

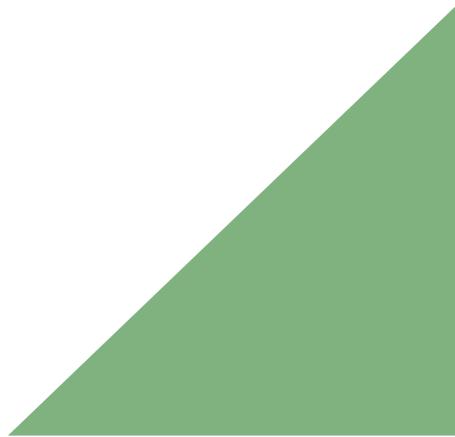


**Betty Layward Primary School**

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# **Special Educational Needs Policy**

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### Overview

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We take safeguarding very seriously and all our policies are developed with a high priority on children's safety. This policy was redrafted by Betty Layward's SENDCO and SEND Governor, and complies with the statutory requirements laid out in the new SEND Code of Practice effective from 01 September 2014 - Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015, together with the Children and Families Act 2014 and Equalities Act 2010. When other school policies are referred to in this statement they are to be read in conjunction with this document.

In compliance with the new Code of Practice (2014), the school has produced a SEND Information Report available from the website. This is a comprehensive set of Frequently Asked Questions, which explains how the school supports children and parents. The website also includes a link to the Hackney Local Offer website for parents and children with SEND.

### The SEND Team:

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Adults with responsibility for SEND & INCLUSION:

- The School's SENDCO: Melanie McHugh
- SEND Link Governor: Stephen Halsey
- Chair of Governors: Stewart Fox-Mills

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Melanie McHugh, SENDCO.

Please make an appointment with the school's office if you wish to speak to the SENDCO.

### The Aims of the SEND Policy:

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Our school does not discriminate against children on the grounds of race, gender or ability. We seek to enable all children to have reasonable access to the curriculum.

We provide an opportunity where Hackney's children are valued, nurtured and empowered to be all they can be and reflecting on this we aim to:

- Enable all our children to make progress in every area of their development – intellectual, physical, spiritual, emotional and social – so that they can achieve their potential;
- Provide a school, which is a happy place, where each child is valued for who they are, where all children are welcomed, listened to, respected and cared for. By example we aim to oppose prejudice, discrimination and bullying;
- Empower all children to gain the essential skills in literacy and numeracy;
- Provide a broad curriculum, designed to equip children for life, with a strong set of values and a broad range of knowledge, skills and experiences;
- Provide a school in which staff, pupils, parents and carers<sup>1</sup> and governors are all partners in the learning community; we are proud of our work and want to continue to work together to maintain our school's success.

## Objectives of the SEND Policy:

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The objectives of the SEND policy are to:

- Identify children with special educational needs as early as possible in their school careers;
- Work within the guidance provide in the Special Educational Needs and Disability Code of Practice:  
0 to 25 years 2015;
- Recognise fully the voice and role of parents, carers and children when considering individual needs;
- Work in partnership with parents - inform parents of our concerns and to hold regular review meetings at which progress is marked, strategies are discussed and decisions for future support are taken jointly;
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- Ensure that interventions are reviewed regularly to assess their impact;
- Involve children in the planning and evaluation of their short term targets and in the provision they receive wherever possible;
- Give all children equal access to a balanced and broadly based curriculum;
- Support teachers in delivering a daily curriculum which is sensitive to differing paces and styles of learning, interests and capabilities;
- Maintain a close working relationship with external agencies so that our pupils can benefit from their expertise in the most effective way;
- Ensure all staff have access to training and advice to support Quality First Teaching by increasing staff awareness and knowledge of SEND issues through carefully planned INSET/CPD opportunities; and
- Use resources for SEND in a focused and effective way.

## Defining SEND from the new Code of Practice, 2015

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‘A person has SEND 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.’ (p15-16)

**Below is a summary of the changes to the new Code of Practice 2015:**

- Clearer focus on the participation of children and young people (CYP) and parents in decision-making at individual and strategic levels
- A stronger focus on high aspirations and on improving outcomes for CYP
- Joint commissioning of services to ensure close cooperation between education, health and social care
- Local Offer – guidance on supporting CYP with SEND
- EHC Plans replace Statements
- School Action and School Action Plus to be replaced with SEND Support
- Optional personal budgets can be made available to families with EHC Plans
- Accountability: Teachers must make sure every pupil in their class makes progress.

The Code of Practice 2015 also clearly states:

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less. (Section 1.24)

Early years providers, schools and colleges should know precisely where children and young people with SEND are in their learning and development. They should:

- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Have high ambitions and set stretching targets for them
- Track their progress towards these goals
- Keep under review the additional or different provision that is made for them
- Promote positive outcomes in the wider areas of personal and social development, and
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress (Section 1.25)

We provide 'High quality provision to meet the needs of children and young people with SEND' (Code of Practice 2015) to ensure all children make progress.

Key features of the September 2014 Code of Practice include:

There are four broad categories of SEND:

- i. communication and interaction
  - ii. cognition and learning
  - iii. social, emotional and mental health
  - iv. physical and sensory
- Behaviour is no longer an SEND category.
  - No more statements of special educational need will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
  - School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SEND Support).
  - The COP stresses the benefits for all children of 'Quality First Teaching' – classroom teachers are highly skilled professionals who inform their teaching with planning, assessment and differentiation for all levels of learning needs.
  - There is an increased emphasis on parental choice and involvement in working with the school to manage the support of a child with SEND.

The Betty Layward School Community is a place where everyone should feel included. This means that everyone has an equal opportunity to develop their full potential. All children should have equal access to a broad and balanced curriculum and all parents/carers should have equal access to

information. Everyone should feel confident that they will be successfully supported in overcoming any barriers to learning. We have high expectations of all our children.

This SEND policy complies with the Special Educational Needs and Disability Code of Practice: 0 to 25 years, which arose from the Children and Families Act 2014 and came into force in September 2014. The SEND Code of Practice 2014 replaces the SEND Code of Practice 2001. The policy also complies with The Equality Act of 2010.

# Arrangements for Co-ordinating Provision for Children with Special Educational Needs:

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## Roles and Responsibilities

### 1. *The Governing Body*

The Governing Body, in co-operation with the Head Teacher, determine the school's general policy and approach to provision for children with SEND. The Governing Body must report to parents annually on the school's policy on SEND. The Governing Body will nominate one governor with responsibility for SEND. Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENDCO for the school. The SEND Governor will liaise regularly with the SENDCO and report back to the full Governing Body.

### 2. *The Head Teacher*

The Head of School has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher should keep the governing body fully informed and also work closely with the SENDCO.

### 3. *The SENDCO*

The SENDCO, currently Melanie McHugh, has an important role to play with the Head Teacher and governing body, in determining the strategic development of SEND policy and provision in the school and is a member of the Management Team. The SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The SENDCO provides professional guidance to colleagues and works closely with staff, parents and other agencies. The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

## Key responsibilities are:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support<sup>109</sup>
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Managing Teaching Assistants.
- Overseeing the records of all children with SEND.
- Contributing to the in-service training of staff.

### **4. The Teaching Staff**

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 which is differentiated for individual pupils

All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process.

### **6. The Teaching Assistants (TAs)**

The designated TAs work with the class teacher and SENDCO in providing support for children with Special Educational Needs across the school, maintaining records of the children they work with, and attending reviews and meetings as requested.

### **7. The Role of Parents of Pupils with SEND**

The new Code of Practice emphasises the importance of excellent partnerships between the school and the views, wishes and feelings of the child and their parents. This is what underpins the principles of the new Code of Practice (2015), which are designed to support:

- The participation of children, their parents and young people in decision making
- The early identification of children and young people's needs and early intervention to support them
- Greater choice and control for young people and parents over support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- A focus on inclusive practice and removing barriers to learning
- Successful preparation for adulthood, including independent living and employment

The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support. Frequently asked questions from parents can be found on each school's website under the SEND Information Report.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about Special Educational provision.

We encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.

All parents of children with SEND have access to the SEND Information Report and Local Offer, which gives additional information about Special Educational Needs. This also provides information about the Parent Partnership service. This is a free service, which supports parents of children with SEND. Additional information and/or leaflets are available from the SENDCO on request.

Parents are encouraged to contact the child's class teacher and/or the SENDCO as needed either by telephone or appointment. Parents can receive further support, information or advice from the Hackney Parent Partnership Service based at Hackney Ark. Tel: 020 7014 7123

### **8. Pupil Participation**

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to their targets. This will be achieved through a variety of different approaches as appropriate to the age of the child. These include:

- Pupil interviews
- Questionnaires
- Self-evaluation (pictures, written answers)
- Surveys
- Pupil set targets

### Admission Arrangements:

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In line with the admission criteria for all children as published in the school's Admission Policy and with The Learning Trust's guidelines, the school acknowledges in full its responsibility to admit pupils with already identified Special Educational Needs, as well as identifying and providing for those not previously identified as having SEND.

### Allocation of Resources:

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Schools have an amount identified within their overall budget planning, called the notional SEND budget. The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans. The Head teacher informs the governing body of how the funding allocated to support special educational needs has been employed. The Head teacher and Governing Body should consider the schools strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as pupil premium.

### Facilities to Increase Access:

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Our school building has ground floor access to wheelchair users with an access ramp, disabled toilets and wide corridors...there is a lift facilitating access between the ground and first floor.

The school will take all reasonable steps to put the policy of inclusion into practical operation in so far as this is compatible with the efficient education of other children.

### Identification, Assessment and Review:

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#### **Early Years:**

The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three characteristics of effective learning, set out below:

### **The prime areas of learning:**

- Communication and language
- Physical development
- Personal, social and emotional development

### **The specific areas of learning:**

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

### **Characteristics of effective learning:**

- Playing and exploring
- Active learning
- Creating and thinking critically

It is never assumed that all children will progress at the same rate, however, those who are making slower progress in certain areas will need carefully differentiated learning opportunities or alternative approaches to support their progress.

Regular and careful monitoring of individual children's progress may indicate the need for a level of support greater than that normally available in the early education setting. The school will contact the parents and initiate the graduated approach described in the Code of Practice. It is vital that communication between all professionals and the child's parent is strong so that a clear picture is gained of the child's learning and development.

### **Primary Phase:**

The following assessments will be used to provide a baseline of all children's learning progress and to identify those who need support 'different from' and 'additional to'.

#### **Assessments:**

- Baseline assessments of all children entering the Reception year are carried out in their first term in the school, those children who are identified as having difficulties in the areas of language, literacy, numeracy or social skills will be monitored closely and their parents consulted.
- Results of the Key Stage 1 SATs are closely scrutinized and used to identify any children who will continue to need extra support in KS2.
- Ongoing teacher observation and assessments of progress measured against National Curriculum objectives.
- A baseline assessment of those pupils whose social or emotional skills is a cause for concern will be taken and their behaviour tracked at regular intervals throughout their school career. Incidents are logged on the school's computer database in order to build up a picture of situations which trigger the unacceptable behaviour.
- At the start of each term the results of assessment week are scrutinized at the Raising Attainment meetings and provision is put in place to support the progress of pupils with SEND.

- Literacy (reading) is assessed in an eight-week cycle using the Success For All (SFA) phonics assessments and children are grouped accordingly.
- Monitoring of the learning environment by the Head teacher, Deputy and Assistant Head teachers.

## Broad Areas Of Need:

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‘A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.’ (Code of Practice 2015: 6.15)

There are four broad areas of need that should be planned for:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

Section 6 (6.28-6.35) of the Code of Practice (2015) goes into more detail on these broad areas of need. A child may often have needs that cut across all areas of need.

### **SEND Support**

(Reference Code of Practice 2015: 6.44-6.56)

SEND Support has now replaced School Action and School Action Plus.

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should 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. This is known as the graduated approach.

The four-part cycle is known as:

- Assess
- Plan
- Do
- Review

The parents of children whose learning or behaviour is a cause for concern will be invited to a formal meeting to discuss strategies to best support their child. They will then be placed on the SEND register and parents will be asked to complete a One Page Profile, identifying strengths and weaknesses which will be used to plan their provision. At this stage outside agencies may or may not be involved, depending on the needs of the child. Any support via Quality First Teaching and Additional Support will be supported by the school’s SEND budget. Targets will be monitored and reviewed according to the Graduated Approach of Assess, Plan, Do, Review.

Where the school requires professional advice or help, the SENDCO in consultation with parents, will decide whether a child who is not making adequate progress should be a priority for referral to external agencies. This involves a referral being made.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels (or that thereof) substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

Services the school usually accesses are: Educational Psychologist, Speech and Language, CAHMS, The Hackney Ark, or other external agencies. A complete list of these are found on the School's SEND Information Report, accessible on the website. The SENDCO and class teacher, together with the specialists, and involving the pupil's parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

### **Education, Health and Care Plans (EHC):**

(Reference to Code of Practice 2014: Chapter 9)

Education, Health and Care (EHC) plans supersede Statements of Special Educational Need from September 2014.

Prior to considering requesting an EHC plan, SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care plan.

Further information on EHC Plans can be found in Chapter 9 of the Code of Practice 2014.

### **Individual Education Plans (IEP) / Provision Maps (PM):**

Short term planning for children with special educational needs will need to be monitored and reviewed. Each school in the PA has a slightly different method of recording these targets but the outcome should be the same. The information gathered on a child's individual needs are used to determine the areas of priority need and from this three or four short term targets are chosen as a focus; wherever possible parents and pupils are involved in this process.

The targets are written as child friendly, 'I can' statements and should also outline details of appropriate teaching strategies and resources, such as the duration and frequency of teaching sessions, size of group, responsible member of staff, suggested materials and success and exit criteria.

IEP's or PM's should be kept in the classroom teacher's planning file and individual targets are linked to class learning intentions. Other members of staff who work with the child also keep a copy of the child's IEP.

IEP's/PM's are reviewed once a term, unless the child's needs require a shorter timescale.

### **IEP Monitoring:**

The SENDCO is responsible for monitoring reviewed IEP's/PM's once a term to provide whole school quantitative and qualitative data on the effectiveness of target setting and the extent of pupil and parent involvement. Individual classroom teachers are also given feedback on their target setting.

## Nature of SEND Provision:

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### **Programmes of Study**

The school runs the Read Write Inc (RWI) programme. All children from Reception to 2s are phonics tested every term and grouped by reading ability. All children working from a 2s and above are tested termly for comprehension before being grouped by reading age. The programme is 4 times a week and lasts for twenty to thirty minutes per day depending on the year group. From Reception through KS1 there is daily supported reading lasting thirty minutes. English lessons occur five times per week with additional handwriting lessons. RWI depends on positive reinforcement of co-operative learning standards and aims to help our children to become fluent and accurate readers and effective and enthusiastic communicators.

In Key Stage Two the Hackney Loves Reading programme takes place daily lasting fifty minutes along with daily English lessons and additional spelling & handwriting lessons.

Across the school we run the Primary Advantage Maths programme with daily maths lessons. Extra numeracy support, either in class or withdrawn in a small group, is given to children whose assessments reveal cause for concern.

### **Behaviour**

The school's behaviour policy outlines the whole school approach to behaviour management expected from all staff working in the school. This is reinforced during class using Stay on Green and also Circle Time. There are a small number of children who have greater difficulty behaving appropriately, according to the context.

In order to help children with challenging behaviour to participate fully in the educational, social and spiritual life of the school, we adopt a variety of strategies including Circle of Friends, behaviour monitoring, mentoring, anger management sessions and counselling. In addition, SEND support will include advice or assessment from relevant professionals and the initiation of an Individual Behaviour Plan, or when children need added nurturing a Pastoral Support Programme, which is reviewed once a month with parents.

