



SEND POLICY

Rasheeda Lisak-Khan

SENDCo

Loving Learning,

Striving for Success,

Achieving Everyday



This policy is written with regard to current guidance and legislation:

- The Children and Families Act 2014.
- SEN Code of Practice September 2014.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014. The SEN Information report regulations 2014.
- Teachers' standards 2012

This policy works in conjunction with the following school policies and documents:

Anti-Bullying Policy, Accessibility Plan, Behaviour Policy, Local Offer for SEN, Medicines policy, Safeguarding policy, Intimate Care Policy, Supporting Pupils with Medical Conditions Policy, Support for children on SEN register, Flow chart for Identification of SEN at Colegrave Primary and Colegrave Primary Equality Statement.

Definition of Special Educational Needs (SEN) as outlined in section 20 of the Children and Families Act 2014.

'A child is considered for special educational needs assessment if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she has *significantly greater difficulty* in learning than the majority of others of the same age.

A child has a disability if that disability prevents him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

Not all children with special educational needs have a disability.

Not all children with a disability have special educational needs.

At Colegrave, we aim to discover the barriers that prevent individual children from making consistently good and in some cases, outstanding progress, and to find the most effective intervention for each individual child to achieve success in all their learning.

SECTION A – SPECIAL EDUCATIONAL NEEDS PROVISION AT COLEGRAVE PRIMARY SCHOOL

- All our teachers have high expectations for all our learner and aim to provide every child at every available opportunity with access to a broad and balanced curriculum that is also meaningful to their developmental and educational milestones.
- This immediately begins in the Foundation stage and progresses into the National Curriculum.
- Some children will have a sensory based immersive curriculum that is personalised for their physical and cognitive development, addressing their individual needs and learning requirements.
- Our objectives are written according to the guidelines documented in The SEN Code of Practice 2014
- To welcome pupils with SEN into our school and to meet their needs in a planned and documented whole school approach that involves parents/carers and multi agencies so that all our children can achieve their individual best outcomes.
- To identify and assess children with SEN as early as possible by gathering information from teacher observation of the child, parents/carers knowledge, and other agencies.
- To review each child's SEND support and provision map regularly with parents/carers and multi agencies and where possible, consult with each child about their needs and aspirations.
- To use the graduated approach of '*assess, plan, do, and review*' ensuring that careful monitoring and assessment of pupils is the foundation to 'removing all barriers to learning'.
- To provide a teaching and learning environment that is inclusive for all children with SEND and to endeavour to provide quality first teaching differentiated for individual pupils so that effective interventions can then be identified that will enable each child to achieve their targets.
- To ensure funding is allocated to provide high quality provisions for those with identified SEND.
- To make reasonable adjustments for disabled children so that any disadvantage they experience because of their disability is reduced or eliminated as set out in the equality act 2010.
- To ensure that support agencies are used effectively and that specialist advice is followed and monitored.
- To develop independence in all our learners who are also confident and resilient.
- To ensure that SEND is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.

How we aim to meet these objectives:

- Senior Leadership support the 'thinking about inclusive school development' to structure our approach through regular evaluation and development of practice.
- Senior Leadership provide opportunities to involve all staff to be part of identifying and implementing priorities for changes to be set out in the School's Development Plan.
- Staff training needed to meet SEND is documented and actioned in the School's Development Plan.
- We aim to ensure that our approach to teaching and learning for children with SEND is of consistently high quality, purposeful and personalised as appropriate to meet 'individual need'.
- Differentiation is creative in the use of resources to support the way each learner accesses the curriculum and evidence is collected in a variety of ways.
- A model of 'Whole School Approach' is implemented through themed and strategic training across the school to embed 'good practice'.
- Early identification of pupils who need extra help through: ongoing teacher observation and assessment; outcomes from baseline assessments; progress in relation to the Early Years Foundation Stage Profile; National Literacy and Numeracy descriptors; performance against 'P' level descriptions and National Curriculum Band levels and standardised screening and assessment; discussions with parents, and information gathered from outside agencies.
- Parents of children identified as needing SEN Support will be informed and meet with teachers/Lead Practitioners including the SENCO, to clarify interventions and provisions.
- Working collaboratively with other specialists and multi agencies for advice, assessments advice and strategies.
- Monitoring the provision and progress of pupils with Education Health Care Plans (EHCP) through termly IEP reviews and Annual Reviews.
- All EHC plans are reviewed and written in collaboration with parents/carers, the child where possible, and supporting/monitoring agencies.
- Teachers, Teaching/Learning support Assistants follow and monitor targets and strategies in IEPs and EHC plans.
- Senior and Middle Leaders ensure all staff working with children with SEND is familiar with each child's needs and targets through termly reviews.
- To review and update Pupil Passports termly.
- Monitoring of schemes of work, planning, assessment and record keeping to ensure equality of opportunities for all SEND is reflected in all aspects of teaching and learning and across all environments by SLT and middle management.
- Teacher appraisals against the teaching standards, lesson observations and whole school monitoring.
- TA/LSA appraisals against standards expected of assistants supporting the teaching and learning environment.
- Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical.

