



Everybody Excelling Everyday. No Excuses!

SEND Policy 2014

DATED: Oct 2014

REVIEW DATE: Oct 2016



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- Vision

**Every Pupil will leave Randal Cremer able to excel academically and socially.**

- Values

### **Respect**

All Members of our School Community are important to the success of Randal Cremer Primary School

We respect that everyone matters - everyone feels that they are treated fairly & listened to in a non-judgemental manner

We recognise that everyone has a right to the highest possible standard of education and that we each have a personal responsibility to ourselves and others to ensure that this right is never compromised.

### **Diversity, Inclusion & Equality**

We put diversity, inclusion and equality at the heart of everything we do

We welcome and accept all people, and ensure we understand & celebrate everyone's unique differences and similarities

### **Love**

We provide a caring, compassionate, warm, welcoming and nurturing environment for all members of our School Community

### **Teamwork**

We value our relationships and work hard with all members of our School Community to achieve the School's Vision.

### **High Expectations**

We have a commitment to ensure outstanding achievement, enjoyment, health & happiness for self & all members of our School Community

We recognise it takes a 'village' to educate a child

We all work together to ensure consistency of outstanding processes & practices



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## Special Educational Needs and Disability Policy

*The school uses the term 'parents' to signify parents and/or carers, i.e. all those who have parental responsibility for a child or young person.*

### Scope of Policy

This policy applies to pupils with special educational needs (SEN), their parents and all staff.

This policy should be read in conjunction with the following:

- Access Policy
- Equality Policy
- Admissions Policy
- Medical Needs Policy

### DEFINITION OF SEN

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

*Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.*

Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014

### DISABLED STUDENTS

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

There is a significant overlap between disabled young people and those with special educational needs. Where a young person requires special educational provision over and above the



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adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

## KEY REQUIREMENTS/ LEGAL DUTIES

This policy responds to the requirements and recommendations of:

- The Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137

## CORE PRINCIPLES

Randal Cremer fully endorses the SEND Code of Practice (2014) core principles:

*All children and young people are entitled to an education that enables them to make progress so that they*

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014

Randal Cremer is fully committed to the inclusion of pupils with special educational needs and disabilities (SEND) providing that the school is compatible for the child's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other pupils in the school and is an efficient use of the Local Authority's resources.

In keeping with the school's Equality Policy, we affirm that

- All learners are of equal value
- We recognize, respect and value difference and understand that diversity is strength
- We foster positive attitudes and relationships
- We foster a shared sense of cohesion and belonging



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- We have the highest expectations of all our pupils
- We work to raise standards for all pupils, but especially for the most vulnerable
- We observe good equalities practice for our staff

All areas of the building are fully accessible for people with disabilities or limited mobility.

### **OBJECTIVES OF THIS POLICY**

- To identify and provide for pupils who have special educational needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To ensure access to the curriculum for all pupils
- To provide support and advice for all staff working with pupils who have special educational needs
- To develop and maintain partnership and high levels of engagement with parents

This policy will be reviewed annually.

### **PARTNERSHIP WITH FAMILIES**

The school works in partnership with parents. This will enable pupils with SEND to achieve good outcomes. The school recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

We have high aspirations for all our pupils, including those with SEND. In keeping with the principles of Person Centred Planning Person centred planning is a process for continual listening and learning, focussing on what is important to someone now and in the future, pupils with SEND are integral to the decision-making processes affecting them. We recognise that young people are entitled to the same quality and level of information, advice and support as their parents/carers. Pupils' views, opinions, wishes and feelings are always considered. We aim to provide as much information and support as necessary to help pupils achieve the best possible outcomes, preparing them effectively for adulthood.



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## **IDENTIFYING AND ASSESSING PUPILS WITH SEN**

The school has a clear approach to identifying and responding to SEN. All teachers at Randal Gremer are responsible for identifying students with SEN and, in collaboration with the Special Education Needs Co-ordinator (SENCO), will ensure that those pupils requiring different or additional support are identified at an early stage.

