



# Lauriston School

## Special Educational Needs and Disability (SEND) POLICY

**SEND Policy Reviews (Version Control)**

Review Date	Changes made/Details of action plan	Next Review Due Date	By Whom
March 2019	Whole plan Reviewed – Federation Plan	Spring 2020	Ms Terry Corpe
10 July 2019	Reviewed – Change of SENCo Jan 2021	Summer 2022	Ms Terry Corpe

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### **'Success No Matter What!'**

## **INTRODUCTION**

The Federation (Daubeney, Sebright & Lauriston Primary Schools) strive to admit all children from the local community to our schools. We believe that all children have a right to learn and play together whilst developing an understanding and mutual respect for each other's differences. Each child is valued as an individual and they will be offered all the opportunities that the school has to offer, academically and socially, where necessary, enhanced provision including additional support will be provided. We believe that all teachers are teachers of children with special educational needs.

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our Equalities & Objectives Policy.

## **AIMS**

- To make sure that the arrangements made for pupils with special educational needs are in line with the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years ([SEN/D Code of Practice 0 to 25](#))

- To use our **best endeavours** to make sure that a child with SEND gets the support they need – this means doing everything we can to meet children and young people’s SEND.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career ensuring timely planning to ensure every effort is made to enable the individual child to achieve.
- To provide a broad and balanced curriculum for all pupils according to their needs.
- To provide a differentiated curriculum appropriate to the individual’s needs.
- To use appropriate learning and teaching strategies for children with SEND in school, whilst ensuring all staff have appropriate updated knowledge and skills to be able to do so.
- To make sure that pupils with special educational needs are able to take part in all the activities of the school including those that take place outside of school hours.
- To make sure that all our SEND pupils are involved in decisions made about them, their education and future SEND provision, where practicable.
- To make sure that we involve and listen to our parents’ views and keep them fully informed about their children’s progress and attainment.
- To promote the welfare and safety of all children and take appropriate action in line with the Child Protection Policy where there are concerns raised.
- To appreciate and embrace cultural diversity, gender & sexual diversity and race of all individuals and ensure there are appropriate means for individuals to communicate their needs related to these factors – in line with our Equality Policy.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we aim to remove barriers to learning allowing children to achieve and be included as fully as possible in all areas of school life.

**DESIGNATED MEMBERS OF STAFF**

**Sebright:**

Inclusion lead: Lucie Collins

SENCO: Salma Ali

**Daubeney:**

Inclusion Lead: Anna Lucey

SENCO: Carnita Cenac

**Lauriston:**

SENCO: Sheila Symes

**DESIGNATED GOVERNOR**

Ms Marisa Childs

## DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age.
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA.
- c) is under compulsory school age and falls within the definition at a) or b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having learning difficulties solely because their language or form of language of their home is different from the language in which they will be taught.

### **Special education provision means:**

- for a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- for a child under two, educational provision of any kind.

## CATEGORIES OF SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 – 25 years (2014) suggests four main areas:

- communication and interaction development
- cognition and learning development
- social, emotional and mental health
- sensory and/or physical development

### **Communication and interaction development**

This area covers children with a variety of speech, language and communication needs:

- SLCN (Speech, Language and Communication Need)
- DLD (Delayed Language Development)
- ASD (Autistic Spectrum Disorder)

### **Cognition and learning development**

This area covers children who need support for learning difficulties which means that they learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as physical disabilities or sensory impairment.

### **Social, emotional and mental health difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include:

- challenging, disruptive or disturbing behaviour;
- anxiety or depression;
- self-harm, substance misuse, eating disorders;
- physical symptoms that are medically unexplained;
- attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical needs**

Some children 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 may be age related and may fluctuate over time. They include:

- visual impairment (VI)
- hearing impairment (HI)
- multi-sensory impairment (MSI)
- physical disability (PD)

What is NOT SEND but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a child of Servicemen or women
- Being ‘Looked After’ or adopted from local authority care

## **IDENTIFYING WHEN A PUPIL HAS SPECIAL EDUCATION NEEDS**

It is important that a pupil’s special educational needs are identified as early as possible. We will always let parents know as soon as we identify that their child has special educational needs. Parents are welcome at any time to discuss any concerns they might have with regard to their child having SEND. We will work collaboratively with parents in the identification process in order to gather information and set up systems to best support their child.

Ways in which we identify when pupils have special educational needs:

- Information sharing and discussions with parents
- Child centred planning
- Teacher and Learning Support Assistant observations and monitoring
- Ongoing teacher assessment
- Specialist teacher and SENCo observations
- National Curriculum Assessments
- Screening and Assessment tools-including the 7 Aspects of Learning, the Boxall Profile and P scales where appropriate.

- Information from previous settings - We have strong links with local nurseries
- Involvement with/support from the Hackney Learning Trust Inclusion Team
- Liaison and reports from external professionals e.g. Hackney Ark, Educational Psychologists, Speech & Language Therapy.

The Class Teacher and SENCO will gather information about the pupil and decide on any action that needs to be taken, in partnership with parents and the individual child. Our school makes every effort to overcome barriers to learning to ensure all children make progress across the curriculum.

## **LEVELS OF SEN SUPPORT**

### In Class Concern

If a child is not making the expected rate of progress or is having difficulty accessing the curriculum through the usual differentiated lessons, the class teacher will adapt their teaching and resources to enable the child to access the curriculum to the best of their ability. They will monitor the child closely and assess their progress. If there is still a concern after two terms' close monitoring, they will refer the child to the inclusion team. The child's progress will be raised as a concern during pupil progress meetings.

### SEND School Support

These children are identified by the class teacher based on assessment, data and observations where they will be closely monitored and targets/resources may be provided by the class teacher. The SENCO will support the class teacher in gathering information and will help to co-ordinate the child's special educational provision, working with the child's parents or carers, teachers, subject leaders and support staff. Once a pupil is identified as having special educational needs, they will be placed on the SEND Register at School Support after an initial SEND meeting with parents to obtain consent; initially being placed on the register at SEND school support level. This is characterised by class-based interventions that are different from or additional to, the normal differentiated curriculum but may also include specific interventions, e.g. speech and language group. The pupil's special educational needs will be identified and described, and an Initial School Support Plan will be written. This will contain a set of SMART targets for the child. The class teacher will meet termly with parents to review the School Support Plan and the progress being made by the child. New targets may be set or original targets adapted to meet the needs of the child. During each review an action plan will be discussed and this may include referrals to outside agencies, e.g. CAMHS, Hackney Ark, Education Psychologists or Speech and Language.

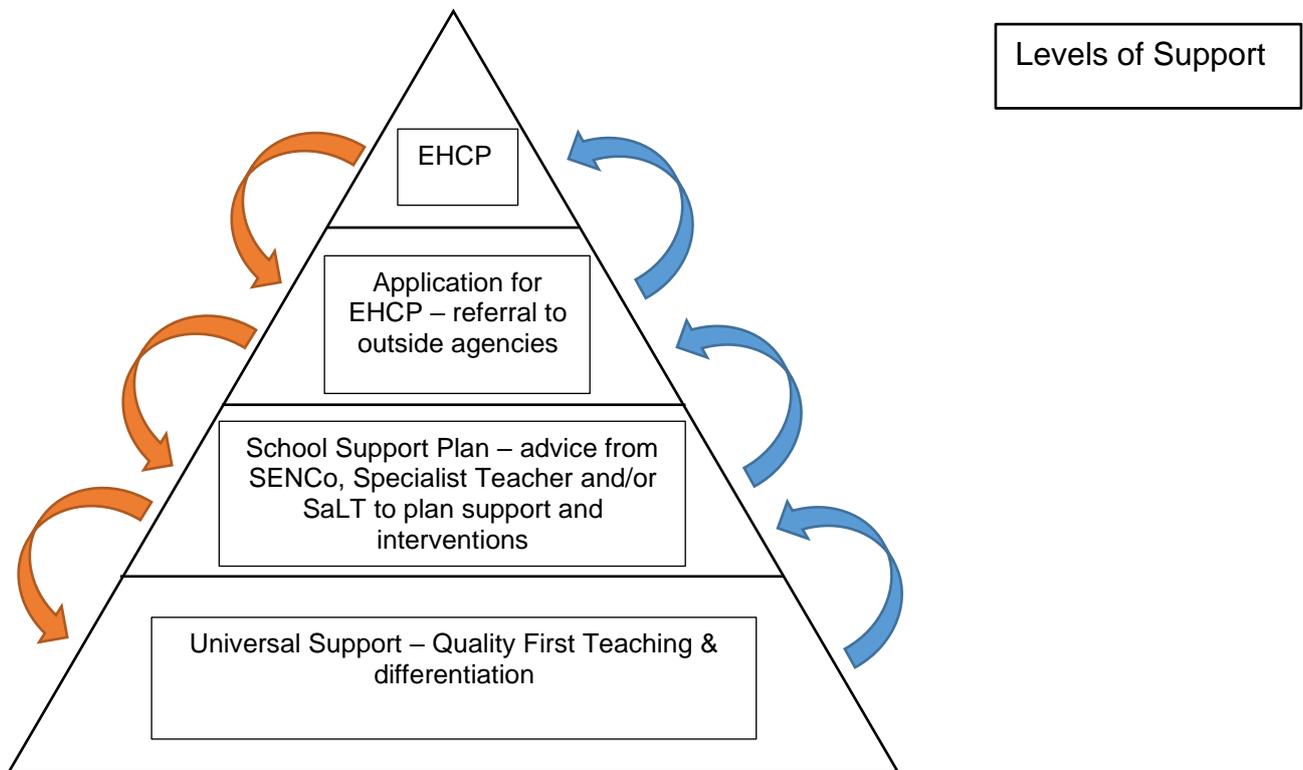
### Education Health and Care Plan (EHCP)

The individual school in collaboration with the parents may request an Education and Health Care Plan from the local authority, when the needs of the child require support beyond those resources available by the school's SEND budget for School Support. If approved by Hackney Learning Trust a person centred planning review meeting will take place annually, to which the child (if appropriate), parents, SENCO, Class Teacher, and all professionals involved with the pupil will be invited to attend. The suitability of the EHCP will be reviewed, progress assessed and future outcomes set. Formal statutory changes may be considered, and a request may be made to reduce or increase the level of support. In some cases, a discussion about alternative school settings may take place. A general school review will also take place once a term. EHCPs are reviewed annually, unless for

Early Years pupils or stated otherwise within the plan. This entails a meeting with all professionals that work with the child and the parents.

Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews, the SENCO of the Secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues.

With due regard for the time limits set out in the Code, the SENCO will write a report of the annual review meeting and send it, with any supporting documentation, to the local authority. The school recognises the responsibility of the local authority in deciding whether to maintain, amend, or cease an EHCP.



## **CRITERIA FOR EXITING THE SEND REGISTER**

Once a child has made significant progress and is working at or just below what is expected of a child their age, nationally and locally, or they no longer require any additional support other than in-class differentiation, then they may be taken off the SEND Register. This will always be decided during a SEND review with parents, class teacher and SENCo. The class teacher will continue to support with differentiated access to the curriculum and some small group support but this support is managed in class without any extra input from other professionals. The child's progress will continue to be monitored and if for any reason the child does not continue to progress as expected then they can be placed back on the SEND Register with parental consent.

## **SEND IN THE EARLY YEARS**

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 – 5 years. Read the Federation's EYFS Policy alongside this policy. As early years' providers we follow the safeguarding and welfare requirements of the EYFS as well as the learning and development requirements. We ensure that all our early years' professionals are able to identify any emerging difficulties early and work closely with parents to understand and meet the needs of all pupils in the early years. We will:

- use our best endeavours to make sure that a child with SEND gets the support needed;
- ensure that children with SEND engage in the activities of school alongside children who do not have SEND;
- designate a teacher to be responsible for co-ordinating SEND provision, Special Educational Needs Coordinator (SENCo);
- inform parents when we are making SEND provision for a child during a SEND review meeting;
- ensure reasonable adjustments are made so that children with disabilities are not treated less favourably than others;
- follow the Federation's Equality Policy and have a robust Accessibility Plan showing how we plan to improve access over time.

## **SUPPORTING PUPILS AND FAMILIES**

Under regulation 53, Part 4 of the Special Educational Needs (Information) Act September 2014 all local authorities have to provide information regarding the local offer of SEND. Hackney Learning Trust's Local Offer can be found using the following

link: [www.hackneylocaloffer.co.uk](http://www.hackneylocaloffer.co.uk)

If you have any queries relating to SEND in Hackney, then you can also contact:

- Educational Psychology Service, T 020 8820 7519 – Drop in sessions are held at Hackney Learning Trust, 1 Reading Lane, London, E8 1GQ • Hackney Parent Partnership Service, T 020 8820 7123
- Inclusion Team T 020 8820 7326, ask for EHC planning team if your enquiry is regarding EHC Plans
- Integrated Speech and Language Therapy Service, T 020 8820 7619
- Special Needs Assessment and monitoring Team, T 020 8820 7183

For pupil admissions please check Hackney Learning Trust for their admissions policy.

Pupils who require support for accessing end of key stage assessments will have these needs assessed by the Assessment Lead and SENCO and any extra support that needs to be applied for will be the responsibility of the Assessment Lead who will do so in line with government guidelines. Any other support will be given in line with the administration guidelines.

All children take part in a transition week from Nursery to Year 5. As part of this transition period, SEND pupils are highlighted and the new class teacher and Learning Support Assistant meet with the previous class teacher and LSA to share good practice which includes ways of supporting the pupils to ensure continued progress. For Year 6 pupils a transition programme is put in place which includes discussions with Secondary School SENCOs.