### **Multi-Agency Planning (MAP)**

A Multi-Agency- Planning meeting is held once a term, to seek advice from Professionals working in school on strategies to support children with medical needs, learning difficulties, and behaviour, social and emotional needs.

## Access to the Curriculum:

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Access to the curriculum is achieved primarily by matching work to the learning needs of the individual pupil through differentiation. This is made possible in a variety of ways:

- Continuing staff development and in-service training.
- Learning materials adapted to meet the needs of individual learners, eg. by the use of visual or graphic aids.
- Specialised equipment.
- Group or individual support.
- Language groups on the advice of the allocated speech and language therapist.
- Time devoted to devising interventions with support staff.
- Use of ICT and alternative methods of instruction and recording.
- Speedy access to the borough's resources.

### Integration:

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The school is fully committed to implementing the Special Educational Needs and Disability Act in order to include children with special educational needs in the mainstream classroom.

### Transition:

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We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If a child is moving to another school: We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for the child. We will make sure that all records about the child are passed on as soon as possible. If needed, we will arrange transition work to be carried out either in a small group or on an individual basis. In Year 6, all the children do some work on transition. If a child with SEND is going to find transition particularly difficult, we will arrange a transition programme which will involve visits and activities at the new secondary school. If a child has an EHC Plan, the SENDCO will arrange a meeting with parents and the SENDCO of the new school if it is considered necessary.

When moving classes in school: Information will be passed on to the new class teacher in advance at a handover meeting by the previous teacher, and the SENDCO will also make sure that the new teacher and any adults who will be working a child with SEND are well aware of their needs. If needed, we will arrange transition work to be carried out either in a small group or on an individual basis.

### Social, Emotional and Mental Health needs:

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If parents and the school have reason to think that a child needs professional support regarding their social, emotional and mental health needs, a referral can be made for 1:1 play therapy support within school from our **Counselling Service**, or a referral can be made to CAMHS (Child and Adolescent Mental Health Services) for support for the child and/or the family. Even though behaviour is no longer an SEND category, we recognise that pupils with SEND may well have Emotional and Social Development needs that manifest themselves in behaviour and may require support in school. The emotional health and wellbeing of all our pupils is very important to us. The senior management team, the SENDCO and all the teachers and support staff continually monitor the emotional social and emotional wellbeing of all our pupils. Children can also self-refer to our **Learning Mentor** or **School Counsellors** for a confidential drop-in chat about any friendship or other concerns they may have. Parents are always welcome to request a meeting with the class

teacher, a member of senior management, the SENDCO or the Learning Mentor or School Counsellors about their child's social, emotional and mental health needs.

### Evaluation of the Success of the Policy:

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This policy will be evaluated using the following criteria:

- The profile of SEND is high amongst staff;
- SEND is included in the School's Development Plan (SDP);
- The school INSET programme includes SEND training;
- Involvement of governors in SEND provision in school;
- Collation of SEND data;
- Integration of SEND children;
- Monitoring of group and individual targets to ensure progress is made;
- Adherence to Learning Trust criteria to move children between stages of COP; and
- Monitoring of systems by SEND Section.

Feedback will be given by:

- Report to governors each term by SENDCO.

### Equal Opportunities:

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

### Arrangements for Considering Complaints about SEND Provision:

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We aim to form positive working partnerships with parents by establishing and maintaining contact with them by both informal and formal meetings.

However, parents may on occasion feel they have cause to complain about their child's education. Informal complaints can be raised with the classroom teacher concerned by appointment only. Formal complaints can be discussed with the SENDCO and/or Head teacher. If a satisfactory resolution cannot be reached the parent will be asked to put their complaint into writing.

