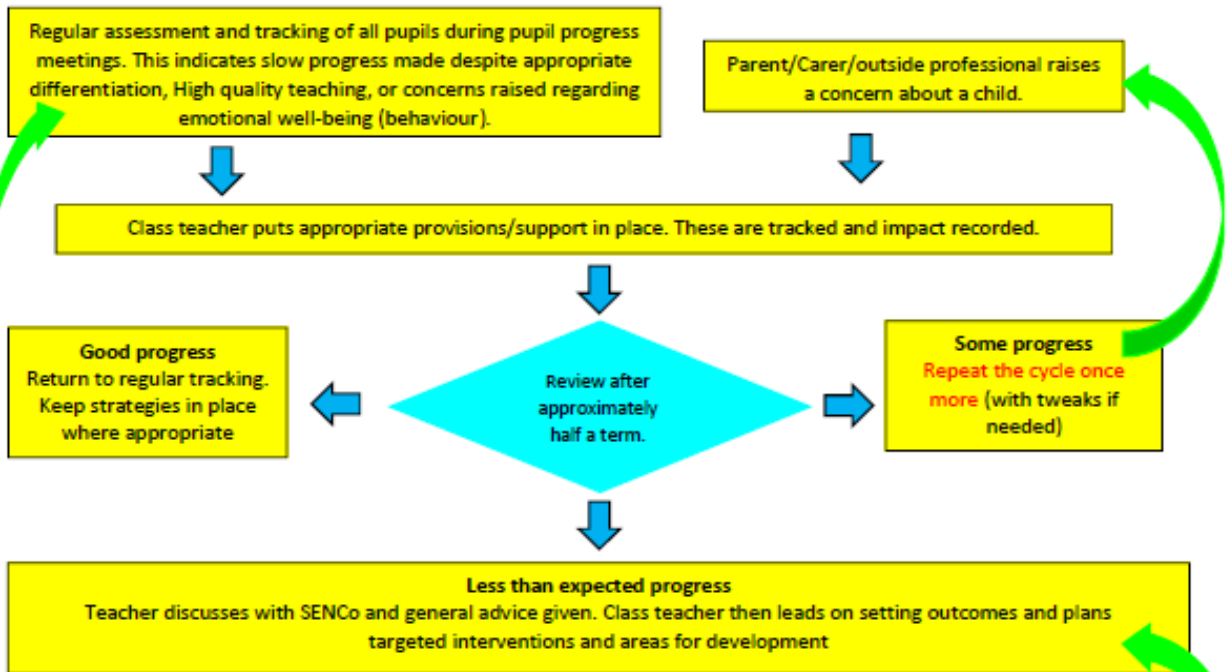
Appendix 2: Graduated Approach Flowchart



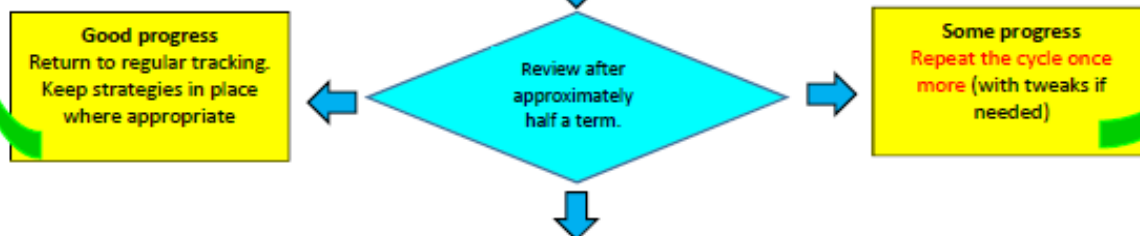
Downsview SEND Identification and Support – Graduated Response Flowchart



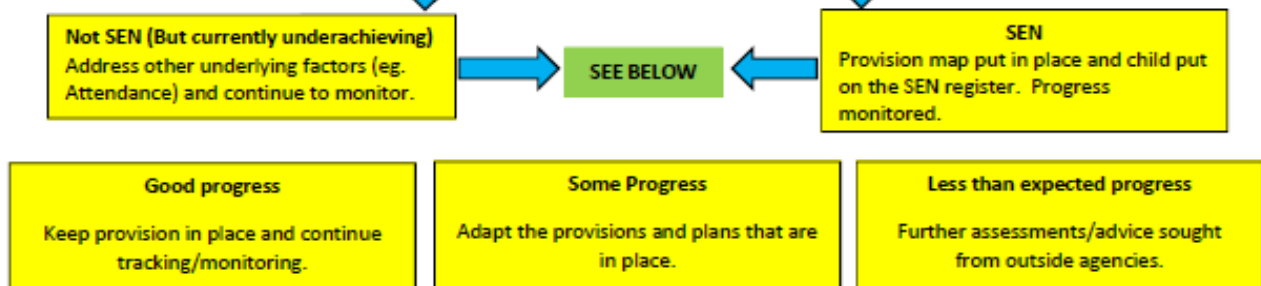
Step 1



Step 2 - Pre SEN Support



Step 3 - SEN Support



N.B. outside agency support may be needed at any point during the graduated approach. The class teacher and the inclusion team will complete the forms.

