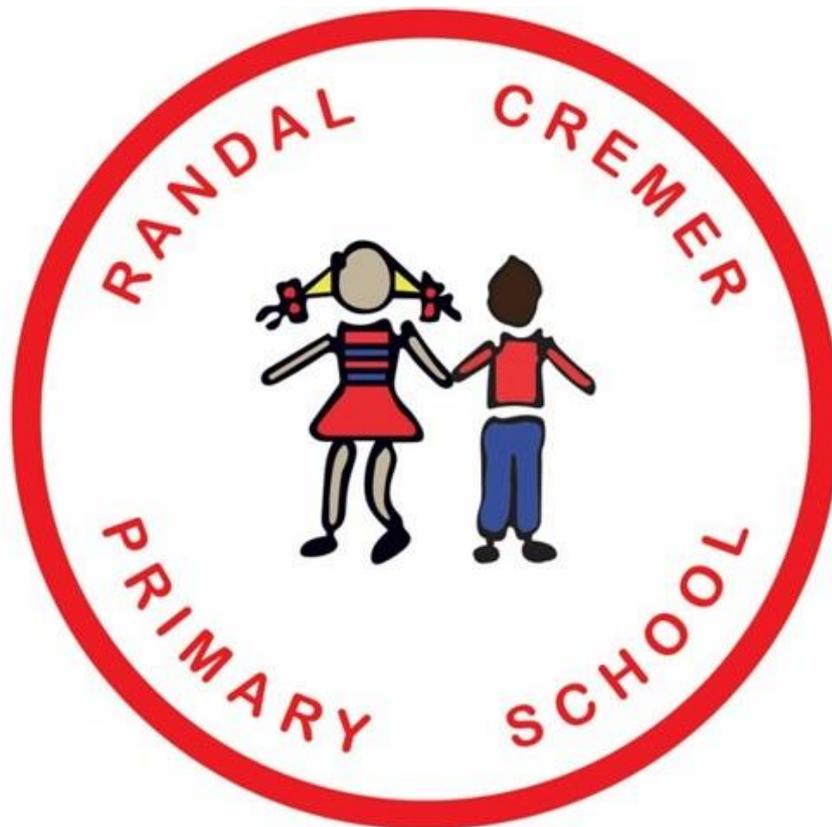


SEN policy and information report



Belonging. | Believing. Becoming.

Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

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1. Aims

Our SEN policy and information report aims to:

Our core values are: Love, High Expectations, Teamwork, Inclusion and Creativity

Creativity: the ability to keep wanting ourselves, our community and our world to be better and find ways to make it happen.

Love: is what drives us and connects us. It is what brings us together as a community committed to being the best we can be for one another.

Teamwork: we know that individually we are incredible but that we are even better as a team. We respect everyone’s strengths and weaknesses and find ways to work together to be the best that we can be.

High Expectations: we inspire, motivate and challenge one another respectfully, to become the best we can be.

Inclusion: We are respectful, intentional and purposeful when engaging with all our diverse community. We will ensure that equity is a fundamental element of all decision-making

The school has a graduated response to children with SEN and disabilities. We believe that high quality, inclusive teaching is the right of all children and support staff across the school to implement reasonable adjustments, specialist teaching approaches and plan and scaffold learning to meet the needs of all children.

We believe that parents and children with SEND should be an integral part of the decision making process and will work with them to ensure that children achieve the best possible outcomes for the children.

We work closely with external agencies to ensure the support in place is the right support.

We value children’s creativity and special interests and ensure that lessons are planned to give all children an opportunity to shine.

We are committed to developing all staff as teachers of SEND and engage in regular, high quality training to develop our skills, knowledge and expertise in meeting the needs of all of our children including the most complex and vulnerable.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- › A significantly greater difficulty in learning than the majority of the others of the same age, or
- › A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO Nicola Prior (Jo Riley – HT is acting SENCO during her absence on Maternity Leave)

They will:

- › Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority (LA) and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › Is significantly slower than that of their 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
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty

- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Children moving to a mainstream or special secondary school will have tailored transition support depending on their level of need.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be scaffolded for individual pupils.

We will also provide the following interventions:

<H:\2022-2023\Website\Interventions and Provision.docx>

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- › Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- › Use of visual timetables, now next boards, and PECs when appropriate.

5.8 Additional support for learning

We have 15 teaching assistants who are trained to deliver interventions such as:

Speech Bubbles, Toe By Toe, Lego Therapy etc

Teaching assistants will support pupils on a 1:1 basis when the child has an EHC plan and it is part of the provision. Wherever possible, children will be supported to become increasingly independent of 1:1 Support/

Teaching assistants will support pupils in small groups when external agencies, progress meetings, EHC plan or support plan references an intervention that is needed to help a child make progress.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapy
- Specialist Teacher
- Educational Psychology Service
- CAMHS
- WAHMS
- Occupational Therapy
- Hackney Ark

We will endeavor to ensure that a child is not missing out on the wider curriculum by taking part in interventions.

5.9 Expertise and training of staff

Our Head Teacher was a Deputy Head and Inclusion leader (SENCO) for 8 years prior to taking up the Head Ship. She has an advanced certificate in Pastoral Leadership.

Our SENCO has 10 experience in this role and has worked as a class teacher.

They are allocated 3 days a week to manage SEN provision.

We have a team of 15 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in

- Zones of Regulation,
- Emotion Coaching
- Trauma Informed approach to Behaviour
- Unconscious Bias Training
- The Graduated Response
- Colourful Semantics
- Toe By Toe
-

We use specialist staff for Speech and Language and Physical Interventions.

5.10 Securing equipment and facilities

- We have a disabled access lift that can move children from the ground floor to the top floor. In the event a child would need additional support to reach the Yr 6 classrooms – a decision would be made to move the Yr 6 classes to the top hall rather than the attic.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- › Reviewing pupils' individual progress towards their goals each term
- › Reviewing the impact of interventions after 10 weeks
- › Using pupil questionnaires
- › Monitoring by the SENCO
- › Using provision maps to measure progress
- › Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, trips and visits.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- › Arrangements for the admission of disabled pupils, i.e.
 - All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated
 - All children with SEND are afforded the same rights as other children in terms of their admission to school. However, children who have undergone a statutory Assessment and are having their needs met through the provision of an Education Health Care plan, are given priority as part of the authority's school admissions procedures. How to find your school's accessibility plan. You must mention your accessibility plan in your SEN information report and confirm that it covers:
 - Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
 - Improving the availability of accessible information to disabled pupils

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- › Pupils with SEN are encouraged to be part of the school council
- › Pupils with SEN are also encouraged to be part of all after school clubs to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Regular liaison is maintained with the following external agencies:

- Alternative Education Provision (i.e. Pupil Referral Units)
- Outreach Support Services
- Educational Psychologist
- Child Adolescent Mental Health Service
- Education Welfare Service
- Behaviour Support Team for children with emotional and behavioural difficulties
- Health Service (school nurse, dietician, therapists)
- Speech and Language Therapy service
- Occupational Health Therapy Service

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Please contact the Head Teacher if you would like to discuss additional support for children with SEND.

5.17 Contact details for raising concerns

If you have any concerns about children with SEND please speak to the SENCO or Head Teacher.

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

6. Monitoring arrangements

This policy and information report will be reviewed by Link Governor for SEND **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents Accessibility plan

- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy