



Bond Primary School

“Working together to create confident lifelong learners”

SEND Policy and Information Report

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Approved by The Governing Body & Michelle Bennett (Headteacher)

Written by: Klara Toth (SENDCo/Inclusion Lead)

Date: December 2022

Date for Review: December 2023

1. Aims

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and/or Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At Bond Primary School, we aim to create a positive and supportive environment for all pupils, without exception. We work closely with all stakeholders to ensure the best possible education is provided for our children; we are passionate about inclusivity and welcome all. We strive to remove barriers to learning and participation, provide an education that is appropriate to pupils' needs, and promote high standards and the fulfilment of potential for all pupils.

Bond Primary School:

- promotes positive relationships, active engagement, and wellbeing for all pupils;
- ensures all pupils can access the best possible teaching; and
- adopts a positive and proactive approach to behaviour.

All children and young people are entitled to an appropriate education, one that is suitable for their needs, promotes high standards and the fulfilment of potential. This should enable children to:

- achieve their best
- make a successful transition into adulthood, whether into employment, further or higher education or training
- become confident individuals leading fulfilling lives

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 and amendments, and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND Information Report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Klara Toth. You can contact her via the school office on 020 8648757

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Work closely with teachers, teaching assistants and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

4.3 The SEND governor is Afua Boaten Busia

The SEND governor will:

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

4.4 The Headteacher is Michelle Bennett

The headteacher will:

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

4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, through quality first teaching, accurate assessment and an understanding and appreciation of each child's needs.
- Adapting their teaching to respond to the strengths and needs of all pupils.
- Following the guidance the SENDCo and specialist staff to work with any teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision, implementing the graduated approach

- Ensuring they follow this SEND policy and other relevant SEND legislation, in particular the SEND Code of Practice 2015

5. SEND information report

5.1 The kinds of SEND that are provided for

The SEND Code of Practice states that there are 4 main areas which cover Special Educational Needs and/or Disabilities. These areas are as follows:

- **Communication and interaction**, for example:
 - Autistic Spectrum Disorder
 - Speech and Language Difficulties
- **Cognition and learning**, for example:
 - Processing Difficulties
 - Retention Difficulties
 - Specific Learning Difficulties such as dyscalculia, dyslexia and dyspraxia
- **Social, Emotional and Mental Health Difficulties**, for example:
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - Anxiety and Depression
 - Attachment Difficulties
 - Trauma
- **Sensory and/or Physical Needs**, for example:
 - Visual Impairments
 - Hearing Impairments
 - Specific Medical Conditions
 - Gross/ Fine motor skills
 - Toileting/ Self-Care

5.2 Identifying pupils with SEND and assessing their needs

At Bond Primary School, we identify children who need additional support in a variety of ways. This includes, but is not limited to:

- Listening to concerns raised by parents;
- Monitoring children who are performing below their age expected level;
- Holding regular Inclusion Meetings with relevant staff to discuss progress, provision and any concerns;
- Concerns raised by teachers or support staff;
- Liaising with Health / Social care professionals;
- Reports received from previous education provisions.

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

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

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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Bond Primary School values parents as partners in the development and education of their children. This is especially important for children with SEND. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
 - We take into account the parents' concerns.
 - Everyone understands the agreed outcomes sought for the child.
 - Everyone is clear on what the next steps are.
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- When relevant, ensure Parents are aware of Merton's Local Offer and support available for them and their child.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support and all the relevant information is set out on a SEND Support Plan or short term EHC Plan which are reviewed termly following the graduated approach, assess, plan, do, review and shared with parents at meetings with the SENDCO.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.. The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- Internal and external assessments as well as observations all contribute to the identification of need.

Children that are on the SEND register will have targets to work on that target specific areas of need or difficulty. Parents/Carers are informed of the targets and support being given. The targets set are SMART – Specific, Measurable, Achievable, Realistic and Time scaled. Termly Inclusion Meetings will take place with teachers and the SENDCo, where we regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. The SENDCO will liaise with the receiving school where necessary and parents will be consulted upon this information sharing beforehand.

Before children arrive in Early Years a home visit will be arranged to facilitate an easy transition into school. There is an annual meeting hosted by Merton where Nurseries meet with schools to discuss the transfer of pupils. The EYFS Lead and SENDCO attend to share information about our pupils.

At the end of the Summer Term, children in Reception and Year 2 will be prepared for their transition into KS1 and KS2.

Each year pupils make visits to their future secondary schools and teachers from the secondary schools visit Bond Primary, meet the children and discuss their needs and progress.

The SENDCO makes contact with the receiving SENDCO in person at an annual meeting hosted by Merton Local Authority. The child and his / her needs will be discussed.

