Special Educational Needs and Disabilities Policy

Date	Review Date	SENCO	Nominated Governor
October 2022	October 2023	Sarah Woodhouse	Michelle Hogan-Tricks

1. Aims

Our SEN policy and information report aims to:

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

It is our intent to provide every child with the best education possible and ensure they are able to participate fully in the wider life of the school.

All children and young people are entitled to quality first teaching that is carefully planned and takes account of prior learning. Quality first teaching benefits all children, including those with SEND. SEND provision and resources are provided using a graduated response centred on the needs of the child in collaboration with parents/carers. We aim to promote equal access to learning by catering for and integrating pupils with Special Educational Needs and Disabilities (SEN/D) into the academic and social life of the school. We recognise that children have different educational, communication, emotional and social needs and we work together to enable pupils to maximise their learning and progress. Where necessary, the school or setting will obtain specialist advice and expertise to enable appropriate provision to address the difficulties a child / young person may be experiencing.

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

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- 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 is **Sarah Woodhouse** and can be contacted via the school office on **0207 254 7353**.

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

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- 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

4.5 Pupils

We encourage pupils with special educational needs to understand their rights and to take part in:

- Assessing their needs;
- Setting learning targets;
- Reviewing targets

4.5 Parents/carers

We encourage parents to:

- work closely with the school in order to develop a partnership to support their child
- be aware of their child's targets and their progress towards them;
- take part in the review of IEPs;
- attend and take part in annual reviews;
- be aware of the Local Authority's Information, Advice and Support Service.

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
- Moderate/severe/profound and multiple learning difficulties

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5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's skills and levels of attainment on entry, which will build on previous settings and Key Stages assessments, 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 consider the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil (where age appropriate) 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.

After three cycles of the assess, plan, do, review cycle, pupils who are not making expected progress, despite targeted support and interventions, may need to be referred for specialist assessment and support. This may include, but is not limited to, speech and language, educational psychologist, occupational therapist or specialist teacher support.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil (where age appropriate) 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 the next steps

Notes of these early discussions will be recorded on the school provision map software.
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 follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class 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

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- 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

All pupils on the SEND register have an individual learning plan (ILP) setting out their current attainment, targets and provision/interventions put in place. These plans are written and stored on our online provision mapping software. All plans are reviewed termly by the class teacher in collaboration with the pupil, parents/carers and any other staff supporting the child. The class teacher, SENCO and parent/carer will sign individual learning plans.

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 review the effectiveness of the support and interventions, and their impact on the pupil's progress on a termly basis.

5.5 Supporting pupils moving between phases

We will share information with the 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. Information sharing may involve face-to-face meetings, phone calls and sharing of documentation.

We support pupils prior to transition through small group and 1:1 work with the school educational, mental health practitioner, speech and language therapist and school emotional literacy support assistant. Support includes developing practical skills, such as reading a timetable and organising equipment, as well as social and emotional support.

We always encourage parents to meet with the SENCO at the new setting prior to transition and arrange time for the pupil to visit the setting and meet with key staff members.

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 differentiated to meet the needs of individual pupils.

Extra provision will be provided for pupils with SEND, this may include but is not limited to:

- Additional support in class;
- Adapted resources and equipment;
- Extra time to complete tasks/assessments;
- Pre-teaching of key vocabulary/concepts
- Targeted interventions outside the classroom;
- Specialist support (speech and language, educational psychologist, CAMHS)

5.7 Adaptations to the curriculum and learning environment

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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 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.

5.8 Additional support for learning

We have a number of teaching assistants who are experienced in delivering interventions such as the Nuffield Early Language Intervention, Lego Therapy and Precision Teaching.

Teaching assistants will support pupils in class on a 1:1 basis when they require additional support to access the curriculum, this is usually pupils with an EHCP.
Teaching assistants will also support pupils in small groups when pupils require
We work with the following external professionals to provide support for pupils with SEN:

5.9 Expertise and training of staff

Our SENCO has been awarded the NASENCO qualification and is a member of the Senior Leadership Team. They are allocated 2 days a week to manage SEN provision.

We have a team of 11 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We purchase SEND support through Hackney Education. This includes a speech and language therapist, educational psychologist and specialist teacher service. These external specialists deliver interventions as well as training school staff in the delivery of interventions.

5.10 Securing equipment and facilities

Some children with SEND will require additional equipment or adaptations to the school facilities to enable them to access the curriculum and participate fully in school life.

Some children need assistive technology to access the curriculum and record information. Most of this equipment (laptops, tablets and software) will be provided by the school.

Highly specialist technology or equipment for individual students may be funded by Hackney Education.

5.11 Evaluating the effectiveness of SEN provision

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

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- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Monitoring progress through termly data moderation
- 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 go on our Y6 school journey and adaptations/adjustments to staffing are made to accommodate their needs
- All pupils are encouraged to take part in curriculum enrichment opportunities such as sports day, workshops, assemblies and performances
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school is built on a single level and has accessible features including a fully accessible toilet and step-free access to all areas of the school.

Further information can be found in our school accessibility plan, available on the school website. The school accessibility plan covers:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we 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 participate fully in school life
- Targeted interventions, such as Circle of Friends, to support children with SEND develop social skills and build friendships
- Support from our emotional literacy support assistant and mental health practitioner

5.14 Working with other agencies

The school will at times request involvement from external agencies to meet pupils' SEN and support their families. This can include, but is not limited to, health and social care bodies, local authority support services and voluntary sector organisations. Parent's consent will always be sought prior to any referral to an external agency.

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5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO 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

Support services for parents of pupils with SEN can be found on the local offer website: https://www.hackneylocaloffer.co.uk

5.17 Contact details for raising concerns

Concerns regarding your child's SEND should be raised with the class teacher in the first instance. An appointment can be made with the class teacher via the school office on 02072547353 or by emailing admin@olsj.hackney.sch.uk

5.18 The local authority local offer

Every council must publish a local offer. This will tell you what support is available for children and young people with special educational needs or disabilities, and their families. It should include information about education, health and care provision. It will also tell you about training, employment and independent living for young people with special educational needs or disabilities.

Hackney's Local Offer is published online: https://www.hackneylocaloffer.co.uk

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **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

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- Behaviour policy
- Supporting pupils with medical conditions policy

Headteacher:	Aoife O'Grady	**Date:**	October 2022
Chair of Governing Body:	Julian Vennis	**Date:**	October 2022

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