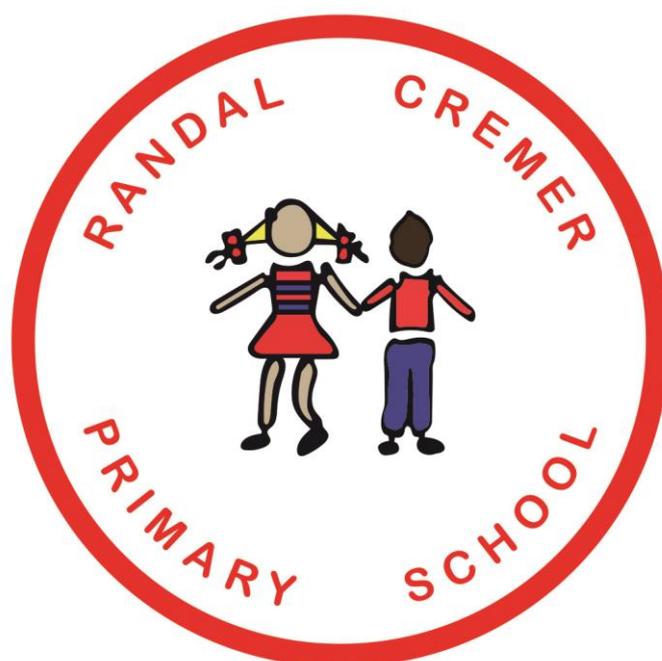


SEND Policy

Randal Cremer Primary School



Everybody Excelling, Every Day. No Excuses!

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Everyone will leave Randal Cremer able to excel academically and socially.

<p>Love:</p> <p>Our selfless pursuit of the education our children need putting kindness at the heart of all out interactions.</p>	<p>Teamwork:</p> <p>We use the collective wisdom of all our community in encouraging openness to giving and receiving feedback and exploring ideas of how to keep developing the education our children deserve.</p>	<p>Respect:</p> <p>All systems, interactions and processes are built on honesty and transparency so that our entire community can trust we are doing everything in the best interests of our children.</p>	<p>Equality:</p> <p>We demonstrate the optimism needed to create a community that has the courage to strive for justice by considering situations, concerns and problems with an objectivity not tainted by personal bias, knowledge or ambition.</p>	<p>High Expectations:</p> <p>We ensure that the accountability we have for all of our community is rooted in integrity and commitment to the service of our children.</p>
<p>Child's Definition</p>	<p>Child's Definition</p>	<p>Child's Definition</p>	<p>Child's Definition</p>	<p>Child's Definition</p>
<p>Love:</p> <p>We love to learn and help others learn by being kind to all adults and children.</p>	<p>Teamwork:</p> <p>We listen and give feedback to one another so that we can keep improving together.</p>	<p>Respect:</p> <p>We are honest with one another and trust that the things we do and say are about helping us excel.</p>	<p>Equality:</p> <p>We are hopeful that we can create a fair society where everyone can excel no matter their race, religion, gender, or disability.</p>	<p>High Expectations:</p> <p>We understand that to excel we need to always behave in a way that upholds all our values, every day.</p>

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND); and
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Our objectives

- 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; and
- To develop and maintain partnership and high levels of engagement with parents.

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

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 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 recognise, 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
- 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.

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 (SENDD), their parents and all staff.

Partnership with Families

The school works in partnership with parents. This will enable pupils with SENDD 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 SENDD. In keeping with the principles of Person Centred Planning * pupils with SENDD 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.

* Person centred planning is a process for continual listening and learning, focussing on what is important to someone now and in the future, and acting upon this in alliance with their family and friends.

2. Legislation and guidance

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

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

3. Definitions

A pupil has SENDD if they have a learning difficulty or disability which 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 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.

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

Disabled Students

Many children and young people who have SENDD 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 adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

4. Roles and responsibilities

4.1 The SENDCO

Randal Cremer's SENDCO is **Nicola Prior**.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;
- Advise on the graduated approach to providing SEND 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 and its support services;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements; and
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND governor

The SEND governor will:

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

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school; and
- Have overall responsibility for the provision and progress of learners with SEND 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 SENDCO to review each pupil's progress and development and decide on any changes to provision; and
- Ensuring they follow this SEND policy.

5. SEND information report

5.1 The kinds of SEND that are provided for

The SEND Code of Practice 2014 does not assume that there are hard and fast categories of SEND. 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 SEND 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.

5.2 Identifying pupils with SEND and assessing their needs

The school has a clear approach to identifying and responding to SEND. All teachers at Randal Cremer are responsible for identifying students with SEND and, in collaboration with the Special Education Needs Co-ordinator (SENDCO), 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 SENDCO is consulted.
- The SENDCO 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 SEND includes an early discussion with the pupil and their parents. These early discussions with parents enable 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 SENDCO will draw on more specialised assessments from external agencies and professionals.

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 SEND 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 GRADUATED APPROACH TO MEETING SPECIAL EDUCATIONAL NEEDS

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 SEND. 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 SENDCO carries out regular learning walks to ensure that high quality teaching for SEND pupils is in place across the curriculum.
- Teachers are able to access detailed advice on all pupils with SEND via the school's intranet.
- There is regular advice and training delivered by the SENDCO or other specialist SEND staff for colleagues at all levels. The aim of this advice and training is to improve teachers' understanding of the SEND most frequently encountered and to develop their skills in identifying pupils with particular barriers to learning.
- SEND colleagues are in a good position to be able to do this. They are highly skilled and well qualified.
- Where necessary outside agencies deliver bespoke training.
- Staff are able to observe outstanding teaching of pupils with SEND 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 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 (SEND), 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 SENDCO 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 SENDCO 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 SENDCO 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.

5.5 Supporting pupils moving between phases

We will share information with any school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND.

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 SEND. This will be differentiated for individual pupils.

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

Provision	Details	Target pupils
In class support from a Learning Support Assistant	Support the personalisation of lessons. Ensure that target pupils meet their lesson objectives.	Those with a Statement of SEND or EHC Plan, where it is necessary in order to meet objectives. Other pupils with SEND who require additional staff support to meet lesson objectives.

Speech, Language and Communication Therapy	Speech, Language & Communication Therapists are employed by The Learning Trust and their time is bought 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 with speech, language or communication needs.
Language Groups – overseen by Senior LSA for speech & Language	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.
Communication Groups	Lego Therapy which is generally run in small group of three once a week to develop social skills vocabulary.	Specific pupils with social skills difficulties.
TKC Project	1:1 reading programme set by The Learning Trust 15 minutes per day.	Year 2 Turkish speaking pupils
1:1 Reading	1:1 withdrawal daily for children who need additional support with their reading and comprehension.	Pupils who need additional support with reading.
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. 1:1 Bereavement withdrawal weekly sessions.	All year groups where SENDCO and class teachers prioritise a need.
Senior LSA for Social and Emotional Needs	Support from an LSA who has undergone Nurture Group training in small social skills or other Nurture based groups.	Specific pupils with social skills difficulties.
Senior LSA for Physical Literacy	Support from the Senior LSA who is supervised and has been trained by a qualified Occupational Therapist delivering bespoke physical literacy sessions to improve fine and gross motor skills as well as independence, resilience and fitness.	Pupils who need additional support with physical literacy.

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

The SENDCO is responsible for maintaining an individual provision map for each pupil with SEND. 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. It 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.

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating 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.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Regularly reviewing the impact of interventions
- Listening to pupil voice
- Monitoring by the SENDCO and other members of the Senior Leadership Team
- Holding annual reviews for pupils with statements of SEND or 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 go on school trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

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 SEND are encouraged to be part of the school council
- Social skills groups accessible to all years
- Lunchtime nurture groups with the Learning Mentor and Senior LSA for social and emotional needs.
- We have a zero tolerance approach to 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 SEND 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.

5.14 Exclusion and pupils with SEND

When considering whether to exclude a pupil with SEND, 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 SEND in school and should seek local authority and other professional advice as appropriate.

5.15 Complaints about SEND provision

Any discussion you would like to have about SEND provision in our school should be made to the SENDCO 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 SENDD 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 SEND

The Hackney SENDD Information, Advice and Guidance Service (SENDDIAGS) is an arm's length service providing impartial and confidential information, advice and support to parents and carers of children with SEND. They can be contacted by email: SENDDIAGS@learningtrust.co.uk or by telephone: 020 7275 6036.

5.18 The local authority local offer

Hackney Learning Trust's local offer is published here: <http://www.hackneylocaloffer.co.uk>

6. Monitoring arrangements

This policy and information report will be reviewed by Nicola Prior 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 our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Admissions

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