



Beatrix Potter Special Educational Needs and Disabilities (SEND) Policy and Information Report 2023-2024

Article 28: Every child has the right to education no matter who they are: regardless of race, gender or disability; if they're in detention, or if they're a refugee.

Article 27: every child should be able to live in a way that helps them reach their full physical, mental, spiritual, moral and social potential.

Purpose:

The Special Educational Needs and Disability (SEND) Policy is a key part of a successful inclusive school.

The SEND policy outlines how Beatrix Potter aims to meet the additional needs of all children and should be read in conjunction with the school's equality/diversity policy.

There is a shared expectation at Beatrix Potter that all pupils regardless of their specific needs should be offered inclusive quality teaching which will enable them to make the best possible progress and feel that they are an equal and valued member of the wider school community regardless of their own or relationship with age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex or sexual orientation.

1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND. Beatrix Potter is an inclusive school. We aim to ensure that all pupils including those with special educational needs and disabilities have

full access to all school activities so far as this is reasonable, practical and compatible with the pupil receiving special education provision and consistent with the efficient education of other children in the school and the effective use of resources.

We believe that all children are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training (SEND Code of Practice 0 – 25 (January 2015) Para 6.1)

At Beatrix Potter, every teacher is expected to be a teacher of every child including those with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

We are committed to high quality teaching that is differentiated and personalised and strive to provide a curriculum which is accessible to, and meets the individual needs of the majority of children. We recognise that some children need educational provision that is additional or different from this and we will make our best endeavours to ensure that special educational provision is made for those who need it.

We aim to know where children with SEND are in their learning by:

- Ensuring decisions are informed by the insights of parents and those of the children themselves
- Having high expectations for all our children
- Tracking their progress towards their targets
- Reviewing the additional or different provision that is made for them
- Promoting positive outcomes in personal and social development and
- Ensuring that the approaches we use are based on the best possible evidence and are having the required impact on progress

We recognise the vital role of parents/carers in the identification, assessment and response to their child's special educational needs. We aim to work in partnership with parents/carers, valuing their views and contributions and endeavour to keep them fully involved in their child's education. **We also follow the expectations set out in the 'Ordinarily Available Provision' guide set by Wandsworth when implementing provision**

We recognise the importance of early identification and assessment of pupils with special educational needs. We have practices and procedures in place which aim to ensure that all pupils' special educational needs are identified and assessed and the curriculum is planned to meet their needs and the appropriate support strategies are implemented. If additional specialist advice and support is necessary, we contact the appropriate external agencies.

We are committed to effective collaboration between all agencies working with a child and a multidisciplinary approach to meeting pupils' special educational needs.

We believe in the involvement of the child and the importance of taking their views into account, so we make every effort to involve the child in decision-making about their education.

All stakeholders at Beatrix Potter are committed to promoting positive mental health and emotional wellbeing for all students, their families, members of staff and governors.

2. Legislation and Guidance

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

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

[The Equality Act 2010](#)

[Supporting Pupils at School with Medical Needs \(December 2015\)](#)

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 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.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and Responsibilities

The SENCO is Lynn Jones

The Governing Body has appointed members to oversee the provision of Special Education Needs. The SEND Governor, is Jill Gisby.

The school SENCO (Special Educational Needs Coordinator) will oversee:

- The day-to-day operation of the school's SEND policy.
- Liaison with and advising fellow teachers.
- Co-ordinating provision for children with SEND
- Maintaining the school's SEND register and overseeing the maintenance of records on pupils with SEND.
- Overseeing the Provision Map.
- Liaison with the parents of pupils with SEND.
- Contributing to the in-service training of staff relevant to SEND provision.
- Liaison with external agencies including the educational psychology service, support agencies, health, social services, and other relevant bodies supporting SEND provision, alongside teaching staff.
- Advise teachers how best to support pupils with varying needs and ensure that pupils who are capable of matching their peer group do so as quickly as possible.
- Advise on the effective use of assistants, specialist helpers and volunteers, and help ensure they are familiar with the approaches being used supported by the deputy.