In the year of transfer to secondary school, children with EHC plans have an early annual review in order to amend the EHC Plan to include the current school and the new school.

5.6 Our approach to teaching pupils with SEND

At Bond Primary School we strive to ensure all pupils have access to high quality teaching. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND; good teaching for pupils with SEND is good teaching for all. This includes creating a suitable learning environment, making reasonable adjustments for individual pupils, including differentiation and selecting a range of evidenced teaching strategies that support children with SEND so that the children are allowed full participation where barriers to learning are removed.

Researched and evidenced strategies that support learners with SEND include:

- **Flexible grouping:** research has suggested that streaming can be detrimental to some pupils' learning and may have longer term negative effects on attitudes and engagement with education, where children may feel segregated from their peers. At Bond Primary School we encourage an alternative approach where we allocate pupils to groups flexibly based on the individual needs that they currently share with other pupils. Allocating pupils to temporary groups can also allow teachers to

set up opportunities for collaborative learning and ensure that learning is not 'capped' for some pupils and instead responds to children's strengths and weaknesses.

- **Cognitive and Metacognitive Strategies:** Cognition is the mental process involved in knowing, understanding, and learning. Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Metacognition refers to the ways in which pupils monitor and purposefully direct their thinking and learning. Teachers explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning.
- **Explicit Instruction:** Explicit instruction refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice and then independent practice.
- **Using Technology to support pupils with SEND:** Technology can be a useful tool for supporting teaching. We use a variety of apps to support learning, including Times Tables Rockstars, Word Shark and Widgets.
- **Scaffolding:** 'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. These could be visual, verbal or written. Scaffolds used at Bond Primary School include: vocabulary banks, checklists, writing frames, working walls, punctuation prompts, process success criteria with step by step instruction, now next then prompts, handwriting formation prompt, digit formation prompts, 'bed' prompts, handouts, mind maps, opportunities to verbalise work and maths mats. Teachers use questioning to ensure that pupils with SEND are structuring their work appropriately. These scaffolds are effective in promoting independent learning.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating/adapting our curriculum to ensure all pupils are able to access it. or example, by grouping, 1:1 work, teaching style and content of the lesson
- Ensuring the knowledge and skills progression is adapted to meet the needs of the children
- Differentiating questioning so that all children have
- Adapting our resources and staffing
- Using recommended resources such as: iPads, coloured overlays, visual timetables, visual aids, reward charts, larger font, ear defenders, widget images, weighted blankets, wedges, sensory tools, gym and peanut balls, wobble cushions
- Careful consideration of seating plans
- Providing calming corners in the classroom to support emotional regulation

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- Differentiating our teaching and personalising the learning for the child, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and overlearning opportunities.
 - Access arrangements for some children when they complete assessments, such as additional time, scribes, readers and prompters
 - Work stations for some children who need quiet, distraction-free areas to work
 - Auditing the environment on a yearly basis to ensure physical needs are met.

5.8 Additional support for learning

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in supporting pupils who have SEND. Some identified children will need targeted intervention. The interventions run in the school may change, depending on the needs of the children, the expertise/training of the staff and current advice from external professionals. Interventions can be grouped according to the four main needs, although some are interchangeable. These interventions include (but are not limited to):

Communication and interaction:

- Bucket Time (Attention Autism): supporting children who struggle to focus or have limited attention skills for children in EYFS and KS1.
- Language Groups EYFS and KS1: To support any child who is identified as having slow progress with their early speech and language.
- Social Skills Group KS1 Time To Talk: explicit teaching of social skills, targeted especially at those children with ASD
- Social Skills Group KS2 Talkabout: explicit teaching of social skills, targeted especially at those children with ASD
- SEND PE Social Skills Group: a social skills group through PE, learning skills such as: cooperation, teamwork, following instructions, 'losing' and resilience

Cognition and learning

- Keep up Little Wandle Phonics: for any children who fall behind in phonics in year 1
- Rapid Catch-Up Little Wandle Phonics: for any children Y2-Y6 who requires additional support to ensure they are decoding words and reading fluently
- Precision Teaching: a specific methodology to support the learning of facts and knowledge
- Study Support: targeted support for those children behind in their learning

Social, Emotional and Mental Health Difficulties

- Life Skills: supporting those children who require explicit teaching of these skills, in particular targeted at those children with ASD
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- ELSA – Emotional Literacy Support Assistants work with children who are struggling to understand and deal with their emotions after a traumatic life event, a stressful period in school or at home or have another specific emotional need.
- Zones of Regulation: to support emotional and sensory regulation

Sensory and/or Physical Needs

- SEND Gross Motor Skills Groups for KS1 and KS2: to support children with
- OT Fine Motor Skills: to support children with underdeveloped fine motor skills
- Sensory Circuits: to support children with sensory regulation
- Deep pressure work with gym balls, peanut balls and access to a therapeutic room

We also have programmes designed by external professionals for individuals, in particular, but not limited to, those children with EHCPs:

- Occupational Therapists
- Speech and Language Therapists
- Physiotherapists
- Learning Professionals.