- Ensuring clubs, trips and enrichment activities are offered to all children and that no discrimination is practiced against any child with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.
- Ensuring that all staff receive training on the expectations of the most recent Code of Practice (2014) and are able to recognise emerging needs and implement a graduated approach to SEN.
- That all teachers are able to access support for areas of SEND they are less familiar or confident in.
- That all teachers follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with SEND.
- That our focus is on meaningful participation and outcomes *not* difficulties.
- That our focus is to develop and increase independence in all our learners to the best of their ability.
- The use of Positive Reinforcement to encourage pupils' achievements, resilience and self-regulation.
- All staff is required to adhere to and practise guidelines documented in school policies for SEND, Behaviour, Medical Care, Intimate Care, Anti-Bullying and Safeguarding
- Ensuring that there are opportunities for mainstream staff and staff from SEND specialist Provisions within the school to collaborate and plan for accessing an inclusive curriculum.
- That parents/carers' concerns about their child's development are listened to and acknowledged and that meetings promote positive discussions to ensure the best outcomes for the child.
- That support for social, emotional and mental health needs are met through the provision of a Lead Behaviour Teacher, Learning Mentors and Therapies including Speech and Language and promotes well-being, social interaction, improved communication and improved behaviour.

Our School is a part of Newham's Local Offer. The Local Offer is a guide to the services in Newham that are available for children and young people with special educational needs (SEN) and disabilities aged from birth to 25.

It was developed *Image Caption*

Page Content

It was developed with parents, carers, and children and young people with SEN and disabilities to make sure it meets the needs of children and young people with SEN and their families. It is a full guide to the borough's SEN and disability services where you can find information quickly and easily.

Services will depend upon a child's individual needs. Information on the Newham website <https://www.newham.gov.uk/Pages/Services/What-is-the-local-offer.aspx> clearly outlines the types of service available to children and young people with different levels of need and in different age groups:

The Local Offer will be regularly reviewed to:

- Make sure that the information is up to date
- Take into account the suggestions and feedback of children and young people with SEN and disabilities and their parents and carers.

SECTION B –INCLUSION

'If children don't learn the way we teach, then we should teach the way they learn.'

- We aim to ensure that every child feels included and have a real sense of belonging to our school community.
- We aim to overcome all barriers to learning and to make all participation meaningful.
- We believe that inclusion is about learning in the least restrictive environment.
- We are proud of our school environment which allows wheelchair access to all areas.
- We celebrate every child's effort and value diversity.
- We aim to develop future leaders who will understand why inclusion is an important basic human right.
- We believe inclusion is a *process* that is more than 'location' and 'access'.
- We believe inclusive schooling involves changes to curriculum; changes to physical spaces; teacher training, teaching expectation; leadership roles and community attitude. Inclusive education is about the participation of all children and a commitment to inclusion from all member of the school's community.
- All children will access their mainstream classes. Some will have targeted support in small groups and a few will experience 1:1 teaching and learning for parts of their working day in our specialist classes.
- All pupils with high levels of need will be supported for access and meaningful participation in the teaching and learning environment that meets their immediate needs. Progress for some children will result in reduced level of support and increasing inclusion. All children will be supported to be included in all educational visits except for rare circumstances when the risk is considered too high for the child or others. In situations like these, a programme will then be implemented and monitored to ensure the child is able to be included on subsequent visits.

SECTION C - IDENTIFICATION, ASSESSMENT, REVIEWS

On Entry

When children are first admitted to the school, if special needs are already identified then a meeting with the child's parents/carers is arranged to gain insight and knowledge about the child's needs. Further information is then gathered from the relevant professionals and agencies/services previously involved with the child.

Teacher Referral

When a child is not making the expected progress after half a term, the teacher may first share concerns at Parents' Evening. The teacher will make reasonable adaptations to the environment, resources and approach to ensure Quality First Teaching is the first intervention strategy and begin to monitor the child's performance for the remainder of the term. Should the child's learning needs continue to be significantly greater than the majority of their peers then the teacher will complete an Initial Concern Log which is passed onto the SENCO. The SENCO will meet with the Speech and Language Therapist, Autism Teacher, PMLD teacher and when relevant the Safeguarding Team to discuss and decide on further observation and assessment procedures. The SENCO will meet with the teacher and specific interventions will be put in place for a monitored period with the agreement of parents/carers. Further agreement from parents/carers may be necessary for a referral to external services for specialist assessment if following school intervention, the child continues to experience significant difficulty in one or more of the four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

Curriculum and assessment monitoring

At Colegrave we believe in collaborative assessment. Therefore, the teacher, subject leaders, Phase Leaders SENCO and Deputy Heads will:

- Monitor the attainment and progress of pupils with special educational needs as part of their role.
- Ensure that concerns or requests for internal assessment or interventions are logged.
- Have open dialogue and feedback to parents/carers the results of any assessments or the implementation of interventions.
- Monitor the impact of interventions

Pupil's progress is planned for and monitored against National Curriculum Yearly outcome descriptors, National levels of attainment, Target Tracker, and for those pupils whose progress is best measured in smaller steps, the use of 'B Squared'.