Class Teacher

All teachers are directly responsible and accountable for all pupils in their class, even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom. The responsibility and accountability for the progress and development of pupils with SEN lies with the class teacher. He / she is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils.
- Checking on the progress of your child and identifying, planning and delivery of any additional support.
- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.

Learning Support Assistants Under the guidance of the class teacher and SENCO to:

- carrying out activities and learning programmes planned by the class teacher
- supporting children in class or by withdrawing individuals and small groups
- attending courses and training where appropriate
- being fully aware of the school's SEND policy

Governors

- A named governor (Jill Gisby) to have responsibility for the implementation of the SEND policy
- being fully involved in developing and monitoring the SEND policy
- having up to date knowledge about the school's SEND provision, including funding
- knowing how equipment and personnel resources are deployed
- ensuring that SEND provision is an integral part of the School Development Plan
- ensuring that financial resources are available to carry out the SEND policy
- ensuring the quality of SEND provision is continually monitored

- ensuring the SEND policy is subject to a regular cycle of monitoring, evaluation and review
- liaising with the Headteacher, SENCO and staff

Beatrix Potter Primary School Special Educational Needs (SEN) Information Report

As a school we work within the Wandsworth guidance on Provision for children with SEN in mainstream schools which explains the ways learners with different additional needs are provided for within the school. We also follow our 'Equality Objectives'. More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Family Information website at [Wandsworth's SEND Local Offer | THRIVE Wandsworth](#)

020 8871 7899

Text on 07797 805 456 - text THRIVE at the beginning of your message

Inclusion Statement

At Beatrix Potter School, all pupils, regardless of their needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

There are four broad areas that give an overview of the range of needs that might be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with an Autism Spectrum Disorder are likely to have particular difficulties with social interaction. Children with Hearing Impairments or Global Delay may also have delayed language skills which impacts on their ability to communicate effectively.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning and includes a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

Social, emotional, mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. Children's behaviour can be a symptom of an underlying need. We aim to identify the reasons behind challenging behaviour rather than identifying behaviour as a SEND.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At Beatrix Potter, we aim to identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child.

NB: There are other factors which are NOT SEND but may impact on progress and attainment:

Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)

Attendance and Punctuality

Health and Welfare

EAL

Being in receipt of Pupil Premium Grant

Being a Looked After Child

Being a child of Serviceman/woman

Attendance

Some children's SEND may impact on their attendance and in some cases may lead to school avoidance or refusal. The school will work to support children and their families where a SEND directly impacts on attendance. Individualised approaches may need to be agreed upon to ensure that all children attend school as much as they are able given their personal circumstances.

Early Identification:

If a child arrives with an already identified SEND we will endeavour to contact any outside agencies involved with your child and ensure we are aware of any particular needs, support packages or advice that may help us to support your child.

When considering whether a child has a special educational need the school will follow the identification process guidance provided by the LA. See Appendix 2

Concerns can be triggered by parents (see above) or, if regular assessing and tracking at termly pupil progress meetings shows less than expected progress despite quality first teaching (QFT). At this stage information will be gathered, including a discussion with the pupil and their parents in order to develop a good understanding of the child's strengths and difficulties, parental concerns, outcomes and the next steps. For higher levels of need we may seek advice from external specialists. Consideration of whether special educational provision is needed will be led by the desired outcomes, including expected progress, attainment and the view and wishes of parents and the child. Children will only be identified as having a SEND and placed on the SEND Support Register if they make less than expected progress despite high quality, personalised and differentiated teaching and reasonable adjustments to classroom provision and/or interventions.

Pupils with SEND are regarded as full members of the school community. All children attending the school have full access to the curriculum, environment, resources, staff and activities so far as this is reasonable, practical and compatible with the pupil receiving special educational provision and consistent with the efficient education of the other children in the school and the effective use of resources. The school carefully monitors all areas of school life to identify and address any barriers to inclusion for individuals or groups.

The Special Education Needs Co-ordinator is Lynn Jones
She can be contacted on: 0208 874 1482 and her e-mail address is:
senco@beatrixpotter.wandsworth.sch.uk

What should I do if I am concerned about my child's progress or special educational needs?