- On entry to the school every pupil's attainment is assessed in order to ensure continuity of learning. This may flag up pupils who require additional class based interventions and/or further assessment.
- We have detailed exchanges with feeder nurseries. Information gained is used to shape the pupils' curriculum and pastoral provision in the first few months. This ensures that pupils have opportunities to demonstrate knowledge and understanding.
- The school regularly gathers information from within the school about every pupil's progress, alongside national data and expectations of progress. Academic data is updated six times a year and shared with pupils and parents. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:
  - be significantly slower than that of their peers starting from the same baseline
  - fail to match or better the pupil's previous rate of progress
  - fail to close the attainment gap between the child and their peers
  - widen the attainment gap
- Pupils may also be identified via pastoral and academic tracking meetings where attendance and behaviour data are considered.
- Where teachers decide that a pupil is making less than expected progress despite verified high quality, differentiated teaching, they will consult parents and carry out further class based assessments. A period of additional class based interventions will then follow.
- If, despite class teacher intervention the pupil continues to make less than expected progress, the SENCO is consulted.
- The SENCO is then responsible for investigating and where necessary assessing the pupil to determine if the pupil has special educational needs, noting areas that are barriers to learning which may require support.
- The identification and assessment of SEN includes an early discussion with the pupil and their parents. These early discussions with parents enable



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school staff to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the pupil and the next steps.

- We expect pupils and parents to participate as fully as possible in the assessment, planning and reviewing process.
- With parental agreement, the school will liaise with outside professionals if they are already involved with the pupil.
- For higher levels of need, the SENCO will draw on more specialised assessments from external agencies and professionals.

The SEND Code of Practice 2014 does not assume that there are hard and fast categories of SEN. It recognises that children's needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

In line with the SEND Code of Practice we accept that pupils often have needs that cut across all these areas and their needs may change over time.

We acknowledge that while considering the needs of the whole child, some areas which are not SEN may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Social and economic disadvantage
- Being a looked after child

N.B Behaviour is not a special educational need in itself. In keeping with the SEND Code of Practice, poor behaviour is viewed as a response to an underlying unmet need which the school, in partnership with parents will endeavour to identify.

## **THE GRADUATED APPROACH TO MEETING SPECIAL EDUCATIONAL NEEDS**



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### **High quality teaching**

Teachers are responsible and accountable for the progress and development of the students in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. High quality teaching of all pupils, including those with special educational needs, is a whole-school responsibility. This requirement has been strengthened in the SEND Code of Practice 2014.

We understand that additional intervention and support cannot compensate for a lack of good quality teaching.

- All Randal Cremer pupils have access to a broad and balanced curriculum, with targets that are deliberately ambitious.
- The school regularly (i.e. at least 6 times a year) reviews the quality of teaching for all pupils, including those at risk of underachievement. In addition, the SENCO carries out regular learning walks to ensure that high quality teaching for SEN pupils is in place across the curriculum.
- Teachers are able to access detailed advice on all pupils with SEN via the school's intranet.
- There is regular advice and training delivered by the SENCO or other specialist SEN staff for colleagues at all levels. The aim of this advice and training is to improve teachers' understanding of the SEN most frequently encountered and to develop their skills in identifying pupils with particular barriers to learning.
- SEN colleagues are in a good position to be able to do this. They are highly skilled and well qualified: the SENCO holds a Master's level qualification in SEN and the Assistant SENCO is a trained literacy teacher.
- Where necessary outside agencies deliver bespoke training.
- Staff are able to observe outstanding teaching of pupils with SEN as part of normal staff development opportunities.

### **Increased levels of provision and support**

However, in spite of high quality, differentiated teaching, it may become evident that some pupils need increased levels of provision and support.

- In consultation with parents and their child, the desired outcomes, including expected progress and attainment, are agreed.
- A decision is then made as to whether this can be provided by adapting the school's core offer or whether something different or additional is required.
- All teachers and support staff who work with the pupils are made aware of their needs, the outcomes sought, the support provided and any teaching



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strategies or approaches that are required. This will be recorded on the school's information system (SIMS).

- A clear date for reviewing progress is agreed, with clear actions set out for the parent, pupil and teaching staff.
- Where it is decided that a pupil has a special educational need (SEN), this decision is recorded in the school records and the parents are informed.
- Class teachers remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the class teacher, they should still retain responsibility for the pupil. Teachers are expected to 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.
- The SENCO should support class teachers in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## Review

- The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date, as part of the normal cycle of discussions with parents of all pupils. The views of the pupils and their parents are integral to this process.
- The SENCO working with class teachers, may 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 pupils.
- A record of the outcomes, action and support agreed through the discussion will be kept and shared with appropriate school staff. The record will be given to the pupil's parents. The school's management information system (SIMS) will be updated as appropriate.
- If a pupil continues to make less than expected progress, despite support and intervention, the school may involve specialists, both in-house and from outside agencies.
- The school will provide an annual report for parents on their child's progress, as part of the normal reporting process.

For those pupils with the highest level of need it may be appropriate for the SENCO to request an Education, Health and Care (EHC) assessment. Pupils and their parents are strongly encouraged and supported to be active participants in this

process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

As part of the EHC Assessment the academy may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

### **Randal Cremer's Provision for Students with SEN**

The school's notional SEN Budget is used to commission a range of services, including speech and language therapy, pastoral care and counselling services to support pupils:

| <b>Provision</b>                                   | <b>Details</b>   | <b>Target pupils</b>  |
|--|--|---|
| In class support from a Learning Support Assistant | Support the personalisation of lessons.<br>Ensure that target pupils meet their lesson objectives.   | Those with a Statement of SEN or EHC Plan, where it is necessary in order to meet objectives.<br>Other pupils with SEND who require additional staff support to meet lesson objectives. |
| Specialist Teachers                                | Specialist Teachers are employed by The Learning Trust and their time is brought in by Randal Cremer. They are assigned to individual pupils and the pupil's class teachers and LSAs, to provide expert strategies to support a specific need. The pupil's Statement / EHC Plan will allocate the amount of hours per annum. | Those with a Statement of SEN or EHC Plan.  |
| Speech and Language Therapy                        | Speech and Language Therapists are employed by The Learning Trust and their time is brought in by Randal Cremer. They carry out assessments, design programmes of intervention, deliver interventions, review progress and train staff.  | Pupils assessed by Randal Cremer staff and therapists who are presenting speech, language or communication needs.   |
| Language Groups                                    | Small groups of three to five pupils working on expressive and receptive language skills following The Learning Trust's 'Communication & Language Activities' two to three times a week for 30 minutes per session.  | Specific pupils on the Speech and Language Caseload identified by Speech and Language Therapist.  |
| Communicatio                                       | Lego Therapy which is generally run in small group of three once   | Specific pupils with social skills  |



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| n Groups    | a week to develop social skills vocabulary.   | difficulties.   |
| TKC Project | 1:1 reading programme set by The Learning Trust 15 minutes per day.   | Year 2 Turkish speaking pupils  |
| EMA Support | 1:1 withdrawal twice weekly for 30 minutes, developing pupils vocabulary in every day English and subject specific words. | Pupils who have just arrived to UK and are a beginner user of the English Language. |

|                        |   |  |
|------------------------|---|--|
| Year 3 Reading Project | The ten week project has been written by The Learning Trust and includes 1:1 daily reading sessions for 30 minutes; 15 minutes reading and 15 minutes on an I-pad using specific Aps provide by The Learning Trust. | Year 3 pupils who are working at a specific level in Reading and Writing.  |
| Numbers Count          | Government written twelve week programme which includes three initial assessments delivered 1:1, in pairs or small groups daily which addresses basic number misconceptions.  | Year 2 pupils who are working below a specific level, have a high attendance record and are referred by class teacher or Head teacher. |
| Learning Mentor        | 1:1 withdrawal sessions with pupils on behaviour management weekly, coupled with paired or small group work with a peer focusing on positive social interaction.<br><br>1:1 Bereavement withdrawal weekly sessions. | All year groups where SENCO and class teachers prioritise a need.  |

The above provisions are reviewed regularly by the SENCO to establish whether they are contributing significantly to student progress and offer value for money.

The SENCO is responsible for maintaining an individual provision map for each pupil with SEN. This clearly outlines the support put in place which is additional to or different from that which is offered through the school's curriculum. It demonstrates how any additional funding is used.

The provision map also helps the school maintain an overview of the programmes and interventions used with different groups of pupils and provides a basis for monitoring the levels of intervention and demonstrates how the additional funding is used.

Randal Cremer works closely with the Local Authority in the development and review of the Local Offer outlining provision available to meet the range of special educational needs and disabilities. This Local Offer is published on the Hackney Learning Trust's website. The school's offer is published on the school's website.

### **PUPILS WITH SEN AND BULLYING**

Our Equality Policy makes it clear that all our pupils have the right to feel safe from bullying. We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Pupils with SEN may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

### **PUPILS WITH SEN AND EXCLUSIONS**

When considering whether to exclude a pupil with SEN, Randal Cremer pays due regard to Government guidance issued in June 2012 which states that schools should try every practicable means to maintain a student with SEN in school and should seek local authority and other professional advice as appropriate.

### **THE ROLE OF THE SENCO**

The SEN Team have an open door policy with regards to parents raising concerns about potential SEN issues. Parents are welcome to ring or email the SENCO:

Laura Tutty MA (Special Educational Needs)  
Telephone: 0207 739 8162

The SENCO plays a crucial role in the school's SEN provision.

Her responsibilities include:

- overseeing the day-to-day operation of this policy
- co-ordinating the provision for pupils with SEN,
- liaising with and giving advice to staff
- advising on the graduated approach to providing SEN support
- delivering high quality training to staff
- ensuring that the school keeps the records of all pupils with SEN up to date
- liaising with pupils with SEN and their parents/carers
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- liaising with external agencies
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned



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- tracking SEN pupils' attainment and progress to ensure that the gap between SEN and non-SEN continues to reduce
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- working with the Head Teacher and school's governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

## **THE ROLE OF THE GOVERNING BODY**

The designated Governor for SEN is Jermaine Bailey

The Governing Body's responsibilities to pupils with SEN include:

- having a designated Governor to oversee SEN within the school
- annually update the SEN information report on the school's website
- ensuring that provision of a high standard is made for pupils with SEN
- ensuring that pupils with SEN are fully involved in school activities
- having regard to the Code of Practice 2014 when carrying out these responsibilities
- being fully involved in developing and subsequently reviewing the SEN Policy

## **COMPLAINTS PROCEDURE**

The school's complaints procedure is outlined in the school's Prospectus and on the school's website.

## **SEN INFORMATION REPORT**

Randal Cremer's Governing Body will publish information on the academy's website about the implementation of the policy for pupils with SEN.

- The information will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.
- The information will include:



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- the kinds of special educational needs that are provided for
- policies for identifying children with SEN and assessing their needs, including the name and contact details of the SENCO
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting children with SEN and involving them in their education
- arrangements for assessing and reviewing pupil's progress towards outcomes, including the opportunities available to work with parents and children as part of this assessment and review
- arrangements for supporting pupils in moving between phases of education
- the approach to teaching pupils with SEN
- how adaptations are made to the curriculum and the learning environment of children with SEN
- the expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for pupils with SEN
- how pupils with SEN are enabled to engage in activities available with students in the school who do not have SEN
- support for improving emotional and social development including extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupil's SEN and supporting their families
- the above information will include arrangements for supporting children who are looked after by the local authority and have SEN
- information on the school's SEN Policy
- named contacts within the school for situations where pupils or parents have concerns
- arrangements for handling complaints from parents of pupils with SEN about the provision made at the school
- details of the school's contribution to the Local Offer, including information on where the local authority's Local Offer is published

The Governing Body of Randal Cremer also intends to add:



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- the school's arrangements for the admission of disabled students
- the steps being taken to prevent disabled students from being treated less favourably than others
- the facilities provided to enable access to the school for disabled children
- the accessibility plan showing how the school plans to improve access progressively over time