

# Stroud Green Primary School



*Believe and achieve*

Stroud Green Primary School, part of a richly diverse community, is a place where all children flourish in a safe, happy and stimulating environment.

## **Special Educational Needs and Disability (SEND) Policy**

SENDCo: Rob Thomasson

Policy Agreed: April 2015

Review Date: Summer 2017

Stroud Green Primary School embraces the fundamental principles of the Special Educational Needs and Disabilities (SEND) Code of Practice 2014.

These principles state that:

- All members of staff have high aspirations and expectations for children with SEND.
- Every effort is made to meet the needs of children's SEND.
- Children with SEND are supported in class where ever possible, and engage in activities alongside children who do not and are exposed to a broad and balanced curriculum.
- Students with SEND will be included in all school activities where reasonable adjustment can be made to accommodate their needs.
- Students can be behind in their learning and need specialist interventions to catch up, without having SEND.

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We want all our children to feel that they are a valued part of our school family. We aim to achieve this through the removal of barriers to learning and participation, giving children the best start in their lifelong learning.

Appropriate access arrangements are in place to cater for children with physical disabilities, within the limitations of the building.

### **Identification and Assessment of SEND**

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. We know if a child has special educational needs through:

- Identification from data
- Teacher observation
- Parental concern
- Student concern

The attainment and progress of all children is tracked carefully through continuous assessments. This enables teachers to identify quickly any children who are falling behind.

Children are monitored both in class and at break times with an aim to identifying social or emotional difficulties.

Class teachers refer to the SENDCo. Appropriate strategies, resources and support to implement within whole class teaching, as well as intervention programmes are discussed, identified and evaluated. Interventions can be class based, in small groups or off site.

### **Categories of SEND**

The Code of Practice identifies four categories of SEND. The four areas are:

**Communication and Interaction:** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with Autistic Spectrum Disorder (ASD), including

Asperger's syndrome and autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

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

**Social, emotional and mental health difficulties:** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or physical needs:** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Slow progress and low attainment do not necessarily mean that a child has SEND and will not automatically result in a child being identified as SEND. Additional support is not limited to children who have been identified as SEND. We recognise that many children need additional support and will always ensure appropriate provision is in place.

## **Role of Teaching Staff and SEND Support**

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The cycle is as follows:

**Assess:** When a child is identified as needing SEND support the class teacher, working with the SENDCo, will carry out an analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil; their previous progress and attainment; the individual's development in comparison to their peers and national data; the views and experience of parents/carers; the pupil's own views and, if relevant, advice from external support services.

**Plan:** The teacher and the SENDCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour.

**Do:** The class teacher is responsible for working with the child on a daily basis. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

**Review:** The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/carers. This will feed back into the analysis of the pupil's needs. The class, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has a Statement of Special Education Needs/Education Health Care Plan, the local authority will review that plan every twelve months.

### **Record Keeping**

The school will record the steps taken to meet pupils' individual needs. The SENDCo will maintain the records. Pupils on our SEND Support list will have records outlining any provision that is additional to and different from usual classroom provision. Provision will be reviewed at regular intervals with parent/carers, children (where appropriate) and staff

For pupils with an Education, Health and Care Plan (EHCP), provision will meet the recommendations on the plan

### **Management of SEND**

Rob Thomasson is the designated SENDCo, the teacher with delegated responsibility for co-ordinating SEND provision (SENDCo). He has Qualified Teacher Status. All school staff have a responsibility for pupils with SEND in their class. Stroud Green is proud to be an inclusive school. We believe it is good for all children to be educated together. Class teachers ensure that children's individual needs are catered for appropriately within their classroom. If the school decides that after consultation with parents a pupil needs additional support to make progress, the SENDCo will support the assessment of the pupil and input into planning future support and add the pupil's name to the SEND Support list. External support services may advise on revised targets and provide specialist input to support the process.

A provision map records a graduated response to individuals. Monitoring is the crucial factor in determining the need for additional support. Action Plan intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at considerably lower stages than that expected for a child at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede learning
- Has sensory or physical needs requiring specialist equipment or visits
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

## **Request for an Educational Health Care (EHC) Assessment**

The school will request an EHC Assessment when despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. An EHC Assessment may also be requested by a parent or outside agency. The school will provide a range of relevant information to inform the assessment. Other relevant assessments from specialists may be provided.

### Education and Health Care Plans (EHCPs)

An EHCP may be provided where, after an EHC Assessment, the LA considers the pupil requires provision beyond what a school can offer. However, the school recognises that a request for an EHC assessment does not inevitably lead to an EHCP. An EHCP will include details of how the needs of the child should be addressed.

The SENDCo will organise EHCP reviews and invite parents/carers, the pupil if appropriate, the teacher, educational psychologist and other relevant professionals. The review will aim to:

- assess the child's progress in relation to the objectives on the EHCP,
- review provision,
- consider the appropriateness of the existing EHCP and whether to cease, continue or amend it
- if appropriate to set new objectives

At Key Stage Phase Transition Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents an opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCo will complete the paperwork and send it with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.

## **The Role of the SENDCo**

In our school the SENDCo:

- manages the day-to-day operation of the policy
- co-ordinates the provision for and manages the responses to children's special needs
- supports and advises colleagues on SEND and inclusion issues, to include techniques for whole class teaching, for use with groups and with individual children
- oversees the records of all children with SEND
- acts as the link with parents
- acts as the link with external agencies and other support agencies
- monitors and evaluates the SEND provision and reports to the Governing Body and the Leadership Team
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs
- contributes to the professional development of all staff
- Supports groups and individual children according to the school provision map
- The SENDCo may make referrals to engage the services of external professionals in order to identify, understand and cater for children's SEND
- Organise reviews

## **The Role of the Headteacher**

The Head Teacher:

- disseminates and reviews the SEND budget with the SENDCo
- implement the Teaching Assistant support
- monitors the work of the SENDCo
- ensures policy is in place
- ensures annual reviews take place
- ensures the training needs of the SENDCo and other staff are met
- ensures the access plan is in place

## **The Role of the Governing Body.**

The Governing Body:

- has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs
- discusses annually the report from SENDCo on the success of the school's policy for children with special educational needs
- has identified a governor to have specific oversight of the school's provision for pupils with SEND The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel

## **Partnership with Parents/carers**

The school actively involves parents/carers when it is making special educational provision for a child, by listening to initial concerns, including parents/carers in meetings and planning and by keeping them informed of developments. The SENDCo will provide specialist advice and can interpret professional advice for staff, parents and children.

The school has prepared a SEND Information report outlining the provision it offers for children with additional needs and how it will liaise with parents/carers. This is available on the web site. Hard copies are also available.

## **Continued Professional Development**

Staff undertake appropriate training and continued professional development appropriate to their role.

## **Complaints**

If there are any complaints relating to the provision of SEN these will be dealt with in line the school's Complaint Policy.

## **Review of SEND Policy**

This policy is developed through consultation and undergoes a thorough review of policy and practice annually.