



Fleet Primary School

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Executive Headteacher: Don McGibbon Head of School: Becca Wall



SEND Policy

Overview

This policy has been written to comply with the 2014 Children and Families Act and its SEND Code of Practice (updated Sept.2024) together with the equality Act 2010.

Reference is also made within the policy to the following guidance and documents

- Accessibility plan
- Camden Local Offer
- Fleet Primary School SEND Information Report
- The National Curriculum in England Key Stage 1 and 2 document Sept 2013
- Statutory Guidance on supporting children at school with medical conditions April 2014

Many aspects of this policy are a result of our partnership with Camden in developing the “Local Offer”.

This policy will be reviewed annually to reflect both the school SEND Information Report

(www.fleet.camden.sch.uk) and the Camden Local Offer [Camden Local Offer](#)

Who to Contact

Our SENDCo and inclusion leader is Lynley Benbetka. The SENDCo leads on the day-to-day operation of our SEND procedures following guidance in the SEND Code of Practice. The SENDCo has overall responsibility for SEND and inclusion and is a member of the School Leadership Team.

Please direct any emails regarding SEND to the school office staff who will ensure that they reach the SENDCo

Email: admin@fleet.camden.sch.uk

Aims of the Policy

This policy outlines how the school plans for and responds to the needs of our children with special educational needs and/or disabilities (SEND).

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

Our Inclusive Values

We believe that every teacher is a teacher of SEND and one of the school’s core aims is to ensure equality of opportunity and inclusiveness so that all children can make achievements in all aspects of their school life regardless of their individual circumstances.

The following objectives enable this core aim to be achieved:

- To seek to identify the needs of children with SEND as early as possible in order to give them the best chance of success.
- To enable all children to participate in lessons fully and effectively by providing interesting and well adapted lessons.

- To regularly monitor the progress of all children to ensure that all children continue to make progress.
- To value and encourage the contribution of all children to the life of the school in a variety of ways.
- To work in partnership with parents and children to ensure that their views are taken into account.
- To work closely with external agencies, where appropriate, to support the needs of individual children.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all children.

Defining SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

2014 SEND Code of Practice: 0-25 Years – Introduction xiii and xiv (Categories of Need)

At Fleet Primary School, provision is made for children who experience a range of difficulties. SEND falls into four categories and these are detailed below in line with those in the SEND Code of Practice 2014. It is the case sometimes that children may well have educational needs that fall into more than one category.

Communication and Interaction; e.g., speech, language and communication needs (SLCN), Autistic Spectrum Disorder (ASD).

Cognition and learning; e.g., specific learning difficulties (SpLD), moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, severe learning difficulties (SLD)

Social, emotional and Mental Health (SEMH); e.g., attention deficit hyperactivity disorder (ADHD), depression, eating disorder, attachment disorder, self-injury

Sensory and/or physical needs; e.g., vision impairment (VI), deafness or hearing impairment (HI), multi-sensory impairment (MSI), Cerebral Palsy

We recognise that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. The school's policy "Supporting Children at School with Medical Conditions" provides guidance in how these children are planned for and supported at school. The pupil may well have an Individual Healthcare Plan (IHP) which will specify and detail the type and level of support needed.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children with medical needs may also have an EHC plan and in these circumstances the SEND Code of practice is followed.

Arrangements for Admission of Children with SEND

Please refer to the information contained in the link below regarding admissions to Camden schools. The admission arrangements for children are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN, those with Education, Health and Care Plans and those without.

<http://www.camden.gov.uk/ccm/navigation/education/camden-schools/primary-schools/primary-admissions/>

Identification and Assessment of Children with SEND

We have a clear approach to identifying and responding to SEND and recognise the benefits of early identification. We aim to identify need at the earliest point and then put in place effective provision to improve the long-term outcomes for that pupil.

The SEND Code of Practice 2014 states that “A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age”.

There are several strands to this approach of identifying SEND as early as possible:

When children start in the Nursery or Reception

When children start in Nursery or Reception information is gathered about them in a variety of ways including;

- Collecting information from previous settings
- Talking to parents and carers
- Completing early reviews of progress
- Conducting classroom observations
- If any concerns are raised regarding special needs and/or disabilities then these are passed on to the EYFS leader and the SENDCo. The most appropriate response and provision plan will then be decided upon.

When children join from another school

Some children join the school with already identified SEND. Where this is the case then the SENDCO will liaise with the previous school to ensure that all the relevant information is passed on. The SENDCO will meet with the parents soon after the child starts to ensure that the school has a full understanding of the needs of the child.

