



The Eliot Bank and Gordonbrock Schools Federation



Special Educational Needs Policy

September 2015

1. Introduction

The aim of this policy is to explain how The Federation makes provision for pupils with additional educational needs, in line with current legislative requirements (SEND Code of Practice 2014, Equality Act 2010). If you require further information on the SEND provision please contact our SENCo.

This policy complies with the statutory requirements laid out in the SEN code of Practice 0-25 September 1st 2014 and has been developed with staff, children, governors and parents. It should be read in conjunction with:

- SEN information report regulations
- Supporting children with medical conditions April 2014
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Teachers Standards 2012
- Equality Act 2010: advice for schools DFE Feb 2013
- National Curriculum 2014

We are inclusive schools and aim for all children with SEND to reach their full potential regardless of need.

We believe that inclusion is underpinned by the principles of equal opportunities for all learners, whatever their age, gender, ethnicity or religion, attainment or background. We pay particular attention to the provision for and the achievement of different groups of learners. We do this by personalised learning and addressing barriers to learning.

2. Aims and Objectives of the School's SEND Policy

We want every child, whatever their need to reach their full potential. We focus on improving outcomes for each child using the resources, strategies and interventions available to us within a mainstream, inclusive context.

2.1 Objectives

- To identify pupils who have special needs and additional needs and determine their barriers to learning;
- To work within the guidance provided in the code of practice 2014;
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND, where quality first teaching supports the needs of all children;
- To provide support and advice for all staff working with pupils;
- To involve parents, carers and children in planning and decision making;
- To work collaboratively with outside agencies to provide the best outcomes for all children;
- To work proactively with the local authority (LA) and other agencies, including children's social care, parent support groups, psychologists and medical services, in identifying, assessing and meeting SEND;
- To develop and maintain a range of professional expertise within the school; and
- To monitor, review and evaluate policy and provision on a regular and systematic basis.

3. Identifying Special Educational Needs

There are 4 broad areas of need defined in the Code of Practice. These are:

3.1 Communication And Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

3.2 Cognition And Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. This includes moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD). PMLD is defined as severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3.3 Social, Emotional And Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

3.5 Sensory And / Or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

We use a range of approaches to identify children's needs including classroom observations, informal and formal assessments, discussions with parents and other professionals.

4. Quality First Teaching

Within the federation, all class teachers are fully aware of their responsibility and accountability for the progress and development of all pupils in their classes. Quality first teaching and a differentiated curriculum are the first step in responding to pupils who have or may have SEND. Our pedagogy, classroom environments and provision reflect best practice in the teaching of pupils with a range of SEND. In addition, learning support assistants or specialist staff and differentiated learning outcomes support children with SEND to access the curriculum.

5. Graduated Approach to SEND Support

As part of our commitment to quality first teaching and inclusive practice, our staff work as a team to meet the needs of all of our children.

Teachers continually assess children throughout the year. Pupil progress meetings occur on a termly basis. These meetings ensure children's progress is fully monitored and underachievement is identified. All teachers meet with our SENCo every term to complete screening sheets. Where underachievement and possible SEND is identified, interventions will be provided.

If class/school intervention is not successful in raising achievement/removing a barrier to learning, our SENCo will utilise the specialists within school and/or liaise with a range of specialist teachers, outreach advisors and medical/educational specialists to further investigate. Teachers and staff across the school implement any advice and recommendations that may subsequently follow.

Where a pupil's learning difficulty or disability identifies a need for special educational provision (namely provision different from or additional to that normally available to pupils of the same age) he/she is identified as having SEND and is placed on the school's SEND register. The school then puts in place SEND support. This takes the form of a four-part cycle referred to as 'Assess-Plan-Do-Review'.



We implement this cycle by:

5.1 Assess

A clear analysis of the pupil's needs through the teacher's assessment and experience of the pupil, previous progress and attainment, the views and experience of the parents/carers, the pupil's own views and, if relevant, advice from external support services. We run our screening meetings and progress reviews alongside this process

5.2 Plan

The teacher and SENCo agree in consultation with the parent/carer the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

5.3 Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the class, the teacher retains responsibility for the pupil and works closely with the SENCo, any Learning Support /Teaching Assistants and specialist staff involved to plan and assess the impact of support and interventions and how these can be linked to classroom teaching.

5.4 Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed by the class teacher and SENCo, in consultation with the parent/carer and any external support services as appropriate, changes to the support are then agreed upon.

6. Managing Provision For Pupils On The SEND Register

If the child is on the SEND register a provision plan will be put in place that identifies barriers to learning and strategies for support. These will be shared via the Learning Ladder reports that go home on a termly basis. Children with SEN will have an individual target identifying their needs and specific interventions put in place with agreed outcomes. The intention is that children become independent learners and are able to use skills and strategies given to them to support their progress.

Interventions are closely monitored by the teacher and reviewed with the SENCo at the end of the agreed cycle.

Outcomes are evaluated. The teacher retains the responsibility for evidencing progress.

Depending on the child's needs and evidence gathered, a referral may be made to outside agencies such as:

- Educational Psychology (EP)
- Speech and Language therapist (SLT)
- Occupational Therapist (OT)
- Physiotherapist
- Child Adolescent Mental Health Service (CAMHS)
- Paediatrician
- Specific Learning Difficulties (SpLD)
- New Woodlands Behaviour Outreach
- Drumbeat ASD Outreach
- School Nursing Team
- Youngminds

For some referrals a CAF (Common Assessment Framework) will need to be completed in partnership with the parents/carers, class teacher and SENCo.

7. Education, Health and Care Plans

If a child's need exceeds the capacity of what the school can offer, we will request from the Local Authority, an Education Health and Care Plan needs assessment. For children with EHCPs / Statements, a review takes place annually.

8. Criteria For Exiting The SEND Register

As part of the school's assessment cycle, progress meetings are held termly. Children's needs are reviewed and if a child on the SEND register is at expected levels of attainment (or has needs which can be met through quality first teaching) they will be removed from the register. Any changes will be undertaken in consultation with parents, staff and other agencies.

9. Lewisham's Local Offer

The Local Offer aims to provide information on local services and support for children from birth to 25 years with special educational needs (SEN) and/or disabilities.

For more information about the Local Offer please visit the [Lewisham Council Website](#).

10. Supporting Pupils and Families

We are committed to working with parents and carers to ensure that children's needs are identified, supported and met within the Federation. Parents' evenings occur on a termly basis and teachers meet with parents on an informal basis whenever the need arises.

Parents will be consulted at all stages, from identification onwards.

11. Access Arrangements

We ensure that children with SEND are able to access exams and other differentiated assessments. We do this via:

- Additional time
- Rest breaks
- Scribing/Transcription
- Readers
- Small groups

These arrangements are discussed with teaching staff and the senior leadership team, which includes the SENCo.

12. Transition

Smooth transitions are vital to children succeeding in a new setting/environment. Where possible all classes meet their new teacher at the end of the summer term. In addition to this, a handover meeting between teachers takes place. Visits to new classrooms, new playgrounds are organised and new routines are rehearsed and accommodated. All predictable changes are accounted for and provision is continuous. Our whole school policies ensure that learning and environments do not suddenly change. Expectations and routines are maintained throughout. Vulnerable children who need additional support during transition may be given:

- A Transition plan/'All about me' passport to new class teacher
- Time with the new teacher/ support staff
- A Social story/ photographs of new class to read during holiday times

12.1 Year 6 to year 7

We liaise with our secondary colleagues to aid smooth transition:

- Information is sent to the new school about specific needs and vulnerable children (March)
- Secondary transfer meeting (April)
- Transition meetings and books for identified children
- Additional visits with appropriate members of staff are arranged where needed

12.2 Admission to Foundation Stage

- Liaison with pre-school settings to share information
- Transition meetings where appropriate
- Home visits

13. Supporting Pupils at school with Medical Conditions

The Federation recognises that pupils with medical conditions should be properly supported so that they have full access to education and the curriculum, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) / a disability and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs.

The school will ensure that all pupils with medical conditions are catered for. This can involve making special arrangements for particular pupils so that they can access their full and equal entitlement to all aspects of the curriculum. For more information please see our [Supporting Pupils with Medical Needs Policy](#).

13.1 Headstart Project/Resilience

The Headstart project is aimed at improving the mental health of 10-14 years olds in Lewisham. It is funded by the Big Lottery and we became involved through our collaboratives.

Through a period of consultation during which the specific needs of a cohort of children were considered. Academic resilience soon came up as a key area and EB has focussed on this since September 2014. EB has worked closely at all times with the Headstart organisation.

The school has:

- formed a working party to lead on the project, which includes the Head of School and the Deputy for Inclusion;
- audited the needs of the school using a RAG system, which all staff contributed to and which was analysed externally;
- attended focus groups to help shape the project to the needs of the school;
- held two PDMs with all staff, teachers, support staff, office staff etc;
- held a parents meeting, with another planned; and
- signed up for a parent/staff training to enable parent-to-parent support for this aspect.

As a result:

- Staff are more aware of the issues around children's mental health, barriers to good mental health and the need to develop resilience. All staff have taken part in activities around their own resilience. They understand that, although there are some clear indicators and obvious causes of poor mental health, in addition, small issues can accumulate to have an impact on someone who might have been, until that moment, able to cope.
- By creating an index of vulnerability, staff have developed their understanding of the full range of issues the children at EB face which can impact on their resilience. They have been given time to consider the vulnerabilities within their own class and any necessary provision for those individuals with a high level of need at present.
- The whole school has taken part in action planning to improve provision for developing and maintaining children's resilience in general and identifying when an individual needs extra support.

Therefore the school is more able to provide strength in the aspect of children's emotional and social development. This work is ongoing with more work planned.

14. Monitoring and evaluation of SEND:

The school regularly reviews and monitors progress of pupils. We do this through:

- Regular progress meetings
- Book scrutiny
- Intervention records
- Data analysis
- Learning ladders
- Reports to Governors
- Link Governor

15. Training and Resources

Individual training needs are identified through the performance management cycle. Whole school staff development is identified through the school improvement plan. SEN training is delivered as part of this process. Specialised training may be delivered through the school's service level agreements.

The schools SENCOs regularly attend the LA's SENCO network meetings in order to keep up-to-date with local and national SEND news.

The local collaborative of SENCOs meet regularly to signpost and share good practice.

16. Roles and Responsibilities of the SEND Link Governor

The governing body as a whole is responsible for making provision for pupils with special educational needs. The named SEN Governor for our federation is Peter Fidel.

Their responsibilities are to:

- Support the school in the application of the SEND policy and ensure that, within the school's overall budget, appropriate staffing and funding levels are maintained.
- Ensure that provision meets the needs of every pupil with special educational needs.
- Consult with Lewisham Educational Services and other local schools as appropriate.
- Report annually to parents on the implementation and effectiveness of the SEN policy and take account of any comments or suggestions.
- Ensure that the policy is accessible to all parents and that a summary of the policy is in the school prospectus and is given to the parent of every pupil with special educational needs.
- Identify, assess and make SEND provision for all children whether or not they have an EHCP.
- Use their best endeavours to secure the special educational provision called for by a child or a young person's SEND.
- Designate an appropriate member of staff (the SENCo) as having responsibility for coordinating provision for students with SEN.

17. Roles and Responsibilities of the SEN Co-ordinator

The key responsibilities of the SENCo include:

- Overseeing the day-to-day implementation of the school's SEND Policy.
- Co-ordinating provision for pupils with special educational needs.
- Liaising with and advising teachers, Teaching Assistants and parents.
- Updating the SEND register and overseeing the records on all pupils with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, and health and social services.
- Providing information to the governing body.
- Managing the school's responsibility for meeting the medical needs of pupils.

18. Safeguarding

Please see our [Safeguarding \(including Child Protection\) Policy](#) for more information.

The designated teachers for child protection matters in the school are: Jenny Klein and Katrina Walsh.

The nominated officer for child protection within the Local Education Authority is: Lyn Blakelock

19. Storing and Managing Information

Records on all children with SEND are securely stored in individual files. . These are maintained throughout the pupil's time in the school and forwarded to the pupil's next school as necessary. Where a pupil moving to another school is no longer on the SEND register, the SENCo will share the pupil's SEND history with the importing school, and send on any documentation which may continue to be relevant, e.g. agency assessment reports. Any documentation which is no longer relevant and so is not required by the next school will be shredded.

20. Reviewing the Policy

We review the SEND policy annually and if necessary, more frequently, to align with any legislative changes.

21. Accessibility

The Eliot Bank and Gordonbrock schools federation has a duty to prepare an accessibility plan for disabled pupils in order to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Increase the physical accessibility of school premises for disabled pupils in as far as is practical.

This accessibility plan will be reviewed annually, at the first governing body meeting of the academic year.

22. Bullying

We have a separate Bullying and Harassment Policy that deals with matters relating to bullying.

23. Dealing with Complaints

In the first instance, parents'/carers' complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the whole [School Concerns & Complaints Policy](#).

If there continues to be a disagreement with regard to the SEND provision, the LA/other advisory body should make arrangements which include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents/carers and the school. Parents/carers have a right to appeal to a SEND tribunal at any stage of the complaints process.