Appendix 3: Links with Local and National services and organisations to support implementation of the SEN Policy.:

Croydon Educational Psychology Service	Tel: 020 8604 7300
Croydon CAMHS	Tel: 0203 228 000 www.slam.nhs.uk
Occupational Therapy	020 8274 6854/50
Children's Physiotherapy	020 8274 6853
Speech and Language Therapy	020 8714 2594 http://www.croydonhealthservices.nhs.uk
Community Paediatricians	020 8274 6300
Peripatetic Visual Impairment Service	020 8760 5784 linda.james@croydon.gov.uk
Peripatetic hearing impairment service	020 8760 5783 luisa.saddington@croydon.gov.uk
Croydon Locality Early Help	earlyhelp@croydon.gov.uk
Croydon Primary Behaviour Support Team	020 8686 0393
Primary Fair Access Panel	020 8726 6162 Valerie.Burrell-Walker@croydon.gov.uk
Secondary Fair Access Panel	020 8726 6162 Valerie.Burrell-Walker@croydon.gov.uk
Parents In Partnership (PIP)	0208 663 5626 www.pipcroydon.com/
SENDIASS (SEND support for parents and carers)	
Contact a Family	0808 808 3555 www.cafamily.org.uk/advice-and-support/
Council for Disabled Children	0207 843 1900 www.councilfordisabledchildren.org.uk/



SEND Support Leaflet

An information guide for Parents and Carers

Downsview Primary and Nursery School's practice is guided by the SEND Code of Practice: 0-25.

At Downsview we aim to create a safe, happy and respectful learning environment where every child is encouraged to aspire to reach their potential.

What is the SEND Code of Practice?

The SEND Code of Practice is a national document which all schools must refer to when making decisions relating to pupils with Special Educational Needs (SEN) or disabilities. This helps to ensure that children have access to a similar system of support, whichever school they attend.

What are Special Educational Needs?

A child may have a Special Educational Need (SEN) if they require additional or different provision to support them in their learning in order to ensure that they make progress.

The Code of Practice says:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made... A child of school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of the same age in local schools, or
- 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.

There are four broad areas of SEN need. These are:

- Communication and Interaction (including autism)
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

These difficulties can be barriers to learning and a child may have needs that fall into one or more of these categories. Children who need extra help with their learning may receive additional support under one of the following categories:

- SEN support
- An EHC plan

What are Downsview's Values and Expectations with regard to pupils with SEND needs?

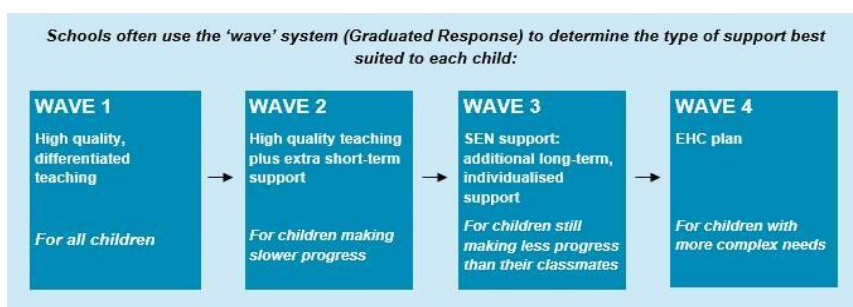
At our school, there is a shared expectation that responsibility for the provision of pupils with SEND is an integral part of whole school provision and all pupils, regardless of their specific needs, should be offered inclusive quality teaching, which will enable them to make the best possible progress and feel that they are valued members of the wider school community.

What does the school do to help?

As a school, we assess all children to identify their strengths and needs and how they can best be supported. All children learn and develop in different ways and their needs may change over time. Teachers recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. This is called Quality First Teaching and is something schools must provide for all children.

At Downsview, support is offered in a graduated approach, taking the form of a four-part cycle, assess – plan – do – review. We recognise that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. This differentiation may involve modifying learning objectives, teaching styles and access strategies. If, following appropriate teacher assessments and support, a child does not make satisfactory progress the class teacher will make a referral to the SENDCO who may carry out assessments and observations and then suggest next steps and additional ways in which the child can be supported.

- **Many children** (Wave 2) may receive support help in class through work, which matches the way they learn and / or short term 'interventions'.
- **Some children** (Wave 3) will have extra help, on a longer-term basis, from members of school staff in order to accelerate progress and ensure they achieve the targets set. They will be placed on the school's SEND support register and targets will be set, monitored and reviewed as part of a Year group provision map.
- **A few children** (still Wave 3) may benefit from support and advice from other sources and specialists. They will have an individual targeted support plan.
- **A very small number of children** (Wave 4) will have exceptional long term and complex needs and will require an EHC plan.



What is SEN support?

If your child is identified with a special need, they will be placed on our school's SEN support register. Before this happens, parents /carers will be invited to a meeting with the class teacher and SENDCO where your child's areas of strengths, needs and proposed targets and support will be discussed.

At Downsview, to support SEN children, we look at the individual child's barriers to learning and put the appropriate provision in place to remove those barriers.

SEN support might include:

- Extra help in the classroom
- Adapting and utilising different teaching styles and resources
- Adapting resources to ensure they are accessible
- Small group or one-to-one learning – both within the class and as interventions
- Support from specialists such as speech and language therapists

Progress towards the targets set is monitored closely and adjustments to provision is made as and when needed.

Who supports my child with their SEN?

Every member of the school team is responsible for supporting children with SEN. Some key members of the SEND team are:

SENDCO and leader of Otter Class: Mrs A Hearne-Reed

Learning Mentor: Mr D Linton

ELSA: Miss Wakenell

Deputy Head for Inclusion: Miss E Ricketts

Who may become involved with my child from outside the school?

Experts from outside agencies may be asked to assess your child's needs if, despite the support put into place, their progress is slow and they continue to have difficulties. These assessments are generally focused on giving the school and parents additional advice on the best way to support the child, rather than on giving a 'diagnosis'. The SENDCO will ask for your permission to seek additional advice from outside specialists such as health professionals, specialist teachers or an educational psychologist who would:

- Carry out further assessment of your child's needs
- Observe your child
- Provide advice to the school on how best to support your child
- Suggest resources that would help your child to make progress

Parents are, wherever possible, offered the opportunity to meet with these professionals to discuss the results of their assessments / observations.

Does the school get individual funding for my child's SEN needs?

Unless a child has either an EHC plan, Early Years high needs funding or an application for support has been approved via the Thornton Heath Locality SEND support , the school does not receive specific funding for individuals. Rather, part of the school's budget is for supporting pupils with special educational needs and disabilities. The amount each school receives is based on the number and age of pupils attending; this is known as 'per pupil entitlement.' An additional Notional SEND budget provides funding to offer extra support to pupils with additional needs, including those with SEND. The value of funding each school receives varies and is informed by a set of government indicators. A child with an EHC plan is allocated additional funding and this is used to give the provision outlined in their individual plan.

What are EHC plans?

If your child's needs are very complex and long-term the school may ask the Local Education Authority (LEA), in collaboration with you as the parent or carer, to carry out an education, health and care needs assessment. This is only appropriate for a very small number of pupils. Schools can make this request when they have undertaken a number of cycles of support and can demonstrate that they need more than £6000 to support the child's needs. Parents can also make their own request for an assessment directly to the LEA. Our SEND team and The Parent Partnership Service will be able to guide you through the process, should this be necessary. If the LEA agrees that an assessment needs to take place, it should be completed within 20 weeks from when it was requested. This assessment could lead to your child getting an Education, Health and Care (EHC) plan. This EHC plan brings all of your child's education, health and social care needs into one legal document

A child with an EHC plan will have termly reviews and an annual review at least every 12 months. Where a child is not reaching set targets or there are concerns with the progress against the EHC targets, an early review will be held.

Who do I talk to?

We always recommend that you speak to your child's class teacher first. This is because they know your child almost as well as you! If needed, they will signpost you to the SEN team.

If you need to speak to a member of the school's SEND team please either call the school office to arrange an appointment or email the SENDCO - SENCO@downsview.croydon.sch.uk. The school SEND team will always do all they can to respond to your letters, emails and phone calls and chase external agencies for paperwork and responses or to meet with you within a reasonable time limit. However, please remember they also have classes to teach and meetings to attend during the school day and other SEN professionals to meet with after school. We fully understand your frustrations with time and resources, we share those frustrations, but we are working as hard as we can to ensure we can support all children and all families the best we can.

How can I help my child?

Research shows that children who make the greatest progress are those whose parents support the work carried out at school by:

- Making sure school knows about any major changes in your family or worries you may have.
- Encouraging your child with reading, spelling and home learning.
- Continual encouragement and praise.

- Attending all meetings such as parents' evenings and arrange meetings with the SENDCO if you have concerns. We will achieve the best results for your child if we work together!

Where can I go to for more information?

Contact the school

If you have any questions about the support your child is receiving, or about SEN more generally, please speak to your child's class teacher or our SENDCO.

See our website

The school's SEN Policy and information report sets out more detailed information about the support available for children with SEN and disabilities. You can access this information on our website.

External links

The Government's SEND Code of Practice and a related guide for parents have more information about the topics outlined in this leaflet:

- **SEND Code of Practice: 0 to 25 years, GOV.UK – DfE**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- **SEND: a guide for parents and carers, GOV.UK – DfE**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

IPSEA is a charity that helps parents and professionals to support children with SEN and disabilities:

- **IPSEA home, IPSEA** <https://www.ipsea.org.uk/home>

The Croydon Local Offer website can give more detail about SEND provision in schools in Croydon

Croydon Local Offer

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/localoffer.page?localofferchannel=2>

Glossary of terms

EHC plan - education, health and care plan

SEN - special educational needs

SENDCO - SEN Co-ordinator

SEND - SEN and disability