



SEND Policy

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (June 2016)

Introduction

Yavneh Primary School values the contribution that every child can make to our community and we welcome their diversity of culture, religion and learning style. We believe that provision for children with SEND is a whole-school matter and that all educators within our community are responsible for addressing the specific educational needs of every pupil they teach.

The SEND policy seeks to support pupil achievement, remove barriers to learning and increase physical and curricular access for every child. We aim to do this by providing a sympathetic learning support structure, which is designed to meet the needs of each individual and which takes into account each pupil's views on their strengths and needs. As all teachers are teachers of children with SEND, each member of staff takes responsibility not only for the educational needs of the pupils, but also their own professional development in the area of SEND.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010. At Yavneh Primary we place a high priority on children's safety and wellbeing. All our policies are interlinked and should be read in conjunction with other relevant policies. The SEND policy is linked to the child protection, behaviour, anti-bullying, medical, Disability Discrimination Act and Action Plan policies, as well as our curriculum handbooks.

Our website also includes a link Hertfordshire's Local Offer for parents and children with SEN and disabilities.

Key facts from the 2014 Code of practice.

From September 2014:

- Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth to 25 years. Therefore, no more statements will be issued by the Local Authority.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored and their progress tracked each term. Those at SENS are additionally tracked by the Inclusion Leader and Headteacher.
- There are four broad categories of SEND:
 1. Communication and interaction
 2. Cognition and learning

3. Social, emotional and mental health
4. Physical and sensory.

Defining SEND

The 2014 Code of Practice says that:

“A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

(Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

Our Objectives

- To use the National Curriculum as a starting point for every pupil's education and to ensure that suitably differentiated resources are produced, so that each pupil may have full access to the curriculum
- To involve pupils in the setting, monitoring and achievement of goals in relation to their specific educational needs
- To ensure that the needs of children are swiftly identified and that appropriate provision is made in all curriculum areas
- To provide age and need appropriate specialised provision, which changes as the pupils' needs change
- To work cooperatively with parents in order to help them understand their child's needs and how they can best aid the learning process
- To work cooperatively with outside agencies and other professionals involved in the education of our pupils
- To work with staff in order to help identify their professional needs and to provide them with sufficient information to address the learning needs of each SEND pupil
- To develop a culture of caring and respect in the school which celebrates the differences and achievements of those with SEND.

Roles and responsibilities

The role of the Inclusion Leader is to:

- Assess new pupils to identify their educational needs
- Record, monitor and evaluate the progress of all pupils with SEND
- Share information with staff regarding the specific needs of all pupils
- Monitor and evaluate the teaching of individual and small-group SEND lessons
- Conduct whole-school INSET to address SEND issues with the whole staff body
- Provide teaching staff with the relevant training and teaching materials, in order to help them improve their teaching
- Work with NQTs and new members of teaching staff to address their teaching needs
- Work closely with parents/ carers to determine the best provision for their son/ daughter
- Act as a link with external support agencies
- To coordinate the Gifted and Talented programme
- To coordinate provision for EAL pupils
- Manage the SEND department budget and select and purchase appropriate learning resources, as required
- Maintain the Any Additional Needs Register which also includes the records of all pupils with SEND
- Manage the human resources linked to those children receiving SEND teaching
- Monitor the effectiveness of SEND interventions and report to the governing body on a regular basis

The role of the SEND Teaching Assistants and Learning Support Assistants is to:

- Be involved in assessing the specific needs of pupils they've been assigned to teach
- Implement SEND interventions where appropriate and contribute to maintaining and evaluating those evaluations
- Report on pupil progress to the Inclusion Leader and other relevant teaching staff
- To contribute to routine assessments by helping to track and record progress throughout the school year
- To contribute to the IEP / Personal Provision Map process by suggesting targets and strategies

The Role of the Headteacher is to:

