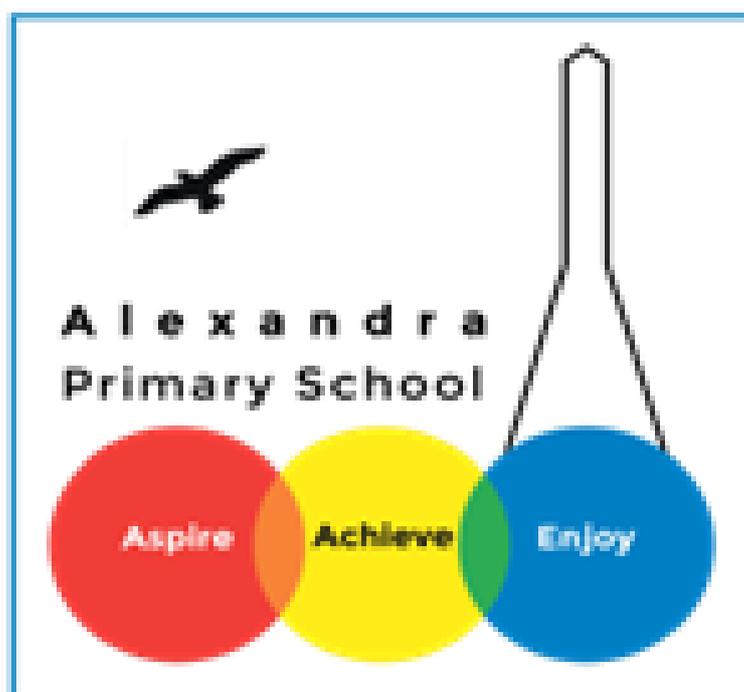


# Special Educational Needs and Disability (SEND) policy and information report

## Alexandra Primary School



Approved by: Caroline Schloss

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## 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)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Alexandra Primary School is committed to the provision of a high quality education for all its pupils and all children have an entitlement to a broad and balanced academic and social curriculum.

All children are equally valued in school. We strive to maintain and develop an environment where they can flourish and feel safe.

Alexandra Primary School is committed to inclusion for children with SEND. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

## 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 (SENCo's) and the SEN information report

### **3. Definitions**

A pupil has SEND 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.

### **4. Roles and responsibilities**

#### **4.1 The Special Educational Needs Coordinator-SENCo**

The SENCo is Heather Johnston 020 8888 9771

They will:

- Work with the headteacher and SEN 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 SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have Education Health Care Plans (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 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
- Ensure the school keeps the records of all pupils with SEND up to date

#### **4.2 The SEND governor**

The SEND governor is Margaret Luchman. She 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 SENCo to determine the strategic development of the SEND policy and provision in the school

#### **4.3 The headteacher**

The headteacher will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in 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 SEND policy

## **5. SEN information report**

### **5.1 The kinds of SEND 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, speech and language difficulties
- Cognition and learning, for example, dyslexia,
- 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 and multiple learning difficulties

### **5.2 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's skills and levels of attainment on when they start at Alexandra. Class teachers will regularly assess 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

We will look at the progress of the "whole child"- not just academic progress to ensure we are able to support their needs. Slow progress and low attainment will not necessarily mean a pupil is recorded as having SEND.

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 decide on the support that is needed and how this can be delivered.

### **5.3 Consulting and involving pupils and parents**

We will meet with families regularly to discuss and agree on the best way to support their child. There are termly parents meetings and termly AEN meetings. Parents are also encouraged to come in to speak to the class teacher and the SENCo if they have any worries. 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 we would like 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.

Parents will always be part of the decision making process 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 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 and 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**

We will always share information with the school, the pupil is moving to and we will agree with parents and pupils which information will be shared. Year 6 pupils will have opportunities to have transition days when they visit their new school. Meetings will be held with Secondary staff to ensure that they understand the needs of the children that will be starting with them. We are currently involved in a Mentoring Project to support pupils moving to Heartlands. We take up a range of opportunities offered by Haringey e.g. Citizen transition day

Within school children will have 1 page profiles and Communication passports to ensure that their needs are foremost and well understood by new staff.

### **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 SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Daily Supported Reading (DSR)
- Read, Write, Inc (RWI)
- Language for thinking
- Number Box
- Use of Widget for scaffolds
- Attention autism strategies
- Work stations
- Mind mapping
- Narrative language groups
- Fine and Gross motor skills
- Rainbow Room Nurture Group
- Talk about social skills intervention

### **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 different groupings, 1:1 work, teaching style, content of the lesson, use of concrete resources and use of visuals. We name children on planning to ensure that key questions and adaptations are made for them in lessons.
- By deploying skilled staff to support groups and individuals when necessary

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, ear defenders etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Use of work stations to help children with their focus and attention
- Provision of quiet and safe spaces for children who struggle with emotional regulation

### **5.8 Additional support for learning**

We have teaching assistants who are trained to deliver interventions such as “Language for thinking”, Motor skills United and RWI

Teaching assistants will support pupils on a 1:1 basis when they have a significant difficulty that means they will struggle to access the lesson

Teaching assistants will support pupils in small groups when they will benefit from additional guidance or pre or post teaching.

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

- Educational Psychology Service (EP)
- Speech and Language Service (SALT)
- Hearing Impairment Service
- Child and adolescent mental health service (CAMHS)

### **5.9 Expertise and training of staff**

Our SENCo has 30 years teaching experience and many years in the role as SENCo. She gained the NASENCo award in 2011 .

She works 4 days a week to manage SEND provision.

We have a team of teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in modelling writing, spelling, speech and language, autism, fine motor skills, handwriting, use of x table rock stars, RWI

We use specialist staff for speech and language interventions

### **5.10 Securing equipment and facilities**

Staff at Alexandra use a range of equipment including laptops and ipads to support learning for pupils with SEN when appropriate.

### **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 with class teacher s and parents each term in Additional Educational Needs reviews ( AEN reviews)
- Pupil Progress reviews each term with Senior Leadership Team (SLT)
- Reviewing the impact of interventions after 10 weeks
- Using pupil questionnaires
- Monitoring by the SENCo
- Using provision maps and Target Tracker to measure progress
- Holding annual reviews for pupils with or EHC plans

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

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 residential trip to PGL

- All pupils take part in sports day/school plays/special workshops, etc
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Before admission, meetings with the families of disabled pupils take place to ensure that we can provide a positive learning environment for the child. If necessary staggered start times are put in place.
- Staff are trained to deliver appropriate medical care so that children can manage the school day eg children with diabetes
- The school is proud to be an inclusive one and strive to champion the needs of children with SEN.
- Alexandra's accessibility plan can be found on our website.accessibility plan

### **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 are part of the whole school council and have their views listened to
- Pupils with SEN are also encouraged to be part of "Chill out "club to promote teamwork friendship building etc.
- Every classroom has a "Problem and Praise "box where children can write post its with worries and concerns. This is checked daily and staff then follow up in the most appropriate way.
- We employ a Learning Mentor who works across the school leading social skills groups and working with groups and individuals on a range of issues.
- Senior staff are available throughout the lunchtime to lead, support and monitor the playground and ensure that all children and especially children with SEN are able to play happily.

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

The school has expertise in many areas of SEN and we deploy our staff so that they can support our children well. We also recognise the importance of working with outside agencies. We work closely with the Educational Psychology service and this year have bought in additional days for advice and support. We have close links with the Speech and Language service and a therapist works at the school for 2 days each week. She is able to help us identify pupils with difficulties at an early stage and to put in place a range of strategies or to refer on for further specialist support.

Alexandra Primary also employs a school counsellor who will work with individual pupils for 12 week blocks of time and who also offers a drop in session for children to talk through any worries. We are able to seek advice from the school nurse service and they will help families on a wide range of issues eg potty training, healthy eating and height and weight checks. We have a close working relationship with the Educational Welfare Service (EWO) who support us with issues around punctuality and attendance when they impact on pupils with SEN.

We are able to refer families to the Early Help service if they feel they would like additional support in the home. We can also signpost families to Parenting Projects, Healthy eating projects and also have links with Department of Work and Pensions (DWP advisors.)

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the Class teacher in the first instance. The school will then work very hard try to resolve the concerns. We know that it is in every child's best interests for us to work together so will continue to do this. If after a range of options have been explored the family remain concerned, 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 SEND**

The school offers regular drop in meetings to offer advice and support to families of pupils with SEN. At these we are able to signpost to local and national agencies.

We often signpost to the Markfield Project who offer advocacy to parents. We also are able to share the Speech and language advice line with parents. Other useful agencies are the "ican " charity, the National Autistic Society and the British Dyslexia Society.

## **5.17 Contact details for raising concerns**

If you have any concerns about SEND provision in the first instance, please speak to the SENCo Heather Johnston

## **5.18 The local authority local offer**

Our local authority's local offer is published here: [www.haringey.gov.uk/children-and-families/local-offer](http://www.haringey.gov.uk/children-and-families/local-offer)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the Curriculum Committee 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
- Supporting pupils with medical conditions
- SEND and Inclusion Policy