Individual Educational Programme (IEP) Reviews

Children who are identified as having specific needs will have their strengths, learning needs and specific targets to support their personal development and progress documented in an Individual Education Plan (IEP) which is reviewed regularly with parents/carers. Parent voice and contributions are welcomed and documented.

What should a parent do if it thinks their child may have special educational needs?

- If parents have concerns relating to their child's learning then please initially discuss these with your child's class teacher. This then may result in a referral to the school SENCo whose name is Mrs S Widlake and who can be contacted through the school office.
- Parents may also contact the SENCo or the Head Teacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Training

- Governors and school staff are required to be kept fully informed about changes and developments in special educational needs and disability with reference to the Special Educational Needs and disability Act 2001. The Head Teacher meets regularly with the governing body to disseminate and update the school's policy and provision for SEND.
- Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head Teacher / SENCO.
- The TDA Professional Standards for Teachers require staff to be well skilled and aware of local and National developments which the school leadership team plans for and delivers..
- From September 2000, SENCOs must undertake national SENCO training (within three years of holding the post) or hold relevant qualifications.
- The SENCO and Head Teacher will keep fully up to date about special educational needs issues through attendance at LA training and cluster meetings. In addition, the SENCO will develop his/her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.
 - Other teaching staff will be kept up-to-date informally by the Head Teacher /SENCO and formally at staff meetings and training.
 - Educational Assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by the SENCO and external supporting agencies.

Outside Agencies including Health Services

At Colegrave, we aim to work collaboratively with a number of centrally retained educational support services. These include:

Behaviour Support Service (BSS),

Language Communication Interaction Service (LCIS),

Complex Needs and Dyslexia Services (CNDS)

Sensory Service,

Child and Family Consultation Service (CFCS),

Educational Psychology Service (EPS)

National Health Services (NHS) Providers including the following: School Nurse Service, Occupational Therapy Service, Speech and Language Therapy Service, Physiotherapy Service, Wheelchair Service and the Child and Adolescent Mental Health Service (CAMHS).

- Miss K Dagnall the school nurse is also in school regularly to see all pupils about whom there is a medical concern. Miss K Dagnall is happy to make appointments to see parents. Appointments for medicals can also be made by parental request through our Medical Officer Mrs V Burnett.

- The Social Service sector supports pupils in social need and includes children under the Safeguarding Team, Child Protection regulations and Looked After Pupils. Our Safeguarding Team also have close contact with the local Social Services Department.

Parents

We believe in maintaining good partnerships with our parents. Parents are sought to become active members of the school community as well as primary advocates for their children. Parents are invited to be involved in a number of ways at Colegrave Primary school:

1. New Pupil Induction Meetings
2. School Newsletters
3. Coffee Mornings
4. Parent Teacher Consultation Evenings
5. Transfer meetings to a new Key Stage
6. Events & Performances
7. Sports Days
8. Annual Review Meeting
9. Educational Visits
10. Review of pupil IEP's and the target setting process
11. Parent & pupil views and concerns through annual parent / pupil surveys and questionnaires
12. Annual Reports

Transfer of pupils with Special Educational Needs to secondary school

In-line with the Code of Practice, a review is held for pupils with special educational needs, during the summer term of Year 5. As well as parents, LA representatives, school staff and other involved professionals from external services are invited to attend. The review must be held in order to ensure that on their entry to year 7, all necessary support is in place, and that the transition is as smooth as possible. The SENCO attends a Secondary Transition Day in the Summer Term to meet with other SENCOs from Newham's secondary schools to discuss all the SEN pupils and those with

Care Plans. Pupils who are receiving SEN Support but so not have EHCPs are also included in this transition programme. Visits to secondary schools are arranged for these pupils in the Summer Term plus additional visits and individual transition programmes to provide a smooth transition into Year 7.

Complaints

The complaint procedure for special educational needs or disability discrimination follows the school's general complaints procedures. Both parents and schools can contact the LA to access their conciliatory services for assistance. However, we would hope that all complaints can be dealt with professionally with positive outcomes by the school itself.

If a parent/carer has a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then it should be addressed to the Phase Leader and then to the SENCO. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Head Teacher. If the Head Teacher is unable to resolve the difficulty, the parent/carers' concern should be put in writing to the SEN Governor (). The Chair of Governors, (**Cllr Terry Paul- LA governor**) will be involved after other avenues to resolve the situation have been exhausted.

Evaluation of the SEN Policy

Our School's SEN Policy is regularly reviewed. Senior Leadership prioritises this through the Inclusion Action Plan and the School's Improvement Plan (SIP). Governors are part of this process in the evaluation of the SEN practice at the school.

Further evaluation is gained through Newham SEN inspections, the school self-evaluation form (SEF) and results of parent / pupil / staff surveys. The school measures the success of the policy by using both qualitative and quantitative judgements through the pupil progress monitoring systems such as Sims, B Squared and Target Tracker.