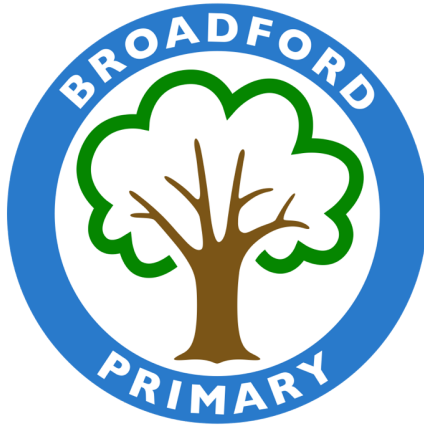


# SEN Policy

Identifying and supporting pupils with Special Educational Needs

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Policy review date	September 2021
Date of next review	September 2022

## Guiding Principles

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible, therefore it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

## Three principles for inclusion

- *Setting suitable learning challenges* - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- *Responding to pupils' diverse learning needs* - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning
- *Overcoming potential barriers to learning and assessment for individuals and groups of pupils* - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for pupils with special educational needs and disabilities our policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have special educational needs;
- to ensure the schools have an Accessibility Plan in line with statutory guidelines.
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify the needs of pupils with disabilities and/or special educational needs (SEN) as early as possible;
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- to provide a graduated approach in order to match educational provision to pupils' needs;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the children and young people concerned and, involve them in decision making in order to provide more effectively for them;
- to make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning;
- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help.

## **Roles and Responsibilities**

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources available to fulfill the requirements outlined in this policy document.

### **Governors, Executive Head teacher & Heads of School**

They will fulfill their statutory duties towards pupils with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this they will develop and monitor the school's SEN policy and Accessibility Plan and ensure provision is an integral part of the school development plan. Governors will be knowledgeable about the school's SEN provision, including how funding, equipment and personnel are deployed. Governors will monitor the quality of SEN provision and ensure all staff are appropriately trained and qualified.

### **Heads of School**

They have overall responsibility for the day to day management of SEN provision and the Accessibility Plan. They will work closely with the school's SEN coordinator (SENCo) and will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. They will encourage all members of staff to participate in training to help them to meet the objectives of this policy including that the SENCo achieves the statutory requirements for the performance of their duties.

### **Special Educational Needs Co-coordinator (SENCo)**

The SENCo has to be a qualified teacher and meet the statutory standards for practice including those necessary to ensure full accreditation. The SENCo will be responsible for: the day to day operation of this policy; coordinating provision for pupils with SEN by working closely with staff, parents/carers and other agencies; providing professional guidance to colleagues with the aim of securing high quality teaching; monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement; collaborating with curriculum coordinators to ensure learning for all children is given equal priority; ensuring that proper records are kept; contributing to the in-service training of staff; using available resources to maximum effect.

Note: The SENCo will often have additional roles such as managing staff who work specifically with pupils who have special needs; it may be appropriate at this point to state responsibilities briefly and to append a fuller job description. Consideration also needs to be given to section 6.91 of the Code of Practice regarding time and admin support requirements of the role.

**All staff should** be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

### **The Responsible Person**

**NAME:** Miss Anna Calitz (Mead) and Mrs Jane Wallis (Broadford)

The school has informed the LA that, when the LA conclude that a pupil at the school requires an Education, Health and Care Plan, they should inform Miss Calitz (Mead) and Mrs Wallis (Broadford) who will ensure that whoever teaches the pupil knows about his/her special educational needs or disabilities.

## **Admissions**

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEN. No pupil can be refused admission solely on the grounds that s/he has SEN except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs the SENCo will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information. The transition process between schools will usually start with a Person Centred Review meeting.

## **Special Facilities**

[Please refer to the Accessibility Plan](#)

## **Resources**

When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping. It is now a mandatory requirement that schools fund up to the first £6,000 of any SEN support required by a young person.

## **Stages of Intervention and Provision**

### Definition of special educational needs and disabilities (SEND)

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for 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 educational facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post-16 institution

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. The needs of these pupils are explained in our English as an Additional Language policy.

<https://docs.google.com/document/d/1iPzleK6KXJZR12VTbmj9GKHwDYNgxgvu4iFCThFqY/edit>

### Identification and assessment of pupils with special educational needs (see Appendix A)

The identification of SEND is built into our overall approach to monitoring the progress (through Termly Pupil Progress Meetings) and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

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

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, reasonable adjustments to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will work with the SENCo to assess whether the child has SEND. The SENCo will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Special educational needs can be categorised under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual needs and personal outcomes rather than classification/label.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEN and who access support from teaching assistants or specialist staff.

## SEND Support

When a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational needs provision in place – SEN Support. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs. See [SEND Classroom Strategy booklet](#)

We adopt the graduated approach and four-part cycle of 'assess–plan–do–review' as recommended in the SEN Code of Practice. In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes (termly IEP's). Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.

Some pupils will make accelerated progress and cease to require SEN Support after a period of targeted intervention and these pupils will then be removed from the school's register of SEN pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

## Education, Health and Care Plans (EHCP)

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEND pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process. (See Appendix A)

## Adapting the curriculum and learning environment for pupils with SEN

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEND to access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of SEND pupils in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENCo, advisory teachers and professionals from other external agencies for advice as needed e.g. CAD 0-5 team, CAD 5-19 team, Behaviour Support Service, Service for the Visually Impaired, Service for the Hearing Impaired, Educational Psychologist and Speech and Language Therapy service.

## Additional support for learning available to pupils with SEN

The SENCo ensures that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school.

Some interventions are delivered by trained Special Needs Assistants under the direction of the teacher and/or the SENCo. Other interventions are delivered by teachers. The speech and language therapists allocated to our schools work closely with school staff to ensure that we address the needs of our pupils with language and communication needs effectively.

Some pupils are supported in class for part of the school day by Special Needs TA's, either individually or in a small group. These pupils continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. Special Needs TA's understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed.



### Support for pupils with social, emotional and mental health difficulties

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant services and health professionals as appropriate. We have a school based CBT counsellor one day a week, THRIVE approach (Broadford) and Emotion Coaching (Mead).

### Specialist provision, equipment and facilities

If a child needs specialist equipment due to physical or medical needs, the SENCO will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use e.g. physiotherapy, occupational therapy.

Mead Primary School has an Autism Resourced Provision (ARP) that has spaces for 12 pre-verbal autistic pupils. Your child must have an EHCP or be in the process of obtaining one.

Parents may request a place within the ARP through the Havering Assessment and Placement team or the CAD O-5 or 5-19 teams. Pupils will be discussed at the monthly ARP intake meeting. If a pupil meets the criteria for consideration, then the consultation process can start. Eligible pupils will receive a visit at school (or home, if not attending an educational setting) by staff from the ARP. Parents will also be invited to visit the ARP. At the end of the consultation period a decision will be made. If a place is offered then a PCR (Person Centred Review) meeting will be arranged and you, your child (if appropriate), representatives from Mead ARP, the pupil's current school, representatives from the CAD team and any professionals who currently work with your child will be invited. *If a placement is not supported, then a letter explaining why will be sent to you and the school/nursery.*

For more information about the ARP please follow this link. [Leaflet.docx](#)

### Evaluation of the effectiveness of its provision for pupils with SEND

The effectiveness of provision is tracked in different ways according to the nature of the support.

- Intervention programmes, which are time-limited are evaluated at the end of the delivery. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.
- Termly reviews take place with class teachers, Parents, SENCO, to evaluate provision.
- IEP's (at least twice a year at parents evening)
- Qualitative data is gathered through observations, conversations with staff who are involved with the pupil, parents and pupil views.
- Assessments from outside agencies – Speech and Language assessments, Educational Psychology evaluations, Behaviour Support, CAD O-5, CAD 5-19, Advisory Teacher.

The success of the education offered to children with SEN will be judged against the aims of this SEN policy. The SEN policy will be reviewed annually.

### Admissions

Pupils with SEN are admitted to the school on the same basis as any other child. Governors use the LA admissions criteria.

## Roles and Responsibilities

Provision for pupils with Special Educational Needs is a matter for the school as a whole. However some key individuals and groups have particular areas of responsibility:

### Governing Body

- to ensure that the necessary provision is made for any pupil who has special educational needs
- to ensure that parents are notified of a decision by the school that SEN provision is being made for their child
- to ensure that pupils' needs are made known to all who are likely to teach them
- to ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- to review the SEN policy annually and to report annually on the allocation of available resources and the success of the policy in meeting
- to ensure the Governing Body are kept up to date with SEN within the school through reports (e.g. Self-Evaluation Reports) and through school visits.

### Heads of School

- to manage all aspects of the school's work, including provision for pupils with SEN
- to keep the Board of Governors fully informed
- to work closely with the school's SENCo

### The Special Educational Needs Co-ordinator (SENCo)

The key responsibilities include:

- to work in collaboration with the Headteacher, school governors and staff to develop a clear strategic direction for SEND
- to oversee the day-to-day operation of the school's SEND policy
- to coordinate and develop high quality provision to meet the needs of pupils with SEND
- to work in partnership with parents/carers of pupils with SEND to develop and review effective support for their child
- to work with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEND
- to liaise with the relevant Designated Teacher where a looked after pupil has SEND
- to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- to liaise with professionals from outside agencies, such as educational psychologists, advisory services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented
- to liaise with other schools to ensure that pupils make smooth transitions between school placements
- to work with the Heads of School and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- to promote the inclusion of pupils with SEND in the school community, ensuring they have access to the school's curriculum, facilities and extra-curricular activities
- to ensure that the records of pupils with SEND are maintained and kept up to date
- to support and advise teachers about differentiated teaching methods appropriate for individual pupils with special educational needs



- to coordinate the effective deployment of SEND TA's, providing support and training as needed
- to contribute to the in-service professional development of staff in relation to SEND

### Teachers

- to provide Quality First Teaching for all the pupils in their class
- to provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate
- to be accountable for the progress of all their pupils, including those who receive additional support from learning support assistants and specialist teachers
- to work with the SENCo to monitor the effectiveness of interventions and the progress made by pupils with SEND
- to refer to [SEND Intervention Menu](#) for specific interventions if needed

### Learning Support Practitioners

- to support pupils with their learning under the direction of the class teacher and/or the SENCo, implementing strategies recommended by the teacher, SENCo or professionals from external agencies
- to develop the independence of the pupils with whom they work
- to provide feedback to the teacher and/or the SENCO on the progress of the pupils with whom they work to inform planning and review
- The SENCo is the line manager to all SEND TA's. She monitors their practice and carries out their annual performance reviews.

### Training and staff development

- The SENCo organises training on SEN. Training is delivered in different ways.
- School based CPD (through school's INSET programme)
- Training on specific interventions (delivered by SENCO and outside agencies)
- Attendance at courses delivered by the CAD team.
- Highlighting online SEN materials (NASEN)
- Training for new staff and NQTs
- Individual training needs identified through performance reviews and related to specific pupils

### Arrangements for partnership with parents

- We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.
- We will always tell parents when their child is receiving help for their special educational needs and will involve them in planning and reviewing any SEND provision where it is appropriate to do so.
- A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.
- Parents of any pupil identified with SEND may contact the SENDIASS or CAD team.

### Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views.

### Storing and managing information

See the Data Protection Policy.

### Links with other mainstream schools and special schools

Advanced planning for pupils in Year 6 is essential to allow a smooth transition to secondary school. The SENCo will liaise with the SENCo of the Secondary School to ensure that effective arrangements are in place to support pupils at the time of transfer. We have good links with the local special schools.

Annual reviews of EHCP's for Year 5 and 6 pupils usually occur in the Autumn term, to allow for forward planning towards Secondary School.

When pupils move to another school their records will be transferred to the next school within the GDPR guidelines.

### Links with other agencies and voluntary organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated Education Welfare Officer for the area.

The SENCo works closely with the Educational Psychologist assigned to the school and meets with her at the beginning of each term to plan her work in the school for the term.

Other agencies and outreach services that the school works with include:

- A speech and language therapist is allocated to the school by the Local Authority and health services. All children who are school aged (in full time education) have their speech and language needs met through the school based therapist. Nursery children are seen by therapists at the speech and language clinic in the borough.
- Occupational therapy service
- Physiotherapy service
- CAD 0-5 team for Early Years and Foundation stage
- CAD 5-19 team
- Behaviour Support Service
- Early Years Advisory Service offers assessment and support for children at the Foundation Stage (nursery and reception classes) who have a wide range of different needs.
- CAMHS (Child and Adolescent Mental Health Service)
- Virtual School for Children Looked After
- Social Care services

### Complaints procedures

The schools' complaint procedures are available on the school's website.

Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.



## **SEN Information report**

The school will publish an annual report on SEN on its website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the Local Offer can be found at [www.havering.gov.uk/directory](http://www.havering.gov.uk/directory)

## **Legislation and guidance relevant to this policy**

Children and Families Act 2014, Part 3

Educational Needs and Disability Code of Practice: 0 to 25 years 2014

Equality Act 2010

Education Act 2011

## **Related school policies**

Equality Policy

Accessibility Plan

Health and Safety Policy

Medicines in School Policy

## Havering Graduated Approach for SEND Pupils

This process chart outlines the CAD 5-19 Team support offer and referral routes available to educational settings.

