

Special Educational Needs and Disability Policy

SENCO: Annie Saunders

The requirement for NASENCo qualification does not apply as

Mrs Saunders has been SENCo since 2005.

As Inclusion Manager, Mrs Saunders is also a member of the Senior Leadership Team.

The Pupil Wellbeing and Inclusion committee have responsibility for SEND

For any queries contact the school on:

office@gsis.barnetmail.net

020 8455 8198

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (4/14)
- The National Curriculum in England Key Stage 1 and 2 framework document (9/13)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

SECTION 1: BELIEFS AND VALUES

Garden Suburb Schools believe that all children should have access to a broad and balanced education, which gives them the opportunity to realise their full potential and achieve success. For some children this will mean the schools making special provision within the curriculum to meet their individual needs. All achievements of our pupils will be recognised and celebrated, with successes rewarded where appropriate. Garden Suburb Schools are committed to providing an environment that allows children with disabilities full access to all areas of learning.

Every teacher is a teacher of every child or young person including those with SEN

This policy was developed by the SENCo and Headteacher in consultation with all staff, a focus group of parents, and The Pupil Wellbeing and Inclusion Committee of the Governing Body. It has been shared with all stakeholders in the spirit of the current reform and reflects the SEND Code of Practice, 0-25 guidance.

SECTION 2: AIMS AND OBJECTIVES

AIM (THE LONGER VIEW)

At Garden Suburb Infant School we aim to raise the aspirations of and expectations for all pupils with SEND. We provide a focus on outcomes for children and not just hours of provision/support.

OBJECTIVES

1. To identify pupils who have special educational needs and other additional needs, including disability or a medical condition.
2. To create an environment that meets the needs of these children enabling them to participate in all areas of school life.
3. To remove barriers which impact on progress and achievement
4. To assess and monitor the effectiveness of this provision.
5. To work within the guidance provided in the SEND Code of Practice, 2014
6. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
7. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Policy.
8. To provide support and advice for all staff working with special educational needs pupils
9. To fully involve parents and carers in discussions about their child's SEND and the proposed provision for them.
10. To liaise closely with all those involved with the child to ensure monitoring of progress and continuity of approach.
11. Wherever possible to consider the views of the child
12. To liaise effectively with those working with the child in the future to ensure transfers to other schools are successful.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Special educational provision is matched to each child's identified SEND. Children's special educational needs are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning

3. Social, emotional and mental health

4. Sensory and/or physical needs -

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Garden Suburb Infant School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The following are additional factors which may impact on progress and attainment but alone do not constitute SEN:

- 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 SEN)
- 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

Identifying behaviour as a need is not an acceptable way of describing SEND. Any concerns relating to a child's behaviour will be described as an underlying response to a need. At GSIS we will endeavour to recognise and identify these needs through our understanding and knowledge of the particular child.

We use a variety of assessment tools, observations, discussion with parent/carers and liaison with external agencies to determine the needs of each child.

SECTION 4: A Graduated Approach to SEND Support

- 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.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. 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.
- The teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress in order to decide whether to make special educational provision. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, we draw on more specialised assessments from external agencies and professionals such as Speech therapists, Educational Psychologists and Advisory teachers.
- The decision to place a pupil on the SEND record is not taken lightly. Particular children whose needs are very evident will be placed on the SEND record swiftly. For most children with SEND the teacher will overtime have regularly **assessed** the child, **planned** appropriately (including differentiation, group interventions, adapted resources), **implemented** the plan, and **reviewed** its effectiveness. This cycle of **ASSESS - PLAN - DO - REVIEW** is part of the class teacher's practice with all children in the class.
- Apart from exceptional cases, pupils are only identified as SEND if they do not make adequate progress once they have had all these intervention/adjustments and good quality teaching.
- If a child is not making progress despite the above, this is discussed at the termly pupil progress meetings and at a subsequent Senior Leadership Team meeting where the next step is decided.

- If it is considered that the child might have SEND the SENCo will carry out observations/assessment and possibly seek advice from an external professional.
- Depending on the outcome of the assessment the child might be placed on the SEND record and the next tier of the **ASSESS - PLAN - DO - REVIEW** cycle then starts.
- Whether the child is deemed SEND or not, the teacher makes adjustments to provision in the light of discussion with the SENCo.
- The cycle over time, could include the child no longer being defined as having SEND.
- We believe partnership with parents and professionals is the key to success. We liaise with parents about their child's provision and progress at the following times
 - At parent consultations in the Autumn and Spring term
 - By additional meetings with the class teacher or SENCo if the teacher or parent/carer wishes to discuss anything regarding their child
 - By a meeting with the class teacher and SENCo to discuss placing the child on the SEND record
 - By termly meetings with either SENCo and/or class teacher for those children with identified SEND to review the child's provision and progress

SECTION 5: MANAGING PUPILS NEEDS ON THE SEND RECORD

- Provision for pupils with SEND support is carefully matched to group and individual needs following progress review.
- This is recorded in a school provision map which is reviewed at least termly.
- Progress of groups and individual pupils is tracked through termly pupil progress meetings and termly intervention reviews.
- SEND support plans are reviewed termly by the class teacher and usually with the SENCo for children with SEND
- For children with a level of need requiring support above that ordinarily available or children who have a statement of SEND or an EHCP (Education Health Care Plan) an individual provision map records outcomes and next steps.
- SENCo and class teacher share the draft SEND support plan with parent/carers and amend it as a result of the discussion if necessary before it is signed.
- In most cases the child attends the end of the meeting with Class teacher and/or SENCo and Parent/Carer(s) so they are able to hear from these key adults what is expected of them.
- Garden Suburb Infant School subscribes to Barnet's local offer, which is a description of what is ordinarily available in local schools to support children with a range of SEND. The school receives funding to provide additional support from its delegated budget, which we can use to meet the needs of the majority of children with SEND. For a minority of children, with severe difficulties top up funding is required which can only be accessed via an Education Health Care Plan

SECTION 6: SEEKING EXTERNAL SUPPORT

- Where the school considers that an external professional or agency should be involved, this will be discussed with the family.
- No referral will be made to any agency without the agreement of the family. Contents of referral forms and letters will be shared with parents prior to referral and a copy given to the family.
- The school may request permission to refer to one or more of the following agencies:
 - Health - Health visitor, School nurse, Child development clinic, Audiology, Speech and language therapy, Occupational therapy, Physiotherapy, CAMHS, Primary Project.
 - Education - Educational Psychology team, Specialist Team (advisory teachers for SEN).
 - Social Care - Children and Families, Intensive Family Focus Team, CAF team.

- Referral processes vary slightly between agencies and across boroughs. Some require the completion of a single referral form, while others need additional evidence or require the completion of a Common Assessment Form (CAF).
- Any advice received will be shared with the family and staff working with the child, and incorporated in the provision for that pupil.
- The impact will be measured through pupil progress meetings and through discussions with families.
- A small minority of children have needs that cannot be fully met from the school's available resources. In these cases the school or parent can make a request for additional funding from the local authority's high needs block funding via an Education and Health Care Plan. Requests must include:
 - A detailed description of the child's strengths and difficulties;
 - The impact the difficulties are having on their progress and achievement;
 - What additional support has been provided in school, and what the impact has been;
 - Which external professionals or agencies have been involved, and how their advice has been implemented;
 - Views of the child and family;
 - What additional support is necessary and how this will impact on the outcomes for the child.
- Further information for parents wishing to request assessment for an Education and Health Care Plan for their child is available from the SENCo
- As a school we endeavour to help all key adults around a child to have a common understanding and if at all possible a common approach. We recognise that privately funded therapists can also be significant adults for a child. The SENCo can talk to the privately funded therapist to help achieve this common understanding. Time constraints, school philosophy, as well as the limitations of our building have informed the following points:
 - In principle, where parents pay for private therapy sessions for their child we will not facilitate the delivery of these sessions within school. Cases will, however, be considered on an individual basis and exceptions may be made.
 - We will consider cases where there has been LA acknowledgment of the child's difficulties with recognition that the therapy will support their needs.
 - The therapist must hold a recognised accreditation and all safeguarding checks must be current.
 - We will only consider cases where we know we will be able to accommodate sessions within our building.
 - We are unlikely to consider cases where the therapy provides support / intervention which is already provided by the school / LA.
 - Advice from private therapists will be considered and implemented if it is compatible with the school ethos and will not conflict with the education provided at school for the child and the other children in the class / school

SECTION 7: CRITERIA FOR EXITING THE SEND RECORD

- Some children may need support as a result of SEND throughout their school careers. Others may need support for a shorter period of time. Children may be removed from the school's SEND register if:
 - Concerns about their progress or attainment are no longer present, e.g. if they have caught up with peers, or if they are making progress in line with or at a faster rate than their peers;
 - Strategies put in place have sufficiently reduced or removed the barriers to learning, e.g. strategies to support learners with dyslexia;
 - There has been a change in the child's needs, e.g. their difficulties are no longer impacting significantly on their learning.
- If a child is removed from the SEND Record they continue to be monitored through the **ASSESS - PLAN - DO - REVIEW** cycle previously described.

SECTION 8: SUPPORTING PUPILS AND FAMILIES

- The school works closely with families and other agencies to ensure the child and family are supported.
- The Barnet local offer details what support and provision is ordinarily available in Barnet schools for children with a range of SEND. <http://Local Offer | Barnet Local Offer - barnet.gov.uk>
- Further information about the school can be found in The Garden Suburb Infant School Information Report on the school website
- The School website provides links to other agencies who can support the family and pupil
- Garden Suburb Infant School follows the admission arrangements as set out by the London Borough of Barnet and these can be accessed from their website <http://www.barnet.gov.uk/school-admissions>
- Induction and Transition arrangements are set out in the School's Induction and Transition Policy which can be accessed from the school website. This includes individual provision for children with SEND.
- Access arrangements for national standardised assessments tests (SATs) are arranged according to the needs of individual children with SEND. In year 2, access arrangements are made internally and may include additional breaks, time extensions and access to large print papers. Access arrangements are overseen by the Headteacher and deputy

Transition

In order to ensure a smooth transition to each phase of education, we have a number of systems in place.

- From class to class - a handover meeting is held to share information about all pupils. Pupils have the opportunity to participate in Class Swap before the end of the academic year. Additional visits for the pupil and receiving staff may be arranged if appropriate. Some children may also be given a Transition book with pictures of staff and their new classroom to look at over the summer.
- Additional arrangements are made for children transferring from Reception to Key Stage 1 and Key Stage 1 to Key Stage 2. This may include additional opportunities to help the pupil become more familiar with staff, the building, and expectations.
- Junior school staff are invited to annual reviews of children in year 2 who have statements or EHC plans.

SEND children coming into Reception have individualised transitions, which include the SENCo visiting the child in nursery, extra visits to the Reception Class and frequently a gradual induction programme

- Information relating to the SEND of pupils is passed to the new school.

SECTION 9: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision.
- Arrangements for pupils with medical conditions are dependent on the individual needs of the child. The school liaises closely with the school nurse and other health professionals to ensure that medical care

plans are up to date and medication is available in school. We have a large number of staff who are trained First Aiders and staff will undertake additional medical training as required.

- The school has a policy on **Managing the medical conditions of pupils** and this can be accessed from the school website

SECTION 10: MONITORING AND EVALUATION OF SEND

- At Garden Suburb Infant School we regularly and carefully monitor and evaluate the quality of provision we offer all pupils
- We do this by:
 - Having a committee of the Governing Body responsible for SEND. This is the responsibility of The Pupil Wellbeing and Inclusion Committee.
 - Providing a detailed termly report to this Pupil Wellbeing and Inclusion Committee of the Governing Body
 - Sampling of parent views and pupils views and staff views
 - Analysing data from class reviews
 - Evaluating the impact of additional support.
 - SLT and SENCo monitoring of teaching, providing feedback and addressing training
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils

SECTION 11: TRAINING AND RESOURCES

- The school receives funding for SEND under three main headings:
 - **Element 1: an amount of money for each pupil in the school** - This is the core budget for each school and it is used to make general provision for all pupils in the school including pupils with SEND.
 - **Element 2: The school's notional SEND budget** - The school receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the notional SEND budget. Special educational provision is anything that is provided to meet a child's SEND that is "additional to or different from" provision made for all children. We endeavour to ensure that special educational provision is made to meet a child's SEND.
 - **Element 3: top-up funding** - If an EHCP or statement indicates that a pupil with SEND needs an exceptional degree of SEND support, the local authority may provide top-up funding to meet the cost of that provision.
- The training needs of staff are identified and planned through the process of appraisal and through the needs arising of any individual child in the class.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The SENCO regularly attends the LAs SENCo network meetings in order to keep up to date with local and national updates in SEND.
- The school has NASEN membership.

SECTION 12: ROLES AND RESPONSIBILITIES

- The School has 2 **Inclusion Managers who have** responsibility for overseeing the inclusive practice and pupil welfare in our school and monitoring the progress made by individuals and groups. The Inclusion Managers are:

- **Annie Saunders** (also Special Educational Needs Coordinator—SENCo, who is also the designated teacher for Looked After Children) (3 days, Monday, Tuesday, Wednesday)
- **Tracey Alam** (also Ethnic Minority and English as an Additional Language Co-ordinator) (2 days Tuesday and Wednesday)
- **They draw on the expertise of Margaret Cox** (Pupil Welfare, Attendance and Punctuality Co-ordinator, who also oversees the medical needs of pupils) and **Alexia Dobinson** (School administrator and data support)
- The Pupil Wellbeing and Inclusion Committee of the Governing Body has a responsibility to champion the issue of SEND within the work of the governing body and to have specific oversight of the school's arrangement and provision for meeting SEND.
- Sarah Sands, Headteacher is the Designated Teacher with specific Safeguarding responsibility. and Liz Cormack, Deputy Head, is the deputy Designated Teacher for safeguarding.
- We have a large team of teaching assistants who work in various capacities across the school. Some work exclusively with individual children or small groups, while others support learning within the classroom. Some fulfil both roles. Mrs Saunders line manages and is responsible for the performance appraisals of teaching assistants working with individual children.
- The Senior leadership team are jointly responsible for the performance appraisals of all other teaching assistants.

SECTION 13: STORING AND MANAGING INFORMATION

- Each child's primary school record is retained at the school for the length of time that the pupil remains at the school. The record is transferred on to the child's next school when they leave. This record may contain:
 - Admission forms
 - Annual Written Report to Parents
 - Any information relating to a major incident involving the child (either an accident or other incident)
 - Referrals to any agencies or support service together with related reports or correspondence
 - Any reports written about the child
 - Any information about a Statement of Special Educational Needs or Education Health Care Plan and support offered in relation to the statement/EHCP (or reference made to an accompanying SEND File)
 - Any information about EAL intervention
 - Any relevant medical information
 - Child protection reports/disclosures (should be stored in the file in an envelope clearly marked as such or reference made to an accompanying file)
 - Any information relating to fixed-term or permanent exclusions
 - Any correspondence with parents or outside agencies relating to major incidents or concerns
- Special Educational Needs Files, including reviews and Individual Education Plans, are retained at the school for the DOB of the child +25 years.
- Records for children with SEND are stored and maintained by the SENCo. Once children leave the school paper information is archived by the year of leaving. Electronic data is stored securely on the school system. Information is shared with staff working with children on a need to know basis. Class teachers and support staff are responsible for storing any documents shared in a secure place.
-

SECTION 14: REVIEWING THE POLICY

- This policy will be reviewed annually by The Pupil Wellbeing and Inclusion Committee of the Governing Body.
- A group of parents of children with SEND will be consulted as part of this review.

SECTION 15: ACCESSIBILITY

- The school has an Accessibility Plan and an Equality Plan which describes current targets, strategies and outcomes of the schools successful accessibility planning approach.

SECTION 16: DEALING WITH COMPLAINTS

- The School has a Complaints Policy which can be accessed on the school website.

SECTION 17: BULLYING

- Garden Suburb Schools have a Behaviour and Anti-Bullying policy that can be accessed via the school website.

SECTION 18: GLOSSARY OF TERMS

Autism: Autism is a neurodevelopmental disorder characterised by impaired social interaction and social communication. Children with autism often have high levels of anxiety which they attempt to manage with restricted and repetitive behaviours.

Annual review: the review of an EHCP or statement of SEN which the local authority must make as a minimum every 12 months.

CAF: Common Assessment Framework is a nationally recognised tool for assessing and coordinating multi-agency support to children who do not meet the threshold of statutory services such as Children's Social Care

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties.

Dyslexia: Dyslexia is a specific learning disability variously affecting reading writing and spelling. Children have differing levels of severity. Tendencies can be evident in young children but formal assessment is not advisable under 7. Many children respond to well founded interventions and multi-sensory teaching.

Educational Psychology: This is a profession which can provide advice to schools on individual children's learning and development. It can help address motivation of children with SEND.

Education, Health and Care Plan (EHCP): An EHCP details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education,

National curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Occupational therapy: Occupational therapy is a health care profession, the role and aim of which is to enable children to participate in daily activities to improve their health, independence and wellbeing. This includes self care skills such as dressing and feeding, and also fine motor skills such as pencil control.

Parent: Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Personal Budget: A Personal Budget is an amount of money identified by the local authority to cover the full cost of the services set out in an EHCP. A direct payment may be made to the family or young person but there are so many conditions that this rarely happens.

Physiotherapy: Physiotherapy is a health care profession which helps to restore movement and function when someone is affected by disability, injury or illness.

SENDIASS: The SEND Information and Support Service provides advice and information to children and young people with SEN or disabilities and their parents. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people play an active and informed role in their education and care. Although funded by local authorities, SENDIASS is separate from the local authority to ensure children, their parents and young people have confidence in them.

Special Educational Needs (SEND): A child or young person has SEND 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 others of the same age in mainstream schools.

Special Educational Needs Co-ordinator (SENCO): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEND provision.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Speech and language therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties to reach their maximum communication potential and achieve independence in all aspects of life.