- Step 1: contact your class teacher to organise a meeting to discuss your concern.
- Step 2: the SENCO will become involved if the class teacher feels that he/she needs additional advice on how to support your child in class.

We will complete an Initial Concerns Record with you. The class teacher (with the support of the SENCO) will set outcomes and plan quality first teaching and extra support (and/or interventions) to target areas of weakness.

- Step 3: if you are unhappy with the advice you have received you may wish to arrange to meet with Amanda Robertson, Headteacher or the SEND Governor.

How does the school decide whether a child has special education needs and what extra help they need?

Early Identification: The SEND Code of Practice (Jan 2015) defines SEN as below (p.15-16): **xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. xiv. 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 or mainstream post-16 institutions.**

If a child arrives with an already identified SEND, we will endeavour to contact any outside agencies involved with your child and ensure we are aware of any needs, support packages or advice that may help us to support your child.

When considering whether a child has a special educational need the school will follow the identification process guidance provided by the LA. Concerns can be triggered by parents (see above) or, if regular assessing and tracking at termly pupil progress meetings shows less than expected progress despite quality first teaching (QFT).

At this stage information will be gathered, including a discussion with the pupil and their parents to develop a good understanding of the child's strengths and difficulties, parental concerns, outcomes and the next steps. For higher levels of need we may seek advice from external specialists.

Consideration of whether special educational provision is needed will be led by the desired outcomes, including expected progress, attainment and the view and wishes of parents and the child.

Children will only be identified as SEN and placed on the SEN Support Register if they make less than expected progress despite high quality, personalised and differentiated teaching and adjustments to classroom provision and/or interventions.

The SEND Code of Practice (Jan 2015) identifies less than expected progress as follows (6.17 p.95):

- is significantly slower than that of their peers with similar starting points
- 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

The quality of teaching is regularly and carefully reviewed through timely observations and monitoring. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

If it is decided that a child does have a SEN, then the parents will be informed and the child will be placed on the SEND register. Actions will be put in place to remove barriers to learning and effective SEN support put in place. Targets will be written and the Provision Map shared with parents.

This SEN Support will take the form of a '**graduated approach**'. This is a four-stage cycle through which earlier decisions and actions are revisited, refined, and revised to create a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The Graduated Approach

Assess:

The class teacher, working with the SENCO will decide on the child's needs using the following:

- teacher's assessment and experience of the pupil
- their previous progress and attainment, as well as information from the school's pupil progress tracking system, attainment, and behaviour
- the individual's development in comparison to their peers and national data
- the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

Plan:

The teacher and SENCO will meet with parents to agree on the provision to be put in place and the expected outcomes for that provision with a clear date for review. This may involve increased differentiation in the classroom or a targeted intervention. Provision will be recorded on an individual provision map along with outcomes for the next term.

Do:

The class teacher will remain responsible for working with the child daily. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The role of the SENCO is to support the class teacher in the further assessment of the child's particular strengths and weaknesses.

Review:

The progress of the pupil and the impact of the SEN provision will be regularly monitored by the class teacher, with support as required from the SENCO. SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, we or the parents can consider requesting a statutory assessment for a Education, Health and Care Plan from the local authority.

The SEND Support Register

The school will keep a record of all children who are receiving SEND support. Once a child has been placed on the SEND Support Register the school may seek further advice and support from an outside agency.

A provision map will be drawn up to which the specialist agency also contributes targets. Usually, in addition to specialist support, the child continues to receive school support. Parents are invited termly to meet with class teachers to discuss progress, set new outcomes and decide on next steps.

Progress continues to be regularly reviewed and if targets are fully met the outside agency may no longer need to be involved. Provision maps need to be working documents that show exactly what needs have been identified, how to remove key

barriers to learning effectively and the clear outcomes to be achieved within an agreed time frame.

The class teacher is responsible for updating provision maps with any new interventions and the pupil's provision map in partnership with the pupil, the parents, the SENCo and any other adult involved with the child (e.g. LSA).
The class teacher is responsible for evidencing progress according to the outcomes described in the provision map.