For all children

Each term pupil progress meetings are held between class teachers and members of the school leadership team. These meetings are an opportunity to discuss the progress of all children and identify children making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- 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

Through discussion, next steps and action may be planned. In the first instance this may involve high quality teaching targeted at areas of weakness, implementation of different classroom strategies, an intervention or possibly a referral for support and advice if needed. This is then reviewed termly and if there are still concerns then a decision will be made by the SENDCo as to the next steps in the process of identifying the needs of the pupil.

The process will involve gathering information including

- Identifying main areas of concern

- Looking at what has already been implemented and the response
- Parent and pupil views
- Whether an external referral is needed for further assessment/support

At this point through discussion with the parents, the pupil may then be placed onto the school SEND register. We use the “Camden Guidance Criteria for Additional Needs and Statutory Assessment” as a guide to placing children on our SEND register. This is based on the Children and Families Act 2014 and is reviewed annually.

At Fleet we encourage an ongoing dialogue between parents and teachers and parents are advised to approach their child’s class teacher if they have any worries. It is however important to note that certain concerns are not considered as special education needs, for example:

- short term lapse in progress
- disability (although we have a duty to make “reasonable adjustments” a disability alone does not constitute SEND)
- attendance and punctuality
- health and welfare
- housing difficulties
- English as an additional language
- being in receipt of pupil premium
- being a looked after child

Under the SEND reforms (September 2014) “behaviour” is no longer a description of a special educational need. Concerns about behaviour should focus on underlying causes that the school will recognise through knowing the pupil well, e.g., welfare issues, literacy difficulties or speech and communication difficulties.

Provision for Children with SEND

Children are identified as SEND if they do not make adequate progress once they have received intervention, adjustments to provision and good quality personalised teaching. We have a graduated response to provision for children with SEND, in line with the SEND Code of Practice.

Once a pupil is identified as having SEND they will be placed onto the school’s SEND register which is a central school list that records all children who have been identified as having SEND and what their main areas of need are.

The process of provision for children with additional needs and SEND is as follows:

- **Assess:** We will identify the specific needs of the child through a range of both formal and informal assessments and observations. At this point we will decide whether their needs can be met through high quality differentiated teaching, planned intervention or SEND support
- **Plan:** The SENDCO and class teacher will meet and plan the support/intervention that will be needed for the pupil. At this point targets will be set on a Personal Plan which will form the basis for review of any effectiveness of support/resource/intervention being used. The targets are shared with parents and any other members of staff who will be involved in the delivery of support.
- **Do:** Intervention/support will be delivered by trained adults and strategies from the personal plan will be implemented. There may at this point be some direct therapy from external professionals delivered to support the targets. The SENDCO keeps any formal reporting centrally but professionals will also hold their own records and documentation.
- **Review:** There will be termly review between SENDCO, class teacher and any external professionals and further support/next steps will be planned at this meeting. This process allows for discussion around what is working well for the pupil and what is needed next. Where the pupil has an

Education Health Care Plan, then the termly review cycle will form part of the annual review process.

The termly goal setting and review is shared with both parents and children.

Fleet Primary School leaders, including the SENDCO, work with both teachers and support staff to provide effective provision for children with SEND in a variety of ways. These include:

- Having high expectations for all children regardless of their starting point.
- Ensuring that there are good home/school links in place so that regular communication happens.
- Offering a broad and balanced topic-led curriculum for all children to keep them motivated and interested in learning.
- Enriching the curriculum with a range of other experiences to bring learning alive.
- Using a variety of teaching styles to engage all learners, including using available equipment and technology.
- Ensuring that planning, assessment and feedback is of the highest quality
- Making sure that staff reflect on their practice and fostering an environment where sharing of good practice is implicit.

As a school we work with a range of specialist services to support children with SEND and we believe a collaborative approach is the most effective method of planning for and supporting children. If there are a range of professionals involved with supporting a pupil then the SENDCo will coordinate regular Team Around the Child (TAC) meetings to facilitate this. Any external support or advice is only gained with permission from parents.

The school receives a delegated budget to plan and provide for children with additional needs. For those children with more complex needs who have an EHC plan, they will be entitled to high needs block funding from the local authority.

If we can show that everything possible has been done to support the child or young person but still their needs are not being met, we will arrange an assessment to see whether with support from a number of specialist services the child might make better progress. This support is set out in an Education Health Care (EHC) plan. An application is submitted to the SEND pre assessment panel in the local authority, who will consider the evidence and decide whether to proceed to a full EHC planning meeting. More information, links and resources can be found on the Camden Local Offer site: [Camden Local Offer](#)
The application for an Education, Health and Care plan will combine information from a variety of sources including:

- Parents, teachers, SENDCo, social care, health professionals

Information will be gathered relating to the current provision, actions that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC plan. Parents have the right to appeal against the decision to not initiate a statutory assessment.