Other external professionals/agencies who provide additional intervention, include:

- **Merton Language and Learning Support Team and the Virtual Behaviour Service** are available to be bought in, if required, to help with assessment, advice and / or some direct work with children who have learning or emotional / behavioural needs.
- **Merton Occupational Therapy Service** work with children who require additional programmes of support to help children and young people develop their skills in everyday activities.
- **Merton Physiotherapy Service** work with children who require additional support with movement, mobility, posture, muscle strength and flexibility. They treat children mainly through exercise, movement and positioning through play.
- Merton Sensory Team support children with children with language impairment or visual or hearing difficulties.
- Young children (up until the end of their year in Reception Class) with speech and language difficulties are referred to **Sutton and Merton's Speech and Language Therapy Team**. The Speech Therapist provides a package of support for those children who have language needs
- **The Merton Early Years Inclusion Service** provides advice for some children who have already been identified as having Special Education Needs before or during their time in our Nursery.

- **MAOS (Merton Autism Outreach Service)** is also available to provide advice and strategies to staff who work with pupils on the Autistic Spectrum or pupils who have social communication difficulties.
- **The Educational Psychologist (EP)** linked to the school, observes, assesses and reports on pupils who are referred by the SENDCO. Parents and Class Teachers are always involved. The EP also monitors pupils with continuing serious difficulty and offers advice to the SENDCO and Class Teachers.
- **Shine Saturday School:** To support those children behind in the academic study

5.9 Expertise and training of staff

Our SENDCO/Inclusion Lead, Klara Toth, has vast knowledge and expertise of SEND provision and Inclusion, working in education for 17 years as a class teacher, an Assistant Headteacher, a Deputy Headteacher and a SENDCO for over 10 years. She has had extensive training, acquiring the National Award for SENDCOs and Post Graduate Certificate in SEND Coordination and has had experience of working across four London boroughs. She has led English, maths and music and has a passion for inclusivity and ensuring that every child has the best possible opportunities academically, socially and emotionally. She has also experienced working in specialist settings, in particular autistic and SEMH specialist provisions.

The staff benefit from her expertise and that of the Headteacher, when necessary, as a former SENDCO herself. We have created links and positive relationships with other agencies and schools and utilise these to ensure that our teaching staff receive the best possible training and up-to-date information about SEND practice.

We have a team of Teaching Assistants, including Higher Level Teaching Assistants (HLTAs) who are trained to deliver SEND provision.

5.10 Evaluating the effectiveness of SEND provision

Teaching and Learning

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

- Reviewing pupils' individual progress towards their goals at least termly
- Reviewing the impact of interventions and auditing them

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- Using pupil questionnaires or pupil voice
 - Monitoring by the SENDCO
 - Using provision maps to record progress and assess provision
 - Holding annual reviews for pupils with EHC plans

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

All pupils are entitled to the same opportunities and experiences and they are included in all the activities that are possible. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Facilitates

- The school has a number of ramps providing access to the building.
- There are two toilets for the disabled, one situated on the ground floor and the other on the first floor. There is 1 toilet in Nursery and 1 in Reception with wider doors.
- A lift allows disabled access to the first floor.
- (see also Accessibility Policy)
- Our school Accessibility Policy and Plan supports with this.

5.12 Support for improving social, emotional and mental health development SEMH

We provide support for pupils to improve their social, emotional and mental health development in the following ways:

- All staff have had '**Emotional Coaching**' Training to support the overall culture of positive emotional wellbeing and mental health
 - Whole school training and implementation of '**The Zones of Regulation**' supporting children's emotional and sensory regulation
 - **Mental Health expertise** in the form of: SENDCO/Inclusion Lead also the Senior Mental Health Lead; Mental Health First Aiders; Family Support Worker and part of the Mental Health and Wellbeing Cluster
 - **A Play Therapist** works with children to support their Social, Emotional and Mental Health needs
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- **Off the Record Counsellor** who supports targeted children, in particular if they have experienced trauma
- **A Drama Therapist** works with children to support their Social, Emotional and Mental Health needs, often with children who experience trauma
- **Place2Be Journey of Hope** intervention for children who need additional emotional wellbeing support
- **ELSAs (Emotional Literacy Support Assistants)** who support children with a range of mental health difficulties, including: anxiety, self-esteem, bereavement, confidence, emotional regulation and separation
- **A TAMHS worker** is available to support pupils with additional needs and their families one day a week.
- Targeted children may have **Nurture Support Intervention**
- We have a **Nurture Room; a sensory, therapeutic room – The Sancturay-** which is a calming area for children who need to use calming strategies and a **Rainbow Room** to deliver SEMH intervention
- **MDSs are also TAs** which means that the pupils are able to speak to a trusted adult whenever they need to during the day. There is a high proportion of adults to pupils on the playground to facilitate this
- Staff are trained to recognise that behaviours are a form of communication and that restorative approaches to addressing undesired behaviours should be used and the triggers explored
- Positive behaviour management
- **We have a zero tolerance approach to bullying**

