

Primrose Hill Primary School



Special Educational Needs and Disabilities Policy and Procedures

November 2022
Review date: November 2023

INTRODUCTION

This policy details Primrose Hill Primary School's individual approach to supporting children with Special Educational Needs or Disabilities (SEND), and outlines the School's commitment to fulfilling the responsibilities outlined in the SEND Code of Practice 0– 25 (September 2014) 3.65, taking into account the following guidance and documents: Equality Act 2010; Advice for Schools (DfE Feb 2013); Schools' SEN Information Report Regulations 2014; Teachers' Standards 2012. This document was created by the School's Inclusion Lead/ SENDCo Syra Sowe and our SEND Governor Alice Gray, in liaison with the Inclusion Leadership Team (ILT). It should be read in conjunction with our 'School Local Offer', which provides information to parents about the specific support we offer children with SEND in our School (available on our website) You can also find information on the SEND services and support provided by the Local Authority at www.localoffer.camden.gov.uk

At Primrose Hill Primary School, we believe that:

- *Every child has a fundamental right to education and is entitled to the opportunities that allow them to achieve and maintain good levels of learning;*
- *Every child should have access to a broad and balanced education, including the provision of an appropriate curriculum in terms of both the Foundation Stage and the National Curriculum;*
- *Every child has unique characteristics, interests, abilities, and learning needs;*
- *Every teacher should be able to teach children with SEND;*
- *Parents have a vital role to play in supporting their child's education.*

Our School Governors and our Inclusion Leadership Team (ILT), comprising the Head teacher, the Assistant Head teacher with responsibility for Children in Need and those with a Child Protection plan, the Inclusion Lead for Social, Emotional and Mental Health), the Leader for Parents and Community and the Inclusion Lead/ SENDCo (Special Educational Needs and Disabilities Coordinator) are fully committed to making Primrose Hill an inclusive school community through the provision of appropriate resources, and through planning and teaching that addresses the varied needs of all our pupils.

We recognise that this commitment reflects international human rights standards as expressed in the UN Convention on the Rights of the Child and a commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships in line with the Equality Act 2010.

The Inclusion Lead at Primrose Hill **Syra Sowe**, leads the Inclusion Team and is on the Senior Leadership Team as an Assistant Head, reflecting the school's commitment to inclusion. She is currently the SENDCo responsible for:

- Day-to-day implementation of this SEND Policy and overseeing the implementation of the School's Policy on Medical Needs and Supporting Pupils with Medical Conditions (available on our website);
- Keeping up to date with developments in SEND and providing staff with access to appropriate training;
- Maintaining a list of the School's children with SEND, overseeing their records and reviews, monitoring their progress;
- Ensuring that Individual Provision Maps (IPMs) are implemented for children with SEND;
- Working closely with parents and carers of children with SEND;
- Working closely with staff to monitor, advise and support them in relation to SEND work;
- Working closely with external agencies such as Educational Psychology;

- Working closely with and supporting the named Governor for SEND, Alice Gray;
- Being part of the Inclusion Leadership Team (ILT).
- Overseeing the work of the Autism Resourced Provision (known as The Grove)

For more detail about the responsibilities of the other staff on the Inclusion Leadership Team, please see our School Local Offer.

DEFINITION OF SPECIAL EDUCATIONAL NEED (SEN)

According to the SEND Code of Practice, 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 him or her.

A child of compulsory school age or a young person 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, 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.

More specifically, in an education setting such as ours a child is identified as 'SEN Support' when they need provision that is *additional to or different from* the educational provision normally available to pupils of the same age. Who meets this definition is ultimately defined by the Inclusion Leadership Team (drawing on information from families, children, teaching staff and other professionals) on a termly basis, following a clear pathway of procedures outlined below and summarised in Appendix C.

Of those children who are identified and classed as SEN Support, their needs are categorised according to one or more of the following broad areas of need. These categories help the School to plan appropriate support for any children with SEND and are drawn from the Code of Practice:

- **Communication and interaction** *e.g. speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD), Asperger's Syndrome*
- **Cognition and learning** *e.g. Specific Learning Difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, Severe Learning Difficulties (SLD)*
- **Social, mental and emotional health** *e.g. attention deficit hyperactive disorder (ADHD); depression, anxiety disorder, attachment disorder, self-harm*
- **Sensory and/or physical** *e.g. Vision impairment (VI); Deafness or Hearing impairment (HI); Sensory impairment (MSI); Cerebral Palsy etc.*

Any child with a medical condition may have an Individual Health Plan, particularly those with long term or complex medications. In some cases pupils may have a medical condition and SEND, and their care will be well coordinated.

IDENTIFICATION THROUGH PROGRESS

At Primrose Hill Primary School, we place great importance on the early identification of children with barriers to learning and recognise the need for early intervention. We have a clear, graduated pathway in place that helps us to identify children needing to be monitored (CLASS MONITOR) or those needing ASSESSMENT or SEN SUPPORT on the basis of the amount of progress they make (this can include academic attainment and also wider developmental or social and emotional needs). A child is identified as making less than expected progress, given their individual circumstances, when their progress:

- is significantly slower than that of their peers starting from the same baseline;

- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

We identify the children who are making less than expected progress through a thorough, school-wide, inclusion process. This process draws on the observations and expertise of the whole school community, including the parents and families, the children themselves, the class teacher and other professionals. It also places the class teacher at the centre of this information-gathering process and recognises that they have ultimate responsibility in identifying, planning for, and supporting children to accelerate their progress and overcome their barriers to learning.

In addition, we ensure that we recognise and distinguish those factors which may impact upon progress and attainment but which do not, in of themselves, constitute a Special Educational Need. For example:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman.

PATHWAY TO IDENTIFYING CHILDREN AS 'SEN SUPPORT'

ASSESSMENT ON ENTRY/EARLY IDENTIFICATION

When a child enters the School, we will gather paperwork from any previous settings and ask the parents/carers whether they have any SEND or broader concerns. At the school, a member of staff will also complete a home visit for any new admissions to get to know the children and to discuss their needs with their parents/carers. We recognise that parents know their children best and it is important to listen and understand when parents express concerns about their child's development. We further assess all children during their first term in our School through careful and sensitive classroom observation and an early review of progress. In addition, we take account any information relating to attendance and behaviour (for example, a termly breakdown of Time Outs across the school) to identify any areas of concern. We take great care to establish whether lack of progress is because a pupil has English as an Additional Language (EAL), for example, by talking to the child (and parents) in her/his home language.

INITIAL CONCERNS

At any time, teachers, parents/carers, the SENDCo, the ILT and Head teacher are available to hear or raise concerns about a child and to act accordingly. Throughout the year we conduct sensitive classroom observations and thorough curriculum assessments, encouraging the different staff who come into contact with a child to share their observations. We listen carefully to what staff, children and parents tell us at any time during the year. However, we also have a very clear timetable in place to ensure that we gather and evaluate all of the information about every child and use a graduated system to plan adequate support for all. This process is facilitated by a series of termly meetings outlined below.

PPR / Inclusion Preparation

During this week, teachers who are 'year group partners' are advised to spend a portion of their Planning Preparation and Assessment (PPA) time looking across classes, clarifying levels and needs in each, identifying those children who have not made satisfactory progress, as well as identifying individuals with similar needs who may form small groups to receive extra interventions. At the start of this week, teachers are provided with an Extra Support Flowchart (see Appendix A) and an Intervention Menu (Appendix B), which is used to inform thinking around children who may need to be monitored ('Class Monitor') or who may need extra support ('Class Action') those who need 'SEN Support'.



INCLUSION SURGERIES

The SENDCo and class teachers then meet each term to review and discuss the progress of each child in the class and to correlate different data and observations, such as a child's attendance, attainment, progress, behaviour etc. The SENDCo will be in receipt of a variety of additional reports (for example from the Inclusion Lead for SEMH, the Leader of Learning for Parents and Community, the Leader of Learning for Children with English as an Additional Language, or from Teaching Assistants who deliver interventions across the School) and will have an overview of whole school provision and of individual children's needs. In addition, the teacher's assessments will show which children are not accessing the curriculum and whether these children have made progress (using the Pre-Key Stage Interim Assessments).