Evaluating the Effectiveness of Provision for SEND Children

The school regularly evaluates the effectiveness of its provision in a variety of ways including lesson observations, book scrutiny, learning walks, talking to children, external moderation and data analysis. The progress and achievement of SEND children is included in all of these monitoring activities and where provision needs to be improved, school leaders ensure this happens.

In addition to these monitoring activities termly pupil progress meetings ensure that appropriate support and intervention is being targeted at the right children. Children highlighted through discussion can be supported and the SENDCo works closely with both the English and Maths subject leaders to ensure that planned interventions are delivered successfully.

All interventions are planned onto a whole school provision map and this is updated and reviewed termly by the school leadership team.

Ensuring the Effectiveness of Teaching Assistants

Teaching assistants play a key role in supporting children with SEND. Their role is to support learning and progress and help children develop independence.

All teachers share their planning and aims for children with teaching assistants and where a pupil has a personal plan with specific goals which they may be working on. This is also shared. The teaching assistant will often then contribute to the termly review process.

Teaching assistants receive training before they run any evidence-based intervention programs – this may be organised by the SENDCo or English/Maths subject leaders. These leaders will then be involved in the monitoring and review of the intervention program.

Training is provided by external professionals and this is planned as part of the yearly cycle of work with therapists from Camden Language and Communication Service, Occupational Therapy, Primary Learning Support Service (PLSS) for Social, Emotional and Mental Health, CAMHs and the Camden Educational Psychology service.

How we adapt the Curriculum and Learning Environment for SEND children

All children at Fleet have access to a broad and balanced, topic led curriculum. Teachers plan and adapt work carefully to ensure that there is appropriate support to ensure all children are engaged with their learning and make progress.

Some children with SEND may require additional resources and equipment to support their learning, for example a pupil with ASD may require their own personal visual timetable or work station. There is careful planning and resourcing to support children with SEND through staff deployment but also through resourcing of equipment and technology.

Every effort is made to ensure children with SEND learn within the classroom environment with their peers. Where this is not possible the SENDCo and class teacher will consult with parents to discuss more flexible working arrangements that may suit the child.

Specialists such as occupational therapists provide support and guidance where necessary about how to support and include children. The Hearing and Visual Impairment teams also support school with equipment and resourcing for children with hearing and visual needs.

The SENDCO and Maths/English subject leaders are responsible for making special arrangements for any assessments. For end of Key Stage 2 tests this may be ordering large print papers, requesting additional time or using small group arrangements.

How we enable children with SEND to engage in the full life of the school

We encourage all children with SEND to take a full part in all aspects of school life. We carefully monitor our provision to ensure that our children with SEND are taking part in a wide range of clubs, sporting and musical activities as well as other exciting opportunities that the school offers.

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. We ensure that a broad range of clubs and activities are offered each year. The children are consulted at the end of each school year and then based on the feedback, appropriate resources and adjustments are made.

Educational visits take a very high priority at Fleet in order to bring learning alive for children and we aim for all of our children to benefit from them. When necessary, reasonable adjustments will be made to ensure that a visit is accessible for all.

Both Year 5 and Year 6 undertake residential visits and no child will be excluded from either of these because of SEND. The school leadership team and SENDCo will always work closely with parents to ensure that all necessary adjustments and adaptations are made to ensure that the residential visit is successful for the child.

How we support the emotional, mental and social development of children with SEND

The personal development and emotional wellbeing of all children is very important and we recognise that children with SEND can be particularly vulnerable when it comes to making and maintaining friendships.

Children within the school are supported in a variety of ways;

- We deliver a PSHE curriculum that aims to provide children with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- We have an experienced Learning Mentor who has had training in a wide range of interventions and programs such as Lego Therapy, Circle of Friends and transition. She is able to provide targeted individual and group support to children who have been identified as having needs in this area.
- We have clear behaviour, anti-bullying and e-safety policies that show how we support children in these areas.
- Safeguarding procedures are clear and robust and all staff are proactive when concerns arise.
- Children and families access CAMHS where appropriate.
- We are supported by Camden North Mental Health Support team (MHST), who offer a range of family workshops, class and individual work and staff training.

Expertise and training of Staff

All staff have regular training and guidance to meet the needs of our children. The SENDCO along with the school leadership team have the responsibility for providing this training.

Training can happen in a variety of ways:

- Through school-based INSET – recent training has included using visual resources to support children with SEND
- Teachers and teaching assistants can also attend either Camden or National training that may be appropriate to the needs of children in their class – recent training has focused on Autism Awareness
- Specialist services can also provide bespoke training for whole staff, groups or individuals tailored to the needs of our SEND children – recent training has included training for all TAs on emotion coaching and training for a member of support staff to run Attention Autism interventions.

