

The Federation of St John's and St Paul's Whitechapel CE Primary Schools SPECIAL EDUCATIONAL NEEDS (SEN) & DISABILITY POLICY

This policy has been written to promote the successful inclusion of children with special educational needs and disabilities at both St John's and St Paul's Whitechapel CE Primary schools.

Our schools are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils; whatever their needs or abilities. Our aim is to ensure high quality provision for all children with special educational needs and/or any disability - SEN(D) - so that they can achieve their full potential.

Not all children with disabilities have special educational needs and equally, not all children with a special educational need meet the definition of disability, but this policy covers all of these pupils. We feel that all children's contributions to school life should be valued and we seek to develop the self-esteem of every child.

Children with SEN(D) have 'special educational needs' if they have any difficulty in accessing education and need any special provision to be made for them; that is, anything that is additional to or different from what is normally available in school.

The specific objectives of our SEN(D) policy are as follows:

- to ensure that children with special educational needs and disabilities are able to join in with all the activities of the school;
- to ensure that all children, both those with or without special educational needs and disabilities, can access a balanced and broad based curriculum, including the National Curriculum;
- to identify children with special educational needs and disabilities as early as possible and to ensure that their needs are being met;
- to ensure that all learners make the best possible progress;
- to establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision;
- to ensure that the school has a person-centred culture so that a child with SEN is encouraged to participate in all of the decision-making processes;
- to work in partnership with parents to ensure they play a key role in enabling their children to achieve their potential;
- to work closely with external support agencies, where appropriate, to support the need of individual pupils;
- to determine any resource implications and establish whether they will be provided within school or through external sources like the Local Authority;
- to ensure all staff are aware of the need to differentiate work effectively and share responsibility for ensuring needs are met;
- to allow access to appropriate training and professional development for all staff.

The Governing Body will ensure that it makes appropriate special educational provision for all children identified as in need of it. The named SEN(D) co-ordinator (SENCo) for the school is Marie Dixson. A member of the Governing body takes a special interest in SEN(D) as a Link Governor, although the Governing Body as a whole is responsible for making provision for children with special educational needs and disabilities.

Admission Arrangements:

The Governing Body has agreed with the local authority admissions criteria which does not discriminate against children with SEN(D), and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001 and the Equality Act 2010.

The accessibility policy (on schools website and available as a paper copy from the office) outlines the federations aims to treat all pupils fairly and with respect. This involves providing access and opportunities for **all** pupils without discrimination of any kind.

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SEN(D) Funding

The school receives funds on an annual basis to support provision for SEN(D). This is based on the number of pupils on roll who are on the 'Register of Children with SEN(D)' and varies from year to year. The money is allocated annually by the Governing Body when setting the school's budget and used to pay for staffing and resources which support children with SEN(D) throughout the school.

On top of this funding, there may be additional funds from the Government and Local Authority to support individual children on specific programmes. This includes 'Pupil Premium' money and additional funds for children with an Education, Health and Care Plan.

Identification and Assessment of SEN(D)

The school is committed to early identification of special educational needs and adopts a graduated response to meeting these needs in line with the SEND Code of Practice 2014.

A range of evidence is collected through the assessment and monitoring arrangements of the school. If this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCo in order to decide whether additional and/ or different provision is necessary.

There is no need for children to be registered or identified as having special educational needs or disability unless the school is taking additional or different action. The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice.

1) Identified Concerns

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child. Teachers will sometimes call this 'differentiation' or 'Quality First Teaching'. If a child is displaying challenging behaviour, the teacher will take note of the frequency and severity of the incidents and, where possible, will adapt the classroom environment to positively support the child's behaviour.

When a teacher is concerned about a child's physical or mental well-being, (s)he will share their concerns with the Head teachers, Marie Dixson, (SENCo) and/or, the Place2Be leads Kam Perera (St John's) and Carly Dale (St Paul's). Whatever the nature of the concern, the teacher (and/or SLT) will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem. The teacher will record their concerns and any actions taken using CPOMs; ensuring all appropriate members of staff are alerted to the incident/concern.

2) School Support – Stages 1,2 and 3

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more assessment and intervention is needed. The teacher and the SENCo look at the evidence of inadequate progress and decide on strategies which are additional to, or different from those already being provided in the classroom to help the child to make progress.

Formal observations of the child in the classroom or playground may occur at this stage, alongside specialist assessments available within the school.

With the agreement of parents/carers, the child is placed at **Stage 1 of School Support** on the SEN(D) Register with one of the following broad areas of need:

- **Communication and Interaction:** *autistic spectrum and language disorders*
- **Cognition and Learning:** *moderate learning difficulties, specific learning difficulties such as dyslexia, developmental coordination disorder ...*
- **Social, Emotional and Mental Health:** *ADHD, ADD, attachment disorders, emotional*

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difficulties, mental health difficulties

- **Sensory and/or Physical Needs:** *hearing and vision impaired, glue ear etc.*

Following a term of intervention, decisions are made about the future actions that may be taken to meet the child's needs. These may be to:

- reduce the amount of help,
- continue with the existing level of help with new targets being set,
- increase the level of intervention if there has been little progress.

If, despite significant support and intervention at this stage, the school has evidence that the child continues to not make the expected progress, or has additional needs, the school will take advice from a relevant professional or external agency. The SENCo will make a record of the child in the school Register of Children with SEN(D) in the category **Stage 2 of School Support**.

A Pupil Passport or an Individual Education Plan (IEP) for the child is written by the class teacher, overseen by the SENCo, in consultation with the learning support assistant or teaching assistants, parents and carers. This sets out the strengths of the child, what is important to them in their current life and for the future and describes the needs of the child alongside strategies and arrangements needed to help them achieve in school. Pupil Passports or IEPs are written each academic year and reviewed each term. They may include short term targets or outcomes for the child to achieve during the term related to their special educational needs. Children may be involved in the writing of the passports and the targets, depending on their capacity to participate.

Professionals and external agencies will be invited to contribute to the monitoring and review of progress, including the setting and reviewing of specialist targets. Children and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

Where children are at significant risk of underachievement, where their needs are severe or complex, or require the input of several professionals and external agencies, and where a high level of additional adult support is necessary, the SENCo will make a record of the child in the school Register of Children with SEN(D) in the category **Stage 3 of School Support**.

The child's progress and provision will be reviewed three times a year at a review meeting involving the teacher and the SENCo. Parents and carers are encouraged to participate in the review process through termly parent teacher meetings.

4. School request for an Education, Health and Care (EHC) Needs Assessment

For a child who is not making adequate progress, despite a period of support at Stage 3 of School Support, the school may request the Local Authority to undertake an 'EHC needs assessment' in order to determine whether it is necessary to create an "Education, Health and Care Plan". This will always be with the agreement of, and in collaboration with, parents and carers. The school uses the Local Authority guidance to inform a decision as to whether a child requires an EHC needs assessment.

If the Local Authority agrees with the school, it collects information from all the people who have been involved with the child. From this, the Local Authority decides whether the child needs an Education, Health and Care Plan to meet their needs.

5. Education, Health and Care Plan (EHCP)

An Education Health and Care Plan is a legally binding document which sets out the provision the child must receive to meet his or her SEN(D). The Local Authority may provide the school with additional funds to cover the costs of this provision. This is used for support of the child by a Learning Support Assistant and/or specialist teaching and equipment.

Each year the school must hold an 'Annual Review' with the parents and carers, members of staff and all the external agencies involved to assess the child's progress. A representative from Tower Hamlets may attend these reviews. Some children, particularly those with physical

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disabilities, sensory impairments or serious medical conditions, may already have an EHCP when they start in the Early Years.

The same procedures of making provision, and target setting and reviewing are put into place as soon as the child starts school. If a child makes sufficient progress, an EHC Plan may be discontinued by the Local Authority.