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

Our Federation recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, 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. Please refer to the Federation's Equality Policy.

Some pupils may also have special educational needs and may have a statement, or Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The Federation follows the guidance published by the DfE on supporting pupils with medical needs.

Please see the Federation's Medical Needs Policy.

## **MONITORING AND EVALUATION OF SEND**

Within the Federation we regularly monitor teaching and learning across all schools. This is conducted in a variety of ways:

- Lesson observations based on learning taking place within the lesson
- Book monitoring to ensure progression of learning throughout the week, term and year
- Discussions with pupils about their learning in conjunction with their books or during lesson observations, this includes SEND pupils
- Pupils are consulted about teaching and learning across the school by subject leads as part of curriculum teams
- Pupils are consulted via the School Council on matters relating to the curriculum
- Learning walks conducted by lead teachers focused on different areas of learning
- Year group pupil progress and assessment meetings termly
- Parents are encouraged to give their views on their child's progress and learning during parents' evenings and parents' day
- Parents are invited to curriculum meetings to discuss learning across their child's year group
- Parents are consulted regarding SEND provision during termly reviews and as part of SEND discussion groups, e.g. coffee mornings

- Subject leads, assessment leads, curriculum leads and SENCO regularly report to governors regarding progress and attainment across the school including social and emotional aspects of learning
- The School Council meets at least once a year with the governors to report the views of pupils across a range of issues

The findings, from all these reviews and evaluations, are discussed by the senior management team. This ensures that improvements identified are implemented across the schools for all pupil

## **HOW PROVISION FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES IS FUNDED**

Funding is agreed locally and is given to schools under three main headings.

### **Element 1**

Schools get the majority of their money based on the number of pupils within the school. This is the core budget and is used to fund all pupils within the school including those with SEND. An additional element of funding is Pupil Premium, which is paid for all children that currently or have received free school meals in the last six years. There is also an additional payment, 'enhanced pupil premium' for any child that is categorised as 'looked after' by the local authority.

### **Element 2**

Every school gets an additional amount of money to support children with SEND. This is a notional amount and it is expected that schools will use up to £6000 of this money to support any child with SEN.

### **Element 3**

Top up funding is sometimes given to schools for any child that the school can prove to Hackney Learning Trust needs additional support above the £6000 allocated.

## **TRAINING AND DEVELOPMENT**

In order to maintain and develop the quality of learning and provision to respond to the strengths and needs of all pupils, all staff are expected to undertake training and development. Training and development needs of staff are identified in a variety of ways:

- Whole school development focus identified through the monitoring process
- Federation Multi-Agency Planning meetings (MAP meetings)
- Individual development needs identified through the monitoring process
- Individual development needs identified through discussion during performance management
- Specific development needs identified through needs of individual or groups of pupils within the school

Training and development is conducted through in-school training using our own experts or through a variety of external agencies either on site or off site.

All teachers and support staff new to the school undertake induction, which includes a meeting with the SENCO, to explain the systems and structures in place around the individual school's SEND provision and practice and to discuss the needs of individual pupils.

Each schools' SENCO regularly attends Federation SENCo meetings lead by the Federation Deputy Head, Hackney Learning Trust SENCO forums and training and development to keep up to date with local and national updates in SEND. The SENCO also uses local links, School's Education Psychologist, Speech and Language therapist and School nurse to keep up to date with new initiatives.

## **ROLES AND RESPONSIBILITIES**

### **The Role of the SENCO & Inclusion Leads**

The SENCO plays a crucial role in the school's SEND provision. This involves working with the Executive Head Teacher, Head of School, Federation Deputy Head, Inclusion Leads and Governing Body to determine the strategic development of the policy. Other responsibilities may include:

- overseeing the day-to-day operation of the policy, ensuring physical, learning, social, emotional and spiritual needs are identified and strategies in place to support;
- co-ordinating the provision and interventions for all pupils with SEND;
- liaising with and giving advice to teachers;
- managing Learning Support Assistants;
- overseeing pupils' records;
- liaising with the parents;
- ensuring inclusion and equality for all;
- identifying potential risks and conduct risk assessments to ensure safety and accessibility are maintained;
- making a contribution to CPD;
- liaising with external agencies LA support services, Health, Children & Adolescents' Mental Health Services (CAMHS), Social Care and voluntary bodies;
- key responsibilities in reporting to the Executive Head Teacher;
- Liaising with the governing body/link governor.

For effective co-ordination staff must be aware of:

- the roles of participants;
- the procedures to be followed;
- the responsibility all teachers have in making provision for SEND pupils;
- their statutory responsibility to update their knowledge of current policies relating to SEND pupils;
- the commitment required by staff to keep the SENCO well informed about pupils' progress;
- mechanisms that exist to allow teachers access to information about SEND pupils;
- what exactly constitutes a 'level of concern' and at which point SEND Support is initiated;
- the procedures by which parents are informed of this concern and the subsequent SEND provision;
- their role in protecting the child's welfare in accordance with national guidelines.

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

## **The Role of the Governing Body**

The Governing Body's responsibilities to pupils with SEND include:

- having knowledge and understanding of the school's responsibilities and duties regarding SEND pupils, inclusion and safeguarding;
- ensuring that provision of a high standard is made for SEND pupils;
- ensuring that a 'responsible person' is identified to inform about the EHC Plan process;
- ensuring that SEND pupils are fully involved in school activities;
- having regard to the Code of Practice when carrying out these responsibilities;
- being fully involved in developing and subsequently reviewing SEND policy;
- reporting to parents on the Federation's SEND policy, including the allocation of resources from the individual school's delegated/devolved budget;
- ensuring the Federation's ethos reflects the standards received within the education setting;

## **The Role of the Class-Teacher**

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- being aware of the school's procedures for the identification and assessment of and subsequent provision for SEND pupils;
- collaborating with the SENCO to decide the action required to assist the pupil to progress;
- working with the SENCO to collect all available information on the pupil, in collaboration with the relevant professionals and SENCO, promptly raise children with SEND Concerns, support pupils and share information with parents;
- working with SEND pupils on a regular basis to deliver the individual programme set out in the School Support Plan;
- managing Learning Support Assistants to implement individual programmes set out in the School Support Plan;
- developing constructive relationships with parents;
- being involved in the development of the school's SEND policy.

## **RESOURCES AND SUPPORT**

Pupils will be supported through a differentiated curriculum with specific targets that enables them to make progress. Teachers will prepare differentiated resources as well as using resources available to the school. These could be:

- extra adult support
- encouragement to take part in extra-curricular activities outside school
- speech & language groups
- peer support
- working in small groups
- for pupils working at greater depth ensuring they are able to develop their knowledge and understanding in a variety of problem solving activities that are linked to the 'real world' as much as possible

- for pupils who are unable to use the toilet and are still in pull-ups we will ensure that their needs are met by a member of staff who has an enhanced DBS. We will work with the parents and pupil to put in place an intimate care plan to develop the child's independence and ability to use the toilet without adult help.

## **STORING AND MANAGING INFORMATION**

The School works within the Data Protection Act 2018 for storing and sharing information.

All SEND information is stored on-Line via the SIMs system, paper copies are kept in a lockable filing cabinet in a designated office and only shared with other organisations with parental permission unless there is a child protection issue and then information will be shared with Children's Social Care or other appropriate bodies.

Parents are given copies of School Support Review sheets and School Support Plans after every meeting.

Pupils' SEND folders are sent on to any new school pupils transfer too securely and are signed for by the receiving school.

## **ACCESSIBILITY**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Please see the school's Accessibility Plan.

Where needed specialist advice is taken to ensure that all pupils can access written materials and if needed hearing resources within the class.

- Parents can contact teachers at the end of the day if they wish to make an appointment to see them. They can also contact the Deputy Head/SENCO, Head of School or Assistant Heads either in the school playground at the beginning or end of the day or via the school's office.
- Contact can be made via e-mail either through the individual school's website or [admin@lauriston.hackney.sch.uk](mailto:admin@lauriston.hackney.sch.uk); [admin@sebright.hackney.sch.uk](mailto:admin@sebright.hackney.sch.uk) or [admin@daubeney.hackney.sch.uk](mailto:admin@daubeney.hackney.sch.uk) and these will be passed on to the relevant member of staff.

## **DEALING WITH COMPLAINTS**

Our complaints procedure follows local authority and government guidance. Where a complaint is directly linked to a child's Special Education Need, the complaint will be dealt with either by the Deputy Head Teacher or the Inclusion Lead. Please see our complaints procedures on our websites.

## **REVIEWING THIS POLICY**

The SEND policy will be reviewed annually with school staff and governors. Parents/carers of pupils on the SEND Register, will be given the opportunity to discuss the policy throughout the time in which their child is on the register.

Policy Ratified:  
Date: 10<sup>th</sup> July 2019

Signed:\_\_\_\_\_

Executive Head: Mrs Janice Thomas

Signed:\_\_\_\_\_

On behalf of the Governors