5.14 Working with other agencies

In order to meet the needs of all children and ensure children with SEND and their families have the correct support and provision, the SENDCO will draw upon expertise within the school and externally. We have formed many links with other agencies and within the Borough in order to achieve high-quality education for children with SEND. Multi-agency working is crucial in supporting children with additional needs. Information about our links are below:

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- For some pupils with SEND there may be involvement with the Health Authority, Social Services, Educational Welfare or Child Guidance. These agencies liaise with the school and may ask the school to provide information or attend meetings. Parental consent will be sought before information about pupils is given. Close co – operation between all services, parents and teachers is beneficial.
 - Educational Welfare Officer (EWO): regularly checks attendance registers and may visit the home of a pupil to see what is needed to secure maximum school attendance. She/He also attends Team Around the Child/Family (TAC/F) meetings if appropriate.
 - School Nurse: is able to make referrals to other health agencies, with parental permission. She undertakes vision and hearing checks, when appropriate, and also gives talks to the children on various hygiene issues. She liaises regularly with the SENDCO and the Headteacher.
 - Shine is a charity based organization that runs classes on a Saturday during term-time for 10 of our pupils. This year it is being run online.
 - Referrals are made to Young Carers and to the Travellers' Service when appropriate.
 - Merton Language and Learning Support Team and the Virtual Behaviour Service are available to be bought in, if required, to help with assessment, advice and / or some direct work with children who have learning or emotional / behavioural needs.
 - Merton Sensory Team are asked for help with children with language impairment or visual or hearing difficulties.
 - Young children (up until the end of their year in Reception Class) with speech and language difficulties are referred to Sutton and Merton's Speech and Language Therapy Team. The Speech Therapist provides a package of support for those children who have language needs identified on their EHC plan.
 - The Merton Early Years Inclusion Service provides advice for some children who have already been identified as having Special Education Needs before or during their time in our Nursery.
 - MAOS (Merton Autism Outreach Service) is also available to provide advice and strategies to staff who work with children on the Autistic Spectrum or children who have social communication difficulties.
 - The Educational Psychologist (EP) linked to the school, observes, assesses and reports on children who are referred by the SENDCO. Parents and Class Teachers are always involved. The EP also monitors children with continuing serious difficulty and offers advice to the SENDCO and Class Teachers.
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- A TAMHS worker is available to support children with additional needs and their families
- A Play Therapist works with pupils to support their Social, Emotional and Mental Health needs.
- Child and Adolescent Mental Health Service work with the school to support children with mental health difficulties and to assess for neuro-developmental conditions, such as ASD and ADHD
- Early Help: providing support to children, young people and their families when problems have emerged but do not yet meet the threshold for statutory intervention.
- The SENDCO works very closely with Merton Local Authority and the SEND Team

5.15 Complaints about SEND provision

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

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

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

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

The Merton Information and Advice Support Centre provides independent advice and support for parents of children with SEND, especially those involved in the Assessment of EHCP process. The school signposts parents to this. Contact details:

Fran Turko

MIASS Officer

Merton Information and Advice Support Service

SEN and Disabilities Integrated Service

Joseph Hood Primary School

Whatley Avenue

SW20 9NS

(Tel. 020 8543 8854) fran.turko@merton.gov.uk

- For younger pupils with SEND, referrals can be made to the FSD to support parents with understanding and managing their child's needs.
- For those parents whose children have a diagnosis of ASD, they are steered towards Merton Early Bird Plus.
- Parents are guided towards the Local Offer.

5.17 Contact details for raising concerns

As we pride ourselves on establishing good relationships with our parents/carers we would expect any concerns that they have to be raised with their child's class teacher in the first instance. The SENDCO, Klara Toth, is available to parents should they have any concerns about their child/ren. She is contactable via telephone and email.

Telephone: 020 8648 8757

Email: bondprimary@bond.merton.sch.uk

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://directories.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0>

6. Monitoring arrangements

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

It will be approved by the Governing Board.

7. Links with other policies and documents

This policy links to our policies on

- Accessibility

- Safeguarding Policy
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions