



POLICY ON IDENTIFYING, ASSESSING AND PROVIDING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Statutory or non-statutory	Statutory
Reviewed by	Full Governing Body
Policy review date	November 2021
Date of next review	November 2022

GUIDING PRINCIPLES

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Three principles for inclusion:

Setting suitable learning challenges - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible;

Responding to pupils' diverse learning needs - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning;

Overcoming potential barriers to learning and assessment for individuals and groups of pupils - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for pupils with SEND our policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with SEND to join in the normal activities of the school along with pupils who do not have SEND;
- to ensure the school has an Accessibility Plan in line with statutory guidelines;

- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify the needs of pupils with SEND as early as possible;
- to use our resources as efficiently and equitably as possible when assessing and meeting the needs of our SEND pupils;
- to provide a graduated approach in order to match educational provision to pupils' needs;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the children concerned and involve them in decision making in order to provide more effectively for them;
- to make reasonable adjustments to enable children with disabilities to access the whole school curriculum including school trips and out of hours activities and learning;
- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with SEND;
- to ensure that all staff are aware of their responsibilities towards children with SEND and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children we are seeking to help.

ROLES AND RESPONSIBILITIES

In attempting to achieve the above objectives, the Governors, the Headteacher, the SENDCo and the staff will take all reasonable steps, within the limit of the resources available, to fulfil the requirements outlined in this policy document.

Governors - will fulfil their statutory duties towards pupils with special educational needs as prescribed in sections 66 to 69 of the Children & Families Act 2014. In order to do this, they will develop and monitor the school's SEND policy and Accessibility Plan and ensure provision is an integral part of the school development plan. All governors, with the SEND governor taking the lead, will be knowledgeable about the school's SEND provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality and effectiveness of SEND provision and ensure all staff are appropriately trained and qualified.

The Headteacher - has overall responsibility for the day-to-day management of SEND provision and the Accessibility Plan. She will work closely with the school's SENDCo and will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by Ofsted in the Handbook for the Inspection of Schools. She will encourage all members of staff to participate in

training to help them to meet the objectives of this policy, including that the SENDCo achieves the statutory requirement for the performance of her duties.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The SENDCo will be responsible for:

- the day to day operation of this policy
- co-ordinating provision for pupils with SEND by working closely with staff, parents/carers and other agencies
- providing professional guidance to colleagues with the aim of securing high quality teaching
- monitoring the quality of teaching and standards of pupils' achievement
- setting targets for improvement
- collaborating with subject leaders to ensure learning for all children is given equal priority
- ensuring that proper records are kept
- contributing to the in-service training of staff
- using available resources to maximum effect.

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

The school has informed the LA that, when the LA conclude that a pupil at the school requires an Education, Health and Care Plan (EHCP), they should inform the SENDCo who will ensure that whoever teaches the pupil knows about his/her special educational needs or disabilities.

ADMISSIONS

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This currently includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEND. No pupil can be refused admission solely on the grounds that s/he has SEND except where the pupil is the subject of a EHCP under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have SEND, the SENDCo will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The previous school is responsible for providing this information.

SPECIAL FACILITIES

The school has ramped access for wheelchair users, a lift to the upper floor and fully equipped disabled toilet/changing facilities for children with additional physical needs.

RESOURCES

When the Governing Body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The Headteacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping. It is now a mandatory requirement that schools fund up to the first 11 hours of any SEND support required.

STAGES OF INTERVENTION AND PROVISION

Access to the school's broad and balanced curriculum is achieved for pupils by adaptation of work by teachers through Quality First Teaching (Wave One). Pupils falling just below national expectations will usually benefit from Wave Two catch-up programmes. When a pupil is consistently and significantly falling behind normal expectations, Wave Three interventions will be implemented (SEND Support).

SEND Support

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

1. An important feature of SEND Support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher, member of the pastoral team or SENDCo identifies a pupil with special educational needs they will provide interventions **additional to or different from** those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.
2. The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
 - makes little or no progress
 - shows signs of difficulty in developing maths and English skills that result in significantly poor attainment in line with LA Guidance
 - persistent emotional difficulties which continue despite management techniques generally used in the school
 - has significant sensory or physical problems that impact on their ability to learn
 - has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum.
3. The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought.
4. All information about the pupil from within the school, together with any additional information from the parents, will be considered.
5. The SENDCo will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.

6. The SENDCo will facilitate the collection of all available information about the pupil. Information will be collected from;
 - within the school, using pastoral systems and identified key staff
 - progress tracking information
 - parents/carers and the pupil.
7. The class teacher, working the SENDCo should agree in consultation with the parents/carers and the pupil, the adjustments, interventions and support to be put in place and the targets to be achieved. This should be recorded in an Individual Education Plan (IEP).
8. The pupil's teachers will be responsible for working with the pupil on a daily basis and for planning and delivering the IEP.
9. All staff will be involved in providing further help to pupils.
10. The IEP will be reviewed on a termly basis.
11. The pupil and parents/carers will take part in the review process and will be involved in setting further targets. Subsequent IEPs will reflect strategies to meet their needs and show a graduated response to those needs.
12. A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENDCo in consultation with teaching staff, parents/carers and pupil.
13. Specialist assessment arrangements may need to be made with external specialists.
14. Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils.
15. A statutory assessment may be sought from the Local Authority if the pupil or young person:
 - continues to make little or no progress in specific areas over a long period of time
 - continues working at National Curriculum levels substantially below that expected of pupils of a similar age
 - continues to have difficulty in developing maths and English skills
 - has emotional difficulties, which substantially and regularly interfere with their learning or that of the class, despite having additional support
 - has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
 - has ongoing communication or relationship difficulties which impede social development and acts as a barrier to learning

- has unmet needs above what can be offered within 11 hours of support

School Request for a Statutory Assessment

The SENDCo will again take a leading role and will collate information including:

- the school's action through Assess, Plan, Do, Review cycles
- individual progress plans for the pupil
- records of regular reviews for at least a twelve-month period
- an individual provision map
- the pupil's health, including a medical history where relevant
- tracking of progress in EYFS curriculum and the National Curriculum
- attainments in maths and English
- educational assessments from an advisory specialist support teacher or educational psychologist
- views of the parents/carers and child
- involvement of other professionals
- involvement of the social services or education welfare services
- pupil attendance details
- recent hearing and vision checks.

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

Education, Health and Care Plan (EHCP)

If the LA does draw up an Education, Health and Care Plan then the school's role is as follows:

1. The Headteacher/SENDCo will implement the recommendations
2. Short-term targets will be set and reviewed at least three times a year in the form of an IEP. The strategies to meet those targets will record only that which is additional to or different from the differentiated curriculum.
3. Progress will be formally reviewed by holding an annual review meeting.
4. The Headteacher/SENDCo will:
 - Seek written advice from parents and professionals
 - ascertain the views of the pupil
 - convene the review meeting
 - prepare a review report for the LA.
5. Those to be invited at least two weeks before the meeting are:
 - the pupil's parent(s)/carer(s)

- relevant key staff
 - representative of the LA
 - the pupil
 - where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to secondary school, SENDCo or representatives from the receiving school.
6. The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

The Annual Review in Years 5 and 6

The annual review in Year 5 should be held no later than the end of the spring term. The review should suggest amendments to the pupil's EHCP if required. The Plan once amended will be used to inform the consultation for secondary schools in the following autumn term. The secondary school placement for all children with EHCPs is usually decided by mid-February. Following this, planning for transfer to secondary school will be undertaken. Part of this process will be arranging the Year 6 annual review in the spring term, or as early as possible thereafter, to which the SENDCo or their representative from the receiving secondary review will be invited. This must be a person centred review in which an action plan is drafted to support the child's transition.

INCLUSION

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy, as set out in this document, will enable pupils with SEND to be an integral part of our school community.

Regardless of the stage pupils have reached, all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:

- the child will benefit from some intensive individual work on a cross curricular skill (e.g. reading);
- it is clearly inappropriate, or medical advice indicates that it is unsafe, for the pupil to participate and some alternative has to be arranged.

Neither of the above will compromise the general principle that all children will be able to participate in a broad and balanced curriculum, including the EYFS curriculum and the National Curriculum.

INVOLVING PUPILS AND PARENTS/CARERS

The views of parents/carers will be sought at all stages of assessment and provision. The views of the child will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and

dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents of pupils with SEND and will encourage them to work with us in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents, and those who have parental responsibility, in decisions about their child, while appreciating the sensitivities that may arise.

SEND INFORMATION AND ADVICE SUPPORT SERVICE (SENDIASS)

Havering SENDIASS provide a free, impartial and confidential information, advice and support service offering assistance to parents/carers of children with SEND aged 0-16 years and young people themselves 16-25 years. The overall aim of the service is to empower parents to play an active and informed role in their child's education. Families who live in Havering can also access support directly from SENDIASS at: <https://www.haveringsendiass.co.uk/>. Equally, families who live in Thurrock can access equivalent support at: <http://www.patt.org.uk/> . If families live at an address in another borough, support can be located at the following website: <https://cyp.iassnetwork.org.uk/>.

Local Authorities are expected to share information about the provisions they have in place for children and young people with special educational needs. Information regarding the SEND Local Offer for Havering can be found at: <https://familyserviceshub.havering.gov.uk> . Information regarding the SEND Local Offer for Thurrock can be found at: <https://www.thurrocktradedservices.co.uk> If you are reside in a different Local Authority, please see your Local Authorities website to view their local offer.

CHANGING SCHOOLS

When a child leaves us to transfer to another school, the SENDCo will forward relevant information about the child's needs and the efforts we have made to meet them. Where a pupil is moving to a local school this will be achieved, wherever possible, by inviting a representative for the receiving school to the last review meeting that is held under the staged procedures described above. We maintain good links with schools who receive our pupils and this is particularly so in respect of pupils with SEND.

WORKING WITH OUTSIDE AGENCIES

The SENDCO will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will

follow the protocol agreed by Health and Education. The Headteacher and SENDCo will ensure that staff has relevant training and there are procedures in place to support pupils.

COMPLAINTS

As a requirement of the Education Reform Act the school has a set procedure, which specifies how complaints should be dealt with. When a complaint in relation to Special Educational Needs is received, it should be dealt with in the first instance by the Headteacher as is the established practice in school. In the rare instance that the matter cannot be resolved informally then it should be considered by the Governing Body as a formal complaint. A copy of the complaints procedure is available on the school website.

MONITORING AND EVALUATION

The Governors will ensure that SEND provision is an integral part of the school improvement plan and will evaluate the effectiveness and success of this policy in the light of the objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- the standards and progress obtained by pupils with SEND;
- the number of children at SEND support and those with an EHCP;
- the movement of pupils on SEND support and EHCP across the categories;
- the level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map;
- case examples selected from all stages of pupils with SEND especially those who are Looked After Children (LAC);
- the views of parents expressed on IEPs and any complaints received;
- the extent to which pupils' views are reflected on IEPs;
- details of visits by specialist teachers, educational psychologists and other agencies;
- staff views on in-service training opportunities and the training opportunities available.

SEND INFORMATION REPORT

The school will publish an annual report on SEND on its website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the Local Offer can be found at www.havering.gov.uk/directory.

REVIEW OF POLICY

All policies will be monitored and amended as appropriate every year but all policies will be fully reviewed and updated every three years.