The governor with responsibility for Special Educational Needs may be consulted. A committee of the governing body may be convened to hear the complaint. If a parent is still dissatisfied with the response they should contact:

Schools Complaints Officer  
The Learning Trust  
Hackney Technology and Learning Centre  
1/3 Reading Lane  
London Borough of Hackney  
E8 1GQ

## Staff INSET:

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Please refer to the Professional Development Policy.

In addition to INSET opportunities offered to all staff in school, individual staff members are encouraged to extend their professional expertise by attending specialized courses at venues outside the school, with the consent of the Professional Development Co-Ordinator.

## External Support Agencies:

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### **Educational Psychology Service:**

Our Educational Psychologists are based in Lewisham (SE Psychology) and we buy in their services when their expertise is needed. At the start of each term the SENDCO and Educational Psychologist hold a planning meeting to discuss SEND issues and prioritise the term's work. This can include concerns at individual, class or whole school level, requests for assessments for individual children and requests for staff training. The Educational Psychologist becomes formally involved with individual children at the SEND Support stage though the SENDCO may have sought informal advice on target setting at an earlier date.

### **Inclusion Team:**

Many children receive support from the Inclusion Team as part of the child's SEND Support status or their EHC Plan. A specialist teacher/Learning Support Assistant is allocated to the child to give expert advice, support and assessment. At a L3 and L4 level the provision is funded from the school's SEND budget.

### **Speech and Language Therapy Service:**

The SENDCO and speech therapist hold a planning meeting at the start of each term to discuss concerns, make referrals and prioritise need. Parents are then asked to complete a questionnaire of their child's language at home, while classroom teachers are asked to provide background information on the child's speech and language in the classroom setting. Support is given either on an individual basis, by advice on target setting to existing language groups or by advice on the language environment in the classroom. Reports of progress are requested for submission and/or attendance by the therapist sought for Annual Review meetings.

Advice can be also sought from the school's speech and language therapist and incorporated into Support Plans for children with difficulties in this area. Language group support in a small group is offered to identified children on a regular basis and in some cases individual speech therapy on the advice of the therapist. The speech therapist also gives advice to classroom teachers on creating an inclusive communicative environment.

### **Child and Family Consultation Services:**

The school has developed close links with this service and make direct referrals after consulting parents and gaining their consent. Multi-disciplinary assessments are carried out by the service generally for children whose special needs are of an emotional/social/behavioural nature and where the problems are manifested mainly in the home situation.

The interventions offered usually take the form of family therapy and individual counselling. Throughout the process of assessment and therapy, liaison with school is maintained and copies of reports are received, again with parental consent.

### **Physiotherapy/Occupational Therapy Service:**

The SENDCO can make a referral to the Physiotherapy Service for assessment, advice and support concerning children with gross motor difficulties and to the Occupational Therapy Service for children with fine motor difficulties.

Both of these services provide INSET on request.

Children whose EHC Plan include a specific allocation of input from the Physiotherapist or Occupational Therapist are usually visited in school and the advice used to help class teachers in their planning.

Reports of progress are requested for submission and/or attendance by the therapist sought for annual review meetings.

### **Hackney Translation and Interpretation Service:**

This service provides interpreters for meetings in school with non-English speaking parents and those with hearing impairments. This service can also be used to translate important written information.

There is a charge to the school for the use of this service.

### **CENMAC:**

The SENDCO can make a referral to CENMAC, which is a unique, London-based service offering assessments, reviews and loan of equipment to help pupils with a disability access the curriculum using assistive technology.

## Links with Health, Social Services, Educational Welfare and Voluntary Organisations:

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The school is in regular contact with the following services:

- **School Health Service**
  - School Nurse
  - School Medical Officer
- **Hackney Social Services**
- **Young Hackney**
- **School Attendance Service**

## Policy Review:

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The Governing Body has reviewed this policy with careful consideration of our approach to equalities as outlined in the Equalities Policy, July 2012.

\*\* The term 'parent' is used in this document as defined in section 576 of the Education Act 1996 as:

- Parents of a child;
- Any person who is not a parent of a child but who has parental responsibility for the child;
- Any person who has care of the child.

*We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes and LA and Statutory guidelines where appropriate.*