The teachers draw on the SENDCo's professional knowledge and the previous teacher's knowledge to affirm thinking and clarify possibilities, using the collated data and observations to identify children who may need extra support (based on the broader conception of progress outlined at the beginning of this document). Teachers can draw on the Extra Support Flowchart (see Appendix A) and Intervention Menu (Appendix B) to plan specific programmes to support those needs. Once a programme of time-limited extra support has been planned, progress will be reviewed at the next Pupil Progress Review.

Using all of this information, children may be identified as in need of extra monitoring ('Class Monitor') or support ('Class Action') or as SEN Support. Some children's progress may be hindered by broader causal factors e.g. social and familial circumstances that can be best managed through support from our Leader of Learning for Children, Families and the Community (LoLPC), from our Inclusion Lead for Social, Emotional and Mental Health (ILSEMH) or an outside agency. The SENDCo, ILSEMH or LoLPC will make an appropriate referral accordingly.

In most cases the first response to an identified need should be class-based planning and monitoring, and then interventions targeted at a child's identified weakness. Where, despite personalised interventions, a child's progress continues to be unsatisfactory, the staff will decide whether to add that child to the School's SEN Support register. Where this is the case, parents and children will be included in a further discussion to plan additional support under supervision of the SENDCo. Please see the Summary of Pathway to SEN Identification (Appendix C) for a clear map of this process.

Those children who have already been identified as SEN Support (and are in receipt of additional educational provision) will not be discussed in depth, as their needs are discussed in dedicated meetings each term (called *structured conversations*) between class teachers, parents, children and the SENDCo. Please see the section **SEN Support** for a fuller explanation of this process.

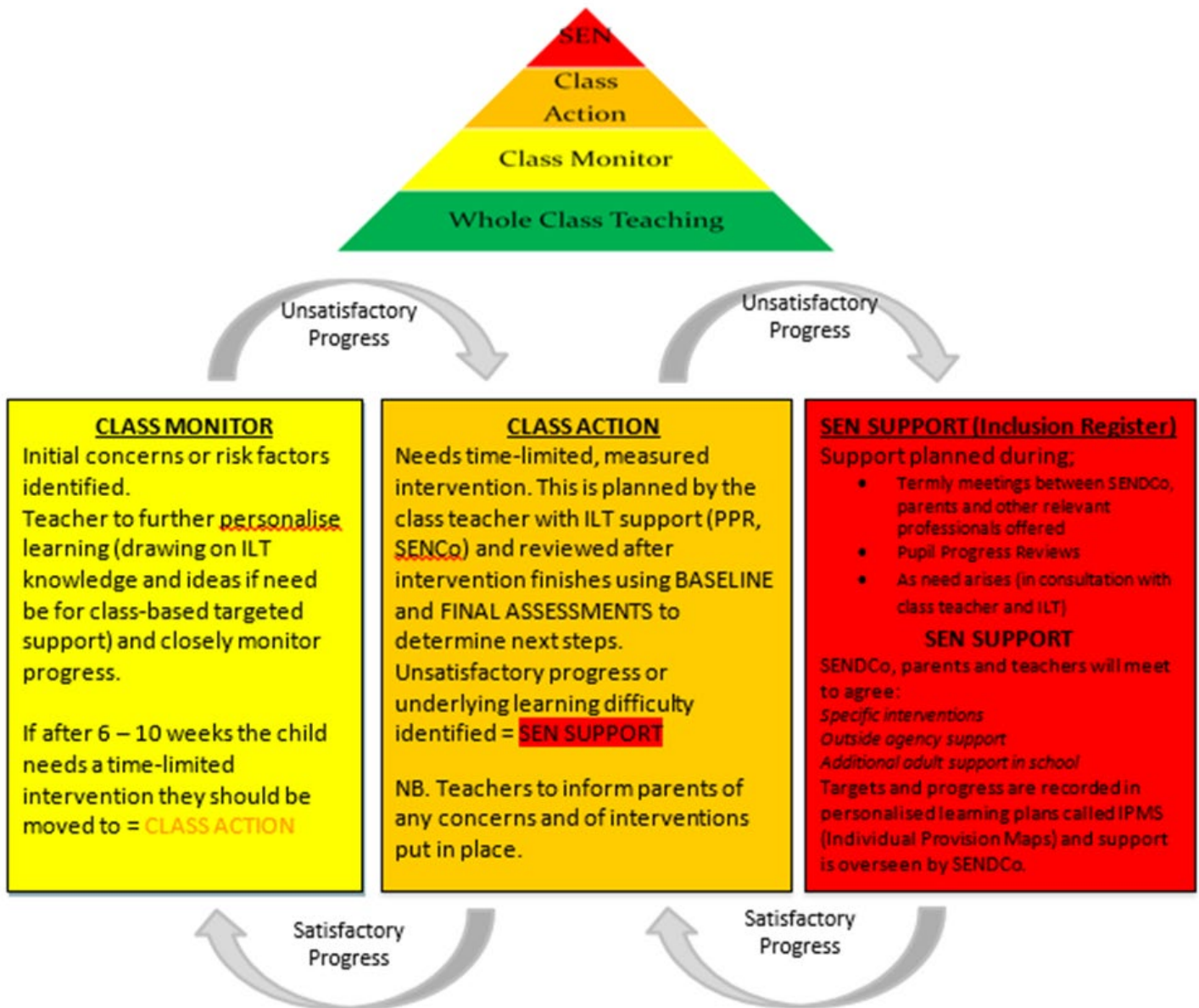


PUPIL PROGRESS REVIEW

Mid-way through each term, shortly after the Inclusion Surgery is held, year group partners meet with the Head teacher, Assistant Head Teacher and SENDCo to look at attainment and progress across each class, comparing this with age expectations and with expectations for the individual child. A data sheet identifying children who are 'Not Accessing' the curriculum, those that are 'Working Towards' the expected level, those that are 'Working Within' the expected level and those that are 'Working at Greater Depth' is shared. The information and plans created during Inclusion Surgery are summarised and will help to inform a conversation about teaching and learning in the year group.

GRADUATED APPROACH TO SEND

Please see Appendix C for a summary of our school's graduated approach to identifying children who need SEN Support. High quality teaching, differentiated for the learning and development of all, is the first step in the education provision that we offer all children. Some children may require a level of personalized, class-based, targeted support, which is planned for by the class teachers. This may include making adaptations to the learning environment to the method of teaching delivery, specific groupings based on ability, additional support in class, additional learning supports such as visual aids or assistive technology, etc. Where there are concerns around a pupil's progress that cannot be met in this way, the class teacher, in conjunction with the ILT, will plan for additional monitoring or class action to accelerate a child's progress.



1. CLASS-BASED MONITORING

- When a teacher has initial concerns around a child's progress, they will plan for additional ~~basic~~ support and differentiation to address those needs. These measures will be recorded on weekly planning formats and teachers will evaluate their progress.
- Any child who is being monitored will be reviewed during Inclusion Surgeries. If a child fails to make adequate progress during this monitoring period, in conjunction with the SENDCo, and using the Extra Support Flow Chart to support thinking, teachers will plan 'Class Action' for this child.

2. CLASS ACTION

- A child's needs are categorised as 'Class Action' when: the child continues to demonstrate progress at a level below that expected to be achieved with high quality teaching and so requires ~~an~~ ~~additional~~ level of support (most often provided by an intervention which is delivered by a member of school staff).
- The agreed areas of support, and intervention strategies, are selected from the Primrose Hill Intervention Menu and the Extra Support Flow Chart. These might include the use of one or a combination of provision.
- Where specific interventions are used, the pupil's progress will be measured within a ~~given~~ ~~period~~ ~~of~~ ~~time~~.
- Targets can be set for the child, if there is a need (outside the intervention).
- The SENDCo records any interventions or specific targets on a whole class provision map.
- The progress of the child is reviewed at least termly during the process outlined above.
- The parents of a child who has been identified as needing Class Action ~~will be~~ ~~promptly~~ ~~by~~ ~~the~~ ~~class~~ ~~teacher~~.
- Any child who fails to make adequate progress following this cycle of Assess/Plan/Do/Review is then considered by members of the Inclusion Leadership Team, who will help to plan further support or agree to identify the child as SEN Support.

3. SEN Support

- A child's needs are categorised as 'SEN Support' when: the child has continued to make little or no progress in specific areas over a long period despite differentiated learning opportunities together with targeted interventions under 'Class Action'. In ~~some~~ cases, a child's SEN may be immediately apparent and ILT/SLT will agree to identify those needs and make appropriate referrals (see Summary of Pathway to SEN Identification Appendix C) from the outset.
- The decision to identify a child as SEN Support ~~will be~~ ~~agreed~~ ~~with~~ ~~the~~ ~~parents~~/~~carers~~.
- Provision for children who are identified as SEN Support will be overseen and coordinated by the SENDCo and monitored by the Inclusion Leadership Team.
- Individually administered interventions and assessments, ~~made~~ ~~by~~ ~~the~~ ~~School~~ or by outside agencies, are managed by the class teacher and the SENDCo.
- Where appropriate, additional support and advice should come from relevant outside agencies, either to the class teacher or parent/carers.
- The School will ask for ~~parental~~ permission to seek support from outside agencies. Parents/carers will be kept informed during this time through meetings and reports.
- An appropriate referral form (usually an ~~CAF~~ or SPOR) is completed with the parent/carer and child, for any child needing outside agency support.
- Parents are kept informed about interventions and support that the child is receiving.
- Progress is monitored throughout the year by the class teacher and members of Inclusion Leadership Team, in addition through termly meetings.
- Any child who is identified as SEN support will have the opportunity for a dedicated termly meeting with their parents, SENDCo and class teacher (plus any other relevant professionals). These meetings draw on the principles defined by Achievement for All (<http://www.afa3as.org.uk/>).

Twice yearly SENDCo meetings (in addition to parent meetings) for children identified as 'SEN Support':

- During these meetings, the parents/carers, SENDCO and class teacher discuss: how effectively provision has been delivered; what is and is not working well; progress towards short term targets and longer-term objectives; next steps/new goals; support needed to achieve these goals.
- All agree the responsibilities of the parent, the pupil, the School, the Local Authority and other partners, e.g. specialist services.
- Advice and guidance is shared on how parents can help their child at home to reinforce or contribute to progress.
- Wherever possible, children's views are gleaned beforehand and taken into account.
- Based on information gathered during the meeting, the class teacher and SENDCO create an Individual Provision Map (IPM – please see Appendix E) with targets (usually up to three), with the support of the Inclusion Team, parent and child (where appropriate). These targets should incorporate advice from outside agencies.
- A copy of the IPM is sent by post or email (as preferred) to the parent/carer. They are encouraged to discuss and contribute in this process through the meeting and by making amendments to the draft copy.
- A copy of the IPM is also given to all those working with that child.
- The IPMs are updated at least termly and are working documents that always include progress measures.

CRITERIA FOR EXITING THE SEN REGISTER/SEN SUPPORT

Where a child has made significant progress and the class teacher, SENDCO and parents feel that their needs can be met within the normal educational provision available to a pupil of that age, the child's progress will be celebrated. The Inclusion Leadership Team will consider removing that child from the SEN Support profile, to move to the stage of 'Class Action'. This would entail a further Assess/Plan/Do/Review cycle, overseen by the SENDCO. This child may then move on to class-based, targeted support under 'Class Monitor'.

The majority of pupils with learning difficulties will have their special educational needs met at 'Class Action' or 'SEN Support'. There will, however, be some who continue to experience a much higher level of difficulty than their peers making progress in their education. Where, despite continuing provision at SEN Support, there is evidence that the child is still experiencing severe, long-term and complex difficulties, the Inclusion Leadership Team and parents/carers would consider referring the pupil to the Local Authority for **Education, Health and Care needs assessment**.

EDUCATION, HEALTH AND CARE PLANS (these have replaced 'Statements')

An Education, Health and Care (EHC) Plan is a statutory document that may follow a child up until the age of 25 years and will set out clearly what their needs are, what support they should get to meet those needs, and the expected/desired outcome of the support. This single plan outlines the support that a child will need for education in school, as well as support from health and care services.