If we are unable to meet the needs of a child through our own provision arrangements, we may engage additional support or specialist services. The school will request the support or services provided by the Local Offer.

Such specialist services include but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment (Wandsworth Sensory Support Service), including multi-sensory impairment, and for those with a physical disability.
- Therapists (including Speech and Language therapists, Occupational Therapists and physiotherapists)

Education, Health and Care Plans (EHCP)

A small number of children need to have a Education Health and Care Plan to ensure that their individual needs can be fully met. They are given a banding according to need and this equates to an amount of money the school is given by the LEA to support the child. This funding is used in a variety of ways including providing additional support and the purchase of specialist equipment and resources or specialist advice.

Children with EHCPs continue to have detailed provision maps which are regularly reviewed by all involved with the child. Learning Support Assistants (LSA's) have clear guidance as to the child's individual targets for each curriculum area and review progress daily.

Once a year there is an Annual Review where all involved meet to discuss the child's progress towards meeting the objectives in the statement, the level of provision needed and to set targets for the child to achieve over the next year.

How will I know how my child is doing and how will you help me to support my child's learning?

- We will meet with parents/carers 3 times a year to discuss concerns, progress, provision and targets.
- If you want to arrange a meeting to discuss your child's progress or how best to support their learning you can arrange a meeting with your class teacher and/or SENCO
- We support parents/carers to help their children by: setting regular homework, sharing targets, providing termly reports, meeting termly with parents, parent/carer workshops and information meetings.

How will my child be involved and consulted?

- Children with SEND are regularly asked for their views. All children in the school are asked to reflect on their learning as part of the whole school monitoring process. Children with EHCPs are asked to reflect on their year as part of the Annual Review process in the form of a ‘One Page Profile’.

How is teaching and the curriculum adapted to my child’s needs?

- At Beatrix Potter we believe that every teacher is a teacher of children with SEND. There is a whole school responsibility for making sure that children make expected progress. We believe that is essential. As an inclusive school we ensure that all children are given equal access to the curriculum through quality first teaching. The different needs of children in the classroom are met through careful planning, differentiation, by providing challenge and support, adapting resources and approaches.
- Some children may need additional support over and above what may be normally provided in the classroom. This may be provided through carefully targeted additional materials/resources/equipment or through withdrawal from the classroom for short periods of time to receive an intervention such as Speech and Language Therapy or Occupational Therapy.
- We may use additional adults to provide support – this may be a Learning Support Assistant for a child with a Plan or a Teaching Assistant who may provide small group support in or out of class.
- We are fortunate to have additional teaching staff so that we can teach children in smaller groups for Literacy and Maths. Many children with SEND benefit from being taught in a small group where they can receive the additional help they need in a supportive environment.
- We aim to provide a multi-sensory approach to the curriculum that suits a range of learning styles. This may involve the use of ICT, drama, art, or music.

How do you promote positive behaviour?

- We are a Gold Level Rights Respecting School, and we operate a consistent behaviour policy across the school which is written in line with UNICEF’s Rights of the Child. The **whole staff** is responsible for delivering the behavioural policy and fostering a positive approach to behaviour management across the school. Our School Charter sets out the expectations we have of the pupils and that they should have for themselves. Children are encouraged to take responsibility for their own behaviour and to consider how it may impact on others.
- Some children are provided with support at unstructured times through well-trained playground and lunchtime supervisors. We have a longstanding tradition of children supporting each other in the playground through Anti-Bullying Ambassadors and Peer Mentors
- Behaviour is monitored carefully to identify trends or areas that need to be addressed

What training and specialist skills do the staff supporting children with SEND have or are having?

- The school supports a wide range of CPD approaches including: in school training, school visits to observe good practice in other settings, attendance at courses etc. All our staff receive universal levels of training and the school expects all staff to be teachers of children with SEND. Staff are encouraged to suggest training that they feel would have a positive impact on their practice.
- We are visited regularly by specialist services such as Occupational Therapists, Speech and Language Therapists, the Wandsworth Hearing Support Service and Visual Support Service.
- We have attended Good Autism Practice in the past and we have been proactive in upskilling the staff at Beatrix Potter. We have regular visits from Wandsworth Autism Advisory Service.
- Staff receive regular training/advice from SALT, B&LSS, OT to help them support children with specific needs.
- The SENCO regularly attends the LA's SENCO network meetings to keep up to date with local and national updates in SEND.

How do you make the school environment and curriculum accessible for all children?

- Environmental adaptations for learners with ASD/sensory needs
- General equipment e.g. sloping desks, move 'n' sit cushions, sensory toys, OT equipment.
- Our classrooms are ASD friendly with visual timetables, visual behaviour management charts, clear routines, and expectations.
- Children with SEND are entitled to additional time in formal assessments.
- Other adaptations to the school include ramps, rails, and disabled toilets.
- ICT equipment and software Clicker 7, oversized keyboard and mouse, iPads.

How will my child be included in activities outside of the classroom?

- There are a wide range of activities and clubs before, during and after school. The school does its best to ensure that every child can take part in these activities.
- All children are included in school trips. Risk assessments are made before every trip.
- Residential trips are available in Upper Key Stage 2.
- A range of activity days are organised as part of the school year which include all children e.g Sport's Weeks, Anti-Bullying Days, Science Weeks, World Book Day, Well-Being Day.

How will the school prepare my child to join the school or transfer to a new school?

If your child is joining our school, we make sure they have a buddy to show them around. A member of staff will greet your child on your first morning and make sure they settle into the school. We will make every endeavour to ensure we have enough details about your child before they begin to ensure the induction process is smooth and that we can meet the needs of your child.

If your child is moving to another school or is in Year 6, we will endeavour to contact the school and give them as much information about your child as possible to ensure a smooth transition.

We are part of the LA's Primary Secondary Transfer process where all relevant information on children with SEND is passed onto the secondary school. The SENCO meets with the SENCOs of the secondary school to ensure that all relevant information is passed on.

If your child has an EHCP, an Annual Review will be held in the summer of Year 5 to discuss possible secondary schools and amend their statement accordingly.

When moving classes in school children will have the opportunity to meet their new teacher and visit their new classroom before the end of the summer term. In some cases, children will receive a personalised transition passport to prepare them for their next year.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

- SALT, OT
- BLSS and WAAS
- Greenmead School outreach services for children with physical disabilities
- Voluntary readers
- Educational Psychologist
- WHSS and WVSS
- ELSA
- Drawing and Talking sessions
- KICK Mentor

How do we work together?

- The specialist service will make regular visits to the school. They will collaborate closely with the class teacher to assess your child, set targets, advise on planning, and review progress.
- The school may hold Team Around the Child (TAC) meetings to review progress.

What will you do if my child has medical needs?

We will take advice from specialist services e.g. school nurse, diabetes nurse, epilepsy nurse depending on the needs of your child. All staff will be made aware of the medical needs of your child. A health care plan will be written in collaboration with you and the SENCO at the school to ensure that your child's needs are met.

What should I do if I am unhappy with my child's support or progress?

The school aims to ensure that parents feel welcome to discuss issues relating to their child's education with the class teacher. Concerns about special educational needs provision should be addressed to the SENCO or the Headteacher who will respond by meeting with the parents/carers to discuss and hopefully resolve the situation.

If they cannot resolve the issue then you can refer to the school's complaint procedure. Sometimes the Parents in Partnership Service may be invited to attend to give support and impartial advice to the parents/carers. If this does not resolve the situation, then the complaint should pass to the Disagreement Resolution Service outlined in section 11 of the Code of Practice. * This link will take you to the Wandsworth School Complaints Procedure: [School complaints process - Wandsworth Borough Council](#)

Where can I go for further advice and support?

- Family Information Service (Previously THRIVE) offers advice and support for parents/carers of children with SEN/disability. They provide an impartial and confidential service to all parents of children with SEND. Visit their website at [Family Information Service](#)

The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at [Positive Parent Action - for disabled children and young people in Wandsworth](#) or email Catherine.ratcliffe@cafamily.org.uk.

- More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the [Family Information Service](#).

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Glossary:

B&LSS: Behaviour and Learning Support Service
CPD: Continued Professional Development
EHCP: Education, Health and Care Plan
EP: Educational Psychologist
LSS: Literacy Support Service
OT: Occupational Therapy/Therapist
SALT: Speech and Language Therapy/ Therapist
SEND: Special Educational Needs and Disability
TAC: Team Around the Child
VIS: Visual Impairment Service
WHSS: Wandsworth Hearing Support Service

Appendix 1

The SEND Code of Practice: 6.2 Every school is required to identify and address the SEN of the pupils that they support. Mainstream schools, which in this chapter includes maintained schools and academies that are not special schools,

maintained nursery schools, 16 to 19 academies, alternative provision academies and Pupil Referral Units (PRUs), must:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO (this does not apply to 16 to 19 academies)
- inform parents when they are making special educational provision for a child
- prepare an SEN information report (see 'Publishing information: SEN information report', paragraph 6.78 onwards) and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

Appendix 2

SEN Support Identification Process

Step 1

Regular assessment and tracking of all pupils at pupil progress meeting shows less than expected progress despite QFT; or concerns raised regarding emotional well-being or behaviour.

Parent/carer/outside professional raises a concern.

Step 2

Class teacher completes **initial concerns record**, meets with parent/carer/child and records agreed actions and completes **notes of initial concerns meeting**

Class/subject teacher leads on setting outcomes and plans QFT and 'extra support and other rigorous interventions' targeted at areas of weakness.

Step 3

Good progress.
Return to regular tracking

Review

Some progress
made. Repeat cycle **once more**

Step 4

Less than expected progress towards agreed outcomes despite QFT targeted at areas of weakness

Communicate with parents

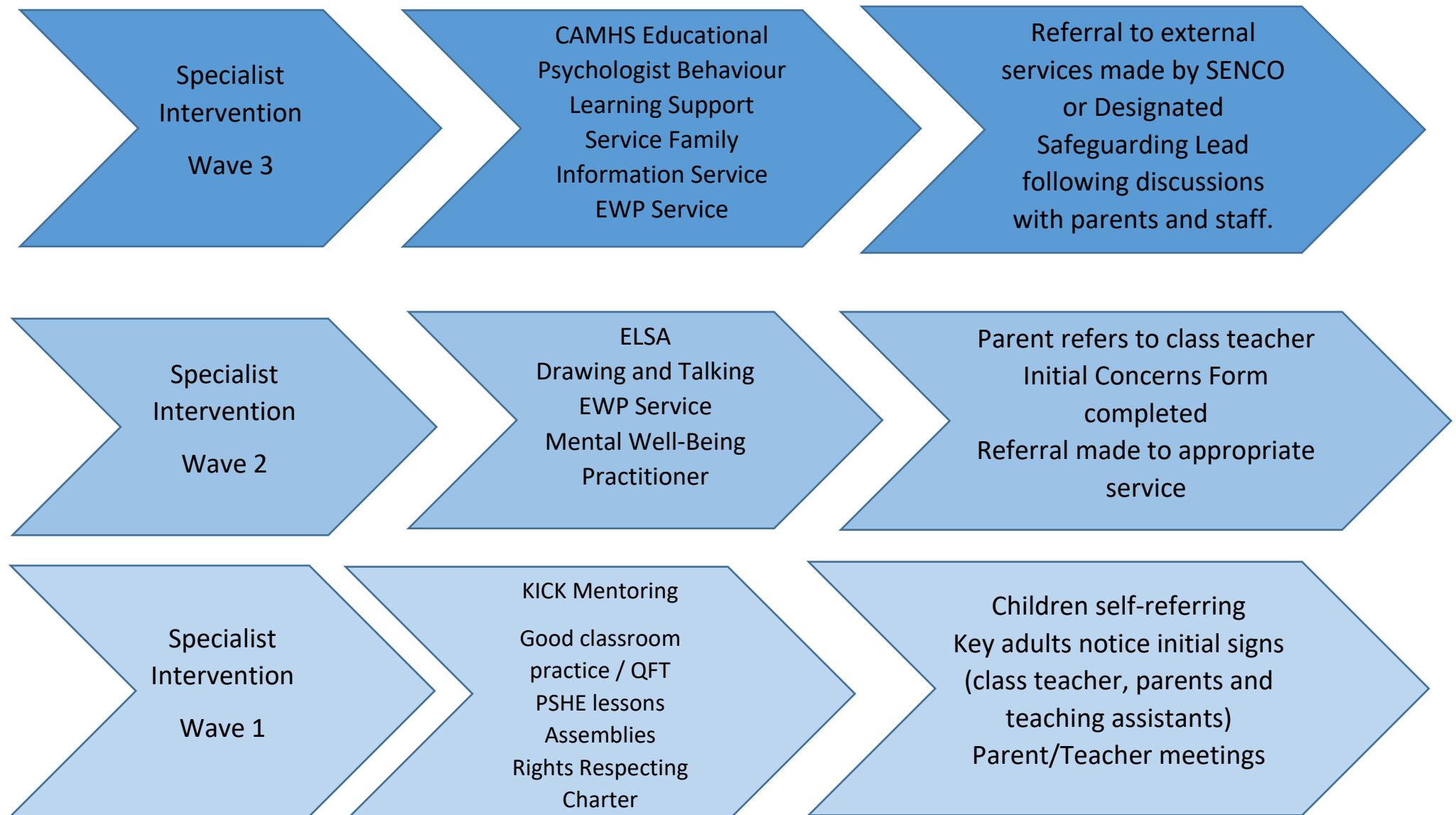
Class teacher, working with Senco:

1. Carries out further assessment to provide clear analysis of pupil's needs.
2. Agree whether the child has a learning difficulty which requires SEN Provision

Not SEN currently
Underachieving
Address other causal factors eg attendance

SEN
Begin cycle 1 at SEN support and use **SEN Support Record**
Formally record at SEN and inform parents

Supporting Emotional Well-being at Beatrix Potter



Risk and protective factors for CYP's mental health

RISK FACTORS

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| <ul style="list-style-type: none">✗ Genetic influences✗ Low IQ and learning disabilities✗ Specific development delay✗ Communication difficulties✗ Difficult temperament✗ Physical illness✗ Academic failure✗ Low self-esteem | <ul style="list-style-type: none">✗ Family disharmony, or break up✗ Inconsistent discipline style✗ Parent/s with mental illness or substance abuse✗ Physical, sexual, neglect or emotional abuse✗ Parental criminality or alcoholism✗ Death and loss | <ul style="list-style-type: none">✗ Bullying✗ Discrimination✗ Breakdown in or lack of positive friendships✗ Deviant peer influences✗ Peer pressure✗ Poor pupil to teacher relationships | <ul style="list-style-type: none">✗ Socio-economic disadvantage✗ Homelessness✗ Disaster, accidents, war or other overwhelming events✗ Discrimination✗ Other significant life events✗ Lack of access to support services |
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Child



Family



School



Community

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| <ul style="list-style-type: none">✓ Secure attachment experience✓ Good communication skills✓ Having a belief in control✓ A positive attitude✓ Experiences of success and achievement✓ Capacity to reflect | <ul style="list-style-type: none">✓ Family harmony and stability✓ Supportive parenting✓ Strong family values✓ Affection✓ Clear, consistent discipline✓ Support for education | <ul style="list-style-type: none">✓ Positive school climate that enhances belonging and connectedness✓ Clear policies on behaviour and bullying✓ 'Open door' policy for children to raise problems✓ A whole-school approach to promoting good mental health | <ul style="list-style-type: none">✓ Wider supportive network✓ Good housing✓ High standard of living✓ Opportunities for valued social roles✓ Range of sport/leisure activities |
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Child

Family

School

Community

PROTECTIVE FACTORS