External support services

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

- Advice and support from the Speech and Language Therapist (SaLT) and contributions to the reviews of pupils with significant speech and language difficulties. The schools speech language therapist, Anna Geaves, works across both sites for one day each week. Her case load includes screening children, running intervention groups and training staff to carry out specific programmes. We also have a TA in each school that supports the Speech Language therapist and provides daily language interventions.
- Place2Be, a leading children's mental health charity, is in each school for 2.5 days per week and provides in-school support and expert professional development to improve the emotional wellbeing of children and young people, families, teachers and school staff.
- Family Engagement & Participation Practitioners in both schools to offer support and advice to parents/carers as well as training
- Regular visits from the nominated Educational Psychologist for each school.
- Advice from specialist advisory teaching services for children with sensory impairment or physical difficulties or from services like Occupational Therapy Service.
- Support from services like Phoenix Outreach Team (Autism Specialists) and Cherry Trees Outreach Team (Behaviour Specialists).
- Advice and support from the local Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs.
- Advice and support from the school nurse and community paediatrician (Child Development Centre).
- Advice and support from the Complex Medical Team in Tower Hamlets
- Multi-agency meetings with representatives from the Children's Social Care Team. These are held to ensure effective collaboration in identifying and making provision for vulnerable pupils.
- Referrals to the Attendance and Welfare Advisory service. Permission from parents and carers is always requested before any external agency is involved.

Transition

The school will liaise with the next class/school to make transition arrangements for children with a EHC Plan and other children with SEN(D) who may benefit from this. When children move to another school their records will be transferred to the next school within 15 days of the child ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Training

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. Particular support is given to Newly Qualified Teachers and other new members of staff and to training that addresses pupils' specific needs.

Working in Partnership with Parents and Carers

- Staff and parents and carers will work together to support children identified as having special educational needs and disabilities to ensure the best educational outcomes. Parents and carers will be involved at all stages of the education planning process through regular contact and meetings.
- The school will always ask the permission of parents and carers before involving other

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professionals and external agencies in support for a child.

- Parents are encouraged to support the writing of a Pupil Passport/IEP.
- Pupil passports/IEPs may include targets to work towards at home, and parents and carers are always encouraged to contribute their views to the review process. All passports and reviews are copied and sent to parents and carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents and carers and distributed on request.
- Parents Evenings provide regular opportunities to discuss concerns and progress. Parents and carers are able to make other appointments on request.
- The school will provide information about the 'Parents Advice Centre' to all parents of children with SEN(D).

Parents and carers of any child identified as having SEN(D) may contact the Parents Advice Centre for independent support and advice. The SENCo brings the organisation to the notice of parents whenever possible.

A SEND Information Report, including further information about school provision and support available for children with special educational needs and disabilities, is also available on the school website and is updated annually. It contains a link to the Local Authorities Local Offer webpages.

Complaints procedure

The child's class teacher, the SENCo and the Head teacher will work closely with parents and carers at all stages in their education and should be the first port of call in case of any difficulty. Parents and carers of children with SEN(D) whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. To encourage resolution of such situations, the Governing Body has adopted a complaints procedure. This is in line with the guidelines produced by the London Diocesan Board for Schools and can be found on the school's website.

Tower Hamlets Local Authority provides a Parent Partnership Service, to support parents of SEND on any query or concern they may have regarding their child's education. The Parents Advice Centre (PAC) is widely respected amongst parents and schools for providing independent advocacy and mediation services for parents within Tower Hamlets. Please see the SENCo for further information.

Parents may also seek advice on resolving disputes formally through the Local Authority. Parents need to contact the borough's SEND section to enquire further information about this service.

This policy should be read alongside other key policies across the federation including:

- The SEN/D Information Report
- The Equalities Information and Objectives
- The Accessibility Policy
- The Federation Behaviour policy
- The Federation Positive Handling Policy
- The Federation Policy for Supporting Pupil's with Medical Conditions
- The Federation Policy for the Education of Looked After Children

Title	Federation SEN Policy
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