The **Education** element of the plan will explain what is needed for the child/young person to attend school safely and achieve the best they can in their learning. It will state which school the child will go to and, if applicable, the support the child/young person will receive to travel from home to school or college.

The **Health** element of the plan will set out any health services or health support that the child needs to ensure they can learn and participate fully in school life.

The **Social Care** element of the plan will set out any services that the Local Authority will provide to support the child and their family to live as 'ordinary' a life as possible.

If a child is to be assessed for an EHC Plan, the SENDCo will work closely together with parents and children to explain the process and garner their views, including their hopes and aspirations for the future. A number of assessments and reports may occur during this process. These, along with any other evidence the School has collected, will be sent to a panel convened by Camden Council's Special Educational Needs and Disabilities Service, who will decide whether to proceed with an EHC Plan. The School may be given help to access the resources in the Local Offer (www.localoffer.camden.gov.uk), without the need for an EHC plan.

If Camden SEND Service agree to provide an EHC Plan, the SEND Code of Practice 2014 states that it will be drawn up within 20 weeks from the date of request. A draft Plan is sent to parents/carers for amendments and approval. It will name the school the child is to be educated at and the level of support that Camden will provide. This support varies depending on the pupils' needs and may include:

- One-to-one support from a Teaching Assistant;
- Teaching support on a weekly basis;
- Transport support;
- The provision of specialist equipment or advice from outside agencies such as Speech Therapists or Occupational Therapists.

If an EHC Plan is agreed, parents/carers and children will be involved every step of the way, and parents/carers have the right to appeal if they disagree with the panel's decision. Throughout the process, parents' and/or carers' views, supported by professional assessments, will be used to create the EHC Plan. Where the child is old enough and able, we encourage the child to contribute to planning too.

Once an EHC Plan is issued, the SENDCo ensures that all of the actions and provision outlined in the Plan as the School's responsibility are carried through. In addition:

- There is a continuation of the current school-time provision for the child as outlined in the SEN Support section;
- Targets are set for the child based on the EHC Plan;
- The class teacher, SENDCo, and where possible outside agencies will meet at least once termly
- The class teacher, SENDCo and outside agencies complete an IPM in collaboration with parents/carers and children, detailing the special provision to be made for that child;
- The progress of the child is reviewed at least termly;
- This process is supported by members of the Inclusion Leadership Team;
- The outcomes and provision detailed in the EHC Plan are formally reviewed annually (led by the SENDCo), in collaboration with any relevant outside agencies, and with parents/carers and children, and is then submitted to Camden Council for approval.

Like the Statements of SEN that preceded them, EHC Plans include key targets and detail the provision and support needed to achieve those. However, the EHC Plan now covers the child/young person from age 0 up to 25 years of age, focuses more on long-term and medium-term outcomes, and aims to place greater emphasis on the views of the families and children/young people concerned. Like the previous Statements of SEN, an EHC Plan is legally binding and usually implies provision of additional resources for the school and/or family.

SUPPORTING LEARNING AND TEACHING

Primrose Hill Primary School leaders including the SENDCo work with teachers and support staff to provide effective teaching and support for children with SEND in a variety of ways. These include:

- carefully differentiated planning which ensures that all children are able to make progress;
- supporting the Class Teacher to take full responsibility for the learning and progress of all children;
- using a wide variety of teaching approaches, including guiding learning through demonstration;

- providing visual support material;
- providing a stimulating, rich and interactive classroom environment;
- using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding;
- using our marking policy to make sure that children know how to improve their work;
- providing additional adult support from well trained and well supervised Teaching Assistants
- making available specialist equipment and digital /assistive technology to support access and participation in learning.
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AUTISM RESOURCED PROVISION (THE GROVE) AT PRIMROSE HILL

Primrose Hill Primary School has been commissioned by Camden to provide specialist support for EHCP children with diagnosis of Autism (ASD) who would not manage in a mainstream setting, but for whom Special School is not appropriate.