- Oversee the assessment and admission of new pupils with SEND
- Make sure that the teachers in the school are aware of the importance of identifying pupils who have SEND and provide

appropriate teaching

- Oversee the development of new initiatives in the SEND department
- Evaluate the progress of pupils who are receiving SEND provision
- Act as liaison between the Inclusion Leader and the governing body

The role of the governing body is to:

- Monitor the school's SEND policies and provisions
- Ensure that, when special educational provision is being made for their child, parents are notified by the school
- Take account of the SEND Code of Practice when carrying out their duties towards all pupils with SEND
- Ensure the school produces and publishes its school SEN information report online
- Ensure the school has arrangements in place to support children with medical conditions
- Co-operate with the local authority (LA) in developing the local offer
- Ensure that there is a qualified teacher as the Inclusion Co-ordinator for the school
- Make sure that the responsible person (usually the headteacher) makes all staff aware of a pupil's SEND, where relevant
- Consult the local authority (LA) and the governing bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area
- Ensure that pupils with SEND join in the everyday activities of the school together with children without SEND, as far as this is compatible with them receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources

The role of Teaching Staff is to:

- Educate themselves on the specific needs of all pupils with SEND who they teach
- Familiarise themselves with the range of special educational needs that our pupils have
- Differentiate lesson materials so that they are suitable for individual pupil needs
- Plan, develop and monitor work for pupils with SEND which allows them to access the curriculum

- Using IEP or Personal Provision Map targets where necessary in order to aid pupils in achieving their personal academic goals
- Provide feedback to the Inclusion Leader regarding the progress and achievements of pupils on the SEND Register

Admission Arrangements

The school aims to do all it can to make reasonable appropriate provision for pupils with a range of Special Educational Needs, because it is felt that a community made up of learners with diverse skills and needs enables a more secure and robust learning environment for all pupils. Please consult the Admissions policy for further information.

Specialised provision

In addition to wave one quality first teaching and personalized learning, Yavneh Primary will aim to provide a range of tailored provision outside of the classroom for those pupils who require the additional support.

The school is equipped with a range of ICT devices, which can enhance and make accessible those areas of the curriculum where pupils need additional input. We will ensure that there is a range of physical resources which are available to pupils, ranging from pencil grips to specially modified seating, all of which can be given to pupils as appropriate. The SEND specialist(s) will work closely with school staff to provide the appropriate conditions in which pupils with SEND can thrive.

Allocation of resources

One-to-one sessions may be appropriate for some pupils. This will be agreed with parents and will be reviewed regularly as part of the SEND “assess, plan, do, review” cycle.

Small-group sessions will be arranged by the Inclusion Leader. Pupils with EHC Plans will be normally be assigned specialist teaching support or Teaching Assistant support as per their plan.

The SEND Budget covers the purchasing of resources, including - but not limited to - ICT materials, physical learning aides, workbooks and other adapted curriculum resources, informative reading for staff, assessment materials and general departmental administration.

The budget will be reviewed annually and determined by the school's Governors in cooperation with the Headteacher and the Inclusion Leader. The Inclusion Leader will be responsible for the day-to-day management of the budget and the acquisition of resources.

Identifying children at SENS (SEN Support):

Children with SEND are identified by one of three assessment routes, all of which are part of our overall approach to monitoring the progress of every pupil:

The progress of every child is monitored at half-termly pupil progress meetings. Where children are identified as not making progress, despite Quality First Teaching, this is discussed with the Inclusion Leader and a plan of action is agreed.

Class teachers are continually aware of children's learning. If they observe that a child is making less progress than expected, given their age and individual circumstances, they will seek to identify a cause. This will occur in situations where progress:

- is significantly slower than that of peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

Although the school can identify Special Educational Needs and Disabilities, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or another medical need.