We work with specialists to enhance and review our practice to support individual children and advise class teachers on how best to cater for their needs within lessons. The SENDCo attends the half termly Camden SENDCo forum which provides support, guidance and up to date training and information for all SENDCos.

The SEND governor attends centralised training to support the SENDCo by providing challenge and having an understanding of legislation.

How we consult with parents/carers of children with SEND

We know that for children to be successful and achieve their potential it is vitally important that both school and the parents are working closely together to support this.

Parents are fully informed and involved in the provision and outcomes for children with SEND. As has already been explained, when a pupil is identified as having SEND, parents will be formally informed and will become part of the provision cycle.

We will always involve children and parents in the planning and reviewing progress. We make every effort to communicate regularly and clearly with parents and carers of children with SEND about:

- How we support their children
- Their achievements and well being
- Their participation in the full life of the school

We will also help and advise parents/carers on how to help their children make progress at home, for example in maths and reading.

We welcome and value feedback on how well we are working with our parents. We try to communicate clearly to parents and have access to interpretation services if needed.

How we consult with children with SEND

We try and involve children in understanding the outcomes that have been set for them. This approach may look different depending on the age of the child. For younger children it may be a verbal reminder accompanied by a visual and for an older child it may be a target card or prompt sheet.

As part of the termly personal plan review the children get an opportunity to feedback how they think they have progressed with their set targets and this is fed into discussions with the SENDCo and class teacher.

The role of the governing body in meeting needs of SEND children and supporting families

The governing body, in cooperation with the Headteacher, maintains a general oversight of this policy. The governing body has appointed a governor with responsibility for SEND.

The governing body recognises it must:

- do the best to ensure that the necessary provision is made for any child, who has special educational needs
- ensure that, where the SENDCo has been informed by Camden's Children, Schools and Families Service that a child has SEND, those needs are made known to all who are likely to teach her/him
- ensure that teachers in the school are aware of the importance of identifying and providing for those children who have SEND
- consult with Camden's Children Schools and Families Service and the governing bodies of other schools when it seems necessary or desirable in the interests of coordinated special educational needs provision in the area as a whole
- ensure that SEND children join the activities of the school together with those children who do not have SEND, so far as it is reasonably practical and compatible for the children receiving the necessary special education provision
- have oversight for the efficient use of resources
- have regard for the code of practice when carrying out their duties towards all children with SEND

Our complaints Process

We always endeavor to ensure that parents are happy with what we provide for their child. If however a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the class teacher, SENDCO or Headteacher where we will listen carefully to your concerns.

If the parent feels that we have not been able to address their concerns satisfactorily, we have a complaints procedure that you will find on our website: [Policies and procedures](https://www.fleet.camden.sch.uk/policies-and-procedures)

Who to Contact for Impartial Advice and Support

Camden has a number of organisations and groups that can help provide you with information and support. SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) provides help and guidance for parents/carers of children with SEND. The service provides legally based, impartial, confidential and accessible information, advice and support and will be able to offer face to face, telephone and electronic information and advice as well as casework and representation when needed. More information can be found on the Camden Local Offer website or by contacting SENDIASS directly:

Kentish Town Community Centre
17 Busby Place, London, NW5 2SP
Tel: 02079746264
Email: SENDIASS@camden.gov.uk

The School's Transition Arrangements

We have a clear plan for different phases of transition outlined in the school's SEND Information Report. We plan to help new children feel safe and settle in but also prepare all children carefully for moving into a new phase of their education. We understand that this can be a particularly challenging and stressful time for children with SEND and their families.

When a child moves up to the next class, we organise hand over meetings between teachers and teaching assistants to make sure that new staff have a clear understanding of the needs of the children and how they will be best supported.

If a child has a statement of SEND or an EHCP, they may be entitled to extra support from a teaching assistant. The school is responsible for the recruitment of the additional adult and the allocation of their time. The adult support may change throughout the child's time here at Fleet but school will always endeavour to inform parents as soon as we know of any impending changes.

New children and their parents are able to visit a new class and get to know the people who will be teaching them. When a new pupil arrives in the middle of term, we will plan a range of support to help them settle depending on the individual needs of the child.

Camden's Local Offer

Camden's Local Offer is for children and young people from birth to 25 with SEND. The purpose of the local offer is to help parents/carers and young people to see more clearly what services are available in their area and how to access them.

Fleet Primary School's SEND Information Report

The purpose of our school's SEND Information Report is to inform parents and carers about:

- how we welcome into our school children with SEND
- how we support them in all aspects of school life and remove barriers to achievement
- how we work in close partnership with parents/carers and children
- how we make effective provision for all of our children with SEND

This can be found on our [school website](#)

Executive Head: Don McGibbon

Chair of Governors Signature: Marcus Boyland

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