The ARP has 2 students per year group, starting with Reception in September 2019 and admitting no more than 2 children each following year, so that by September 2025 we will have 14 ARP children on role. ARP places for EHCP children with a diagnosis of ASD will be allocated directly by Camden (see Admissions section).

We aim to provide children with specialist support to meet their needs as set out in their EHCP. This includes access to additional therapy rooms for interventions and group work, access to the Soft Play and Sensory Room, support from health (including Speech and Language, occupational Therapy), and a higher ratio of adult support depending on the specific child's needs. We are an inclusive school and the aim for each of our ARP children is ultimately to include them as much as is appropriate within the mainstream class with additional support and differentiation. Additional support in class might include the use of visuals, a workstation, communication system (such as PECs), and individual learning plans.

Our specialist support of children within the ARP is informed by the SPELL framework outlined by the National Autism Trust. **SPELL** stands for Structure, Positive approaches and expectations, Empathy, Low arousal, Links as detailed below.

Structure

Structure makes the world a more predictable, accessible and safer place. We can support children on the autism spectrum in creating structured environments using visual information. Structure can aid personal autonomy and independence by reducing dependence (eg prompting) on others. Environments and processes can be modified to ensure each child knows what is going to happen and what is expected of them, reducing

Positive (approaches and expectations)

We must seek to establish and reinforce confidence and self-esteem by building on natural strengths and abilities.

Expectations should be high but realistic and based on careful assessment.

Many autistic people may avoid new or potentially aversive experiences, but through the medium of structure and positive, sensitive, supportive rehearsal can reduce their level of anxiety, learn to tolerate and accept such experiences and develop new horizons and skills.

Empathy

We must try to see the world from the standpoint of the autistic child, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them. This is a key ingredient in the 'craft' of working with people on the autism spectrum.

Making efforts to understand, respect and relate to the experience of the autistic child must underpin our attempts to develop communication and reduce anxiety. The quality of the relationship between the person and supporter is of vital importance. Effective supporters are calm, predictable, good humoured, empathetic and analytical.

Low arousal

Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration. There should be as few distractions as possible, paying attention to noise levels, colour schemes, odd lighting and clutter, for example. Some children may need more time to process information, especially speech. Clear information should be given in the medium best suited to the individual with care taken not to overload or bombard. Some people may seek ost sensory experiences. This is best achieved with an approach where the input can be regulated.

Low arousal should not be confused with 'no arousal'. It is of course desirable that people are exposed to a wide range of experiences but that this is done in a planned and sensitive way. It is recognised that for the most part the individual may benefit most in a setting where sensory and other stimulation can be reduced or controlled. Supplementary relaxation and arousal reduction therapies, multisensory rooms, sensory diet etc may be helpful in promoting calm and general wellbeing and in reducing anxiety.

Links

Creating and maintaining links between the individual, their wider support networks and the community

EXPERTISE AND TRAINING OF STAFF

All Teaching Assistants receive weekly training that is responsive to the SEND needs within the School. In addition, they attend individual training sessions to develop their specialist knowledge, for example about particular SENDs or approaches, or individual medical needs. Teachers and Support Staff also undergo a rigorous Performance Management process where their training needs are identified and supported by a school leader and their progress is reviewed on a termly basis.

RESOURCE ALLOCATION AND FUNDING

The Local Authority distributes Primrose Hill Primary's SEND funding but our School decides how to spend this money. Like all mainstream schools, we have up to £6,000 from our SEND budget to spend on each child who needs Extra Support to make progress. The SENDCO, with the support of the Inclusion Leadership Team (ILT), organises and plans the amount of additional in-class and external specialist support required by pupils at the level of Extra Support. Pupils at SEN Support level are funded by a combination of the existing budget and the School's notional SEND budget.

If the evidence supports it, the Local Authority will make additional 'top up' funding available from what is called the '**High Needs Block**' for high needs SEN children. **High Needs Block** is money that the Local Authority will give a school when it is agreed that the child's needs cannot be met within a school's resources. The 'High Needs Block' money held by the Local Authority to support more complex special educational needs. The **High Needs Block** provides:

- Top-up funding, including the funding for EHC plans;
- Any additional services or teams that are centrally funded.

Finally for a child that may require additional support for a limited period, the Local Authority may agree to provide an Exceptional Needs Grant to provide additional funding for a period of up to 2 years.

All schools receive 'Pupil Premium' money to spend on improving the rate of progress for children who are eligible for free schools meals. This is because nationally there is a gap in educational attainment between the group of children receiving free school meals and the majority of children who do not. Please see our policy on Pupil Premium Funding (available on the website) for a full explanation of how Primrose Hill Primary School spends this money.

ADMISSION ARRANGEMENTS

Primrose Hill Primary School follows the admission criteria of Camden Children and Families (in line with the Equality Act 2010) and gives priority to pupils who have a Statement of SEN or EHCP or are Looked After Children. Parents and carers are always encouraged to visit the School in order to assess its suitability for their child's needs. We conduct home visits for all pupils new to the school. You can view our Admissions Policy on our website

ARP Admissions

Admissions into The Grove (Autism Resourced Provision) is strictly through Camden SEN. Parents of children with ASD and an Education and Health Care Plan should liaise directly with the Camden SEN team if they are interested in applying to the Grove.

We offer a once fortnightly parent tour on specified dates which is for all parents on a first come first served basis (please call the office if you would like a tour and book). Any unanswered questions can be followed up with an email or phone call. This is the main means of communication with a prospective parent of a child with an EHCP – we are unable to offer additional meetings as this can be time-consuming and reduce our capacity to support the children already within our setting.

TRANSITION ARRANGEMENTS

The School places great emphasis on sharing information and providing supported, positive transitions for all pupils moving to or from the School. When a child moves up to the next class, we organise handover meetings where teachers and support staff make sure that the new Class Teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children. In addition:

- Admissions to EYFS include home visits, open days, staggered entry, gathering information from the previous nursery or other setting, support from our Leader of Learning for Parents and Community, SENDCo & Inclusion Lead for SEMH;
- Transitions to secondary school are supported by the Leader of Learning for Parents and Community. The procedures include induction days, transition meetings with parents, visits to secondary schools, visits from Secondary SENDCos, supporting parents to complete transition forms, and 'parent-to-parent' information sharing about secondary school choices;
- Transitions to and from our School include sharing information from/with other settings. Where a child has SEND, the SENDCO will directly make contact with parents and the previous setting. Teaching staff go through the routines and timetables with the new child and provide a pupil buddy during the settling period.

LINKS WITH OTHER AGENCIES

Primrose Hill Primary School has a wide range of links with different agencies and organisations who may provide direct support to individual or groups of children, or who may facilitate whole improvement and staff training. These services include:

- The Health Service, through the school nurse
- The Educational Psychology Service
- The Primary Learning Support Service
- Camden's educational welfare service
- Social Services
- CAMHs
- Art and Music therapy

For more information on these and other services available in our School, please see Primrose Hill Primary School's Offer on our website.

COMPLAINTS

At Primrose Hill Primary School, we are responsive to any expressions of concern made by parents and to resolve concerns amicably. Parents who have a complaint about any aspect of SEND should initially contact the secretary to make an appointment with the SENDCo. If the matter remains unresolved then an appointment should be made to see the Head teacher. Parents may also ask to contact the Governor responsible for SEND, Alice Gray. Please see our Complaints Policy for further information.

There are also a number of agencies available to support parents with advice and dispute resolution. SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service), previously the parent partnership services (PPS), can offer impartial advice, information and support and can be reached on 0207 974 6264. The Mediation Service can also help to resolve disputes <http://www.kids.org.uk/Event/sendmediationservice>.

MONITORING AND REVIEWING THIS POLICY

We review the information about SEND in this policy annually and make adjustments as appropriate. Our review involves staff, Governors and parents/carers.

DISSEMINATING THIS POLICY

This SEND Policy is available:

- on the School's website;
- as a paper copy from the School's front office;
- as part of induction for new staff;
- as a summary in the School's prospectus.

We ensure that the whole school community knows about the policy through the school newsletter, teacher-pupil in-class discussion, staff meetings and other communications.