Working with Parents and Children

We aim to have productive relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and summer terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child has been identified as having SEND.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review'

required by the 2014 Code of Practice. Depending on their age and their interests, the child may be invited to attend all or part of the meeting. Very young children will not attend a meeting but their views will always be sought in an age appropriate manner. Records are kept of these meetings and copies are available to parents.

Thereafter, parents – and children where appropriate - are invited to a meeting at least termly to review progress made, set targets and agree provision for the following term. In the Summer term, there is an annual review of the child's progress as part of the transition to the next year group or key stage.

Assessment and Review for children at SEND

Once a child has been identified as needing SEND the following paperwork is generally completed:

Annually:

- A “pupil passport” is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve at school. This is completed with the child and parent and acts as a guide for their new class teacher.
- A diagnostic assessment might be given at the beginning and end of the academic year to monitor progress.

Termly:

- At progress meetings, an Individual Education Plan (IEP) or Personal Provision Map (PPA) may be produced and/or reviewed. The plan records specific and challenging targets for the child to achieve within a term, together with the personalised provision (which may be 1to1 or in a small group) put in place to enable the child to achieve these targets. Not all children will need a full IEP or PPA but all pupils will have individual targets put in place by the class teacher.

Half Termly:

- At pupil progress meetings, smaller targets taken directly from either an IEP, PPA or specific pupil targets are discussed by the class teacher, Inclusion Leader and Headteacher. Next steps are agreed, shared and discussed with the child and parents if necessary.

Weekly:

- The teacher or teaching assistant records progress made towards each of the targets.
- Weekly interventions being delivered are recorded, evaluated

and shared with the class teacher if carried out by another person.

- TAs/ LSAs working with specific children will meet with the Inclusion Manager to discuss progress on a regular basis.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress in spite of high quality, targeted support at SENS, or if a range of professionals recommend further action, we may apply for the child to be assessed for an EHCP by the Local Authority.

Generally, we will apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a learning difficulty or disability which is lifelong and which means that they will always need support to learn effectively
- The pupil's achievements are so far below their peers that we think it likely that they may at some point benefit from special school provision.

If the application for an EHCP is successful, a member of the Local Authority (LA) will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations, as well as the barriers they face.

Following the meeting, the LA will produce the EHCP, which will incorporate decisions made at the meeting. The EHCP will be reviewed annually by the Local Authority to ensure that the right level of support is still in place. This Annual Review will be coordinated by the Inclusion Leader.

Teaching and Learning

We believe that all children learn best when the teaching is pitched to meet their individual needs. Our aim is for all children to be working independently, at the peak of their potential. Children with SEN and disabilities are entitled to be taught by their teacher.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, without depending on an adult to achieve.

The school has a range of interventions available, which will be listed and costed on a whole school provision map. When considering an

intervention, we look first at the child's profile of learning, in order to select the intervention best matched to the child. Targets for children at SENS are deliberately challenging, so we can support them to close the attainment gap.. Interventions are often crucial in closing these gaps, so these are monitored closely by both the class teacher - who monitors progress towards the targets during the intervention - and by the Inclusion Leader, who monitors overall progress after the intervention. The Inclusion Leader monitors all interventions to identify 'what works'.

Teaching staff at Yavneh Primary appreciate that their successes and failures in meeting these aims is a key factor in pupils' academic success. Therefore, teachers will regularly review issues related to specific children with SEND at weekly staff meetings and through ongoing dialogue with the Inclusion Leader.

Further, issues such as classroom organisation, teaching methods, lessons materials and differentiation of tasks will be regularly reviewed at meetings with the Inclusion Leader.

Where possible, provision will be made for pupils' needs to be addressed within the classroom setting. However, we may administer interventions outside of the classroom, if we feel the pupil will benefit.

It is often a necessary part of a SEND pupil's development that they are withdrawn from lessons for one-to-one teaching. This will be done in such a way as to have the least impact on their minimal impact on their social development and mainstream learning and the views of the pupil, parent and relevant teaching staff will be considered when drawing up timetables for these sessions.

Access to extra-curricular activities

All of our children have equal access to school provided extra-curricular activities, which develop engagement with the wider curriculum. Where necessary, we will make adaptations to meet the physical and learning needs of our children.

Class trips are part of our curriculum and we aim for all children to benefit from them. No child will be excluded from a trip because of SEN, disability or medical needs.

Children with social, emotional and mental health needs

Challenging behaviour is not classified as an SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known

history of experiences.

If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we might complete a Common Assessment Form with the Local Authority and the family and support the child through that process. If parents and school are concerned that the child may have mental health needs, we ask parents to ask their GP for a referral to CAMHS. If we do not have the resources or personnel in school to assist a child with any mental health or emotional difficulties, we investigate appropriate external provisions available that could be provided either out of school or on-site (for example Art Therapy, Psychotherapy, Grief Therapy, Psychotherapy, Counselling, etc.) As a state funded school, we explain to parents that it is unlikely that school will be able to fund any privately sourced provision.

Staff will respond to all children's behaviour consistently, in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying whether a child has SEND or not. We will actively investigate all allegations and, if necessary, work with both the bully and the victim to improve their social skills.

Transition Arrangements

Transition into and within school:

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can to make transitions between classes as smooth as possible.

This may include, for example:

- Additional meetings between the parents and child and the new class teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places, in order to make a 'transition booklet'.

Monitoring and Evaluating SEND provision

The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect,

the governing body will report annually to the parents on the quality of education provided for- and the achievements of- children with SEND.

The Inclusion Leader will be responsible for monitoring and reporting on the progress of pupils with SEND and a range of methods will be used to gather data for this process, including:

- Teacher observations
- Analysis of the attainment of pupils with SEND compared to their classmates
- Success of IEP / PPA targets
- Scrutiny of teacher planning and children's work
- The views of the parents and the child
- Regularly testing and recording spelling, reading and numeracy ages to track progress over time.
- Regular meetings between all relevant teaching staff and the Inclusion Leader

Data collected will be regularly presented to the governing body for their analysis and will be communicated to parents as appropriate.

Arrangements for dealing with complaints from parents

Complaints from parents will, in the first instance, be communicated to the Inclusion Leader, who will act to resolve the situation with them directly. The results of this communication will be shared with the class teacher and the Headteacher.

Complaints which cannot be resolved by the Inclusion Leader will be passed to the Headteacher, who will either deal with the complaint personally or consult with the Governing Body/ MAT. Most grievances by parents can be dealt with simply and efficiently through mutual understanding, listening and creative problem solving.

Those complaints that cannot be easily resolved may result in a more formal complaints procedure, as outlined in Yavneh Primary's Complaints Procedure Policy.

Arrangements for In-Service Training

Yavneh Primary recognises that it is essential for staff to access additional training through INSET courses. The Inclusion Leader will be able to attend local and national courses and will be expected to disseminate this information to teaching staff through informal INSET. Yavneh Primary will also arrange for support staff to attend the range of training courses provided by Barnet LA for its support staff.

The Inclusion Leader will be responsible for developing and delivering a range of INSET and providing a range of supporting materials to teaching staff.

Whole-school SEND self-evaluation procedures

The purpose of self-evaluation is to ensure that our policies and procedures are continually developing and improving. Yavneh Primary will develop a self-evaluation format, largely comprising of dialogue between staff and the Inclusion Leader. A self-evaluation procedure will be developed and this will involve the Inclusion Leader looking at our pupils' achievements, areas of underachievement, predictions of successes and target-setting. The main areas of evaluation will be:

- Do children with SEND make good enough progress?
- What is the quality of provision for children with SEND?
- Do we meet our statutory requirements in respect of children with SEND?
- How have we improved since the last OFSTED inspection?

The Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

This policy will be reviewed every one – two years or earlier if necessary.

Date: June 2018

Date of review: June 2020