SEND (SPECIAL EDUCATIONAL NEEDS & DISABILITY) POLICY

Policy Originator	Ferry Lane Primary School
Governor Responsible	Amy Chadwick
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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 (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Ferry Lane Primary School sits at the heart of its community. We aspire to equip our children with the skills to be confident and successful in life. This means that our main aims are:

- To ensure all children have good skills in all subjects
- To provide a broad and balanced curriculum for every child
- A differentiated approach to the curriculum based on each child's individual needs
- To provide high-quality teaching and learning which stimulates, motivates, engages and challenges our children
- To celebrate and promote children's achievements in creative and practical subjects
- To work closely with parents and carers to support all children in maximising their potential and progress
- To celebrate the diversity of our community
- To provide children with effective personal, social and behavioural skills

We are an inclusive school with high expectations of all our pupils. We endeavour to raise the aspirations of all our pupils, including those with SEND. To ensure our SEND provision has maximum impacts and secures good progress for our children we:

- Swiftly identify pupils who have special educational needs and additional needs
- Provide relevant support and monitor the effects of this regularly, adjusting as necessary
- Work within the guidance provided in the SEND Code of Practice 2014
- Follow a whole pupil, whole school approach to the management and provision of support
- Provide a Special Educational Needs Coordinator who will work with the SLT

- Provide support and advice for all staff working with pupils to identify special educational needs
- Ensure collaboration between education, health and social care services when needed
- Form close partnerships between parents, school staff and the child using person-centred approaches
- Ensure a focus on outcomes for children and not just hours of provision/support

2. Legislation and guidance

This policy and our 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 SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report
- Equality Act 2010: advice for schools
- Statutory guidance on supporting pupils at school with medical conditions 2014
- The National Curriculum in England key: Primary Curriculum 2013
- Teachers' standards 2011

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
- 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

4.1 The SENCO

The SENCO is Androulla Theodossiou
The SENCO will:

- Work with the head teacher, senior leadership team (SLT) 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 children's future education providers to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher, senior leadership team (SLT) and governing board 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

4.2 The SEND Governor

The SEND Governor is Tom Spencer
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 head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Head Teacher

The Head Teacher is Lisa Rawashdeh
The Head Teacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including the four broad areas of need, as detailed in the Code of Practice (2015):

- Communication and interaction, for example, autistic spectrum disorder, Asperger's syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia or moderate/severe/profound and multiple learning difficulties
- Social, emotional and mental health difficulties, for example anxiety or depression
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

The following list may also impact on progress and attainment but are not considered to be special educational needs in isolation:

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of servicemen/women
- Behavioural difficulties

Teachers adapt teaching to respond to the strengths and needs of all pupils which includes:

- knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry. 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
- Falls below their previous rate of progress
- Widens the attainment gap between the child and their peers
- Prevents them from meeting age related expectations (ARE)

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.

Teachers will alert the SENCO should they feel concerned about a particular child having an additional need, the child will then be observed and monitored by both the SENCO and the class teacher. When identifying the needs of a pupil with SEND, we refer to the four broad areas of need. These categories are not there to act as labels but to help the school decide what action to take.

When determining what 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. Half termly progress meetings will take place between class teachers and the SENCO. Parents will be invited to these meetings on a termly basis to contribute towards the specific provision for their child.

5.3 Consulting and involving pupils and parents

Regular communication with the pupil and their parents is essential to ensuring 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

During termly progress meetings, parents of children on the SEND register will be invited to review their child's learning plan and passport (one page profile) discuss any amendments they feel necessary and express any concerns they may feel about their child's progress and development.

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**.

See our Graduated Approach document for further information.

The class teacher will work with the SENCO 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, attainment and 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, for example, the Educational Psychologist or Speech and Language Therapist

All teachers and support staff who work with the pupil will be made aware of their needs, their desired outcomes, the support to be provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the additional support and interventions and track the impact these have on the pupil's progress.

5.5 Supporting pupils moving between phases

We will share information with the school or other setting the pupil is moving to.

We will agree with parents and pupils which information will be shared as part of this.

We will provide additional support to those children who may find transitioning between key stages or a settings a challenge.

We will sign-post parents to external organisations that can provide further support to children struggling with transitions.

5.6 Our approach to teaching pupils with SEND

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. This will be differentiated for individual pupils.

Some children may require additional support out of class. For specific support available to children please see our Provision Map

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, communication in print, tangible and concrete objects
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

5.8 Additional support for learning

- Teaching assistants will support pupils on a 1:1 basis when their own safety or the safety of others could be compromised by a child's behaviour
- Teaching assistants may support pupils on a 1:1 basis if they are working significantly below age related expectations and need an adult to access learning
- Teaching assistants will support pupils on a 1:1 basis if a child has an Education, Health and Care Plan that stipulates the need for a 1:1 adult
- Teachers and teaching assistants will support pupils in small groups when they are performing slightly below age related expectations or if they are not making the expected level of progress
- Teachers and teaching assistants will support pupils in small groups if they are gifted and talented

For specific support available to children please see our Provision Map.

5.9 Education, Health and Care Needs Assessments

If the school has taken relevant action to identify, assess and meet a child's need but they have still not made the expected level progress, the school will consult the local authority threshold document and decide if it is appropriate to pursue an Education, Health and Care Needs Assessment.

Parents have the right to request an EHC Needs Assessment through the Local Authority at any time.

If the Local Authority agree that an EHC Needs Assessment is appropriate the end result may be that the child receives an Education, Health and Care Plan. This may mean that additional

funding is made available to the school to enable them to meet the child's specific needs. The EHC plan is reviewed annually alongside parents and any outside professionals who have been involved.

5.10 Criteria for Exiting the SEND Register

If a child has made sustained progress and no longer requires SEND support, then they may be removed from the SEND register. The views of parents, teachers and any other relevant professionals will be taken into account before making this decision. If a child is removed from the SEND register, their progress will continue to be monitored using the normal monitoring procedures of the school and they will be put back on the register should they require additional support again in the future.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each half term and updating their learning plan and one page profile accordingly
- Receiving regular updates from external specialists working with our pupils with SEND
- Reviewing the impact of interventions each half term
- Using pupil and parent questionnaires
- Monitoring and observations by the SENCO
- Teaching and Learning Triangulations with SEND focus
- Book Looks with SEND focus
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in all activities available

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trip to Pendarren House Outdoor Education Centre. All pupils are encouraged to take part in sports day/school plays/special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEND.

5.13 Support for improving emotional and social development

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

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND may take part in mentoring sessions to encourage team building
- Pupils with SEND also have access to Place 2 Be sessions should this be necessary

5.14 Complaints about SEND provision

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

For more information please see our school 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

5.15 Contact details for raising concerns

We strive to work with pupils and their families to ensure that needs are met and that school provides a positive experience for the whole family. Our school SENCO is readily available to meet with children and/or families to discuss their concerns and to plan a way forward. Should you have any concerns about your child and a possible additional educational need please contact Miss Theodossiou by calling 020 8801 5233 or emailing atheodossiou@ferrylane.haringey.sch.uk

The school's SEND Information report provides detailed information for parents on the provision made for pupils with SEND in the school.

5.16 The local authority local offer

Our local authority's local offer is published here: https://www.haringey.gov.uk/children-and-families/local-offer

6. Monitoring arrangements

This policy and information report will be reviewed by Miss Theodossiou **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.