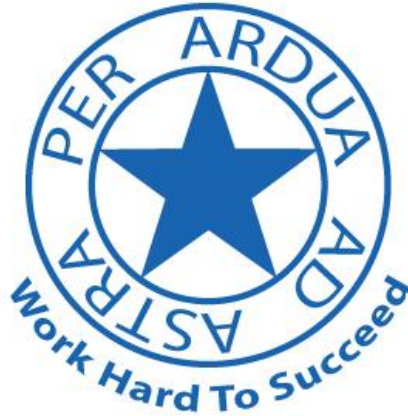


# Garden Suburb Junior School



## SEND Policy January 2019

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions (4/14)
- The National Curriculum in England Key Stage 1 and 2 framework document (9/13)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## **RESPONSIBILITY**

Those responsible for managing Garden Suburb Junior School's provision for children with SEND are:

Mrs A Houghton - Inclusion Manager/Assistant Head and member of the Leadership Team (National Award in Special Educational Needs Co-ordination)

Mrs E Bhavsar - Head Teacher

The SEND and Pupil Wellbeing Committee of the Governing Body

Contact details via school office: [office@qsis.barnetmail.net](mailto:office@qsis.barnetmail.net) Tel: 020 8455 3269

## **BELIEFS AND VALUES**

Garden Suburb Junior School believe that all children should have access to a broad and balanced education, which gives them the opportunity to realise their full potential and achieve success. For some children this will mean the school making special provision within the curriculum to meet their individual needs. All achievements of our pupils will be recognised and celebrated, with successes rewarded when appropriate. Garden Suburb Junior School is committed to providing an environment that allows children with disabilities full access to all areas of learning.

Every teacher is a teacher of every child or young person, including those with SEND.

This policy was developed by the Inclusion Manager and Head Teacher in consultation with the SEND and Pupil Wellbeing Committee of the Governing Body and all staff. It has been shared with all stakeholders in the spirit of the current reform and reflects the SEND Code of Practice, 0-25 guidance.

## **SECTION 2 AIMS AND OBJECTIVES**

### **AIM (THE LONGER VIEW)**

At Garden Suburb Junior School we aim to raise the aspirations of and expectations for all pupils with SEND. We provide a focus on outcomes for children and not just hours of provision/support.

### **OBJECTIVES**

1. To identify pupils who have special educational needs and other additional needs including disability or a medical condition
2. To create an environment that meets the needs of these children enabling them to participate in all areas of school life
3. To assess and monitor the effectiveness of this provision
4. To work within the guidance provided in the SEND Code of Practice, 2014
5. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
6. To have an Inclusion Manager who will work within the SEND Inclusion Policy
7. To provide support and advice for all staff working with pupils with Special Educational Needs or a Disability (SEND)
8. To involve parents and carers in discussions about their child's SEND needs and the proposed provision for them
9. To liaise closely with all those involved with the child to ensure monitoring of progress and continuity of approach
10. Wherever possible to consider the views of the child
11. To liaise with other professionals working with the child, especially during transition to other schools, to ensure continuity and maximise success

### SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Special educational provision is matched to each child's identified SEN. Children's special educational needs are generally thought of in the following four broad areas of need and support -

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

The purpose of identification is to consider what action should be taken to overcome the pupil's barriers to learning. At Garden Suburb Junior School we consider the needs of the whole child, not just the special educational needs of the child or young person.

The following are additional factors which may impact on progress and attainment but alone do not constitute SEND:

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools that should be provided under the current Disability Equality legislation - these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being eligible for a Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Identifying behaviour as a need is not an acceptable way of describing SEND. Any concerns relating to a child's behaviour will be described as an underlying response to a need. At Garden Suburb Junior School we will endeavour to recognise and identify these needs through our understanding and knowledge of the particular child.

We use a variety of assessment tools, observations, discussion with parent/carers and liaison with external agencies to determine the needs of each child.

## SECTION 4: A GRADUATED APPROACH TO SEND SUPPORT

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants (LSAs) or specialist staff
- Quality First Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND
- We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to enable them to identify and support vulnerable pupils with SEND
- The teacher and Inclusion Manager consider all of the information gathered about a pupil, alongside national data and expectations of progress, in order to decide whether it is necessary to make special educational provision. Pupils' progress is continually monitored using summative and formative assessments to ensure that teaching is targeted and differentiated to meet the needs of all pupils. This is achieved through:
  - Weekly planning in year groups
  - Termly Year group class reviews
  - Monitoring and levelling work in year groups and across the school
  - Data analysis
  - Termly monitoring and reviewing of targeted interventions
  - Targeted marking and feedback by teachers to pupils
  - Self-assessment and feedback from pupils
- For higher levels of need, we draw on more specialised assessments from external agencies and professionals such as speech therapists, educational psychologists and advisory teachers (Hearing, Visual, Physical)
- The decision to categorise a pupil with SEND is not taken lightly. Prior to this a pupil will have been regularly **assessed** and **planned** for, including differentiation, adapted resources and/or interventions. The plan will then be **implemented** and its effectiveness **reviewed**. Outside agencies may be consulted in this process. The cycle of **ASSESS - PLAN - DO - REVIEW** is part of the class teacher's practice with all children in the class
- Pupils are only considered to have SEND if they continue to make slow progress or do not make any progress in spite of receiving Quality First Teaching, differentiated work and they may also have had an intervention

- If a child is not making progress despite the above, the teacher seeks advice from the Inclusion Manager about the next step
- If the pupil is thought to have SEND the Inclusion Manager may carry out further assessments or seek advice from an external professional
- Depending on the outcome of the assessment the child might be placed on the SEND record and the next tier of the **ASSESS - PLAN - DO - REVIEW** cycle will begin again
- Whether the child is deemed SEND or not, the teacher will make adjustments to their provision following discussion with the Inclusion Manager. This cycle will be repeated over a period of time and could result in the child no longer being defined as having SEND
- We believe partnership with parents and professionals is the key to success. We liaise with parents about their child's provision and progress in the following ways:
  1. At parent/teacher consultations in the autumn and spring term. Parents/carers of pupils with SEND are also able to meet with the Inclusion Manager to discuss their child's needs in more detail. Parents of pupils, without SEND support, who have concerns regarding their child can also seek advice from the Inclusion Manager during this time
  2. By additional meetings, at any point during the year, with the class teacher or Inclusion Manager if the teacher or parent/carer wishes to discuss anything regarding their child
  3. By meeting with the class teacher and Inclusion Manager to discuss placing the child on the SEND register
  4. By termly meetings with Inclusion Manager and class teacher to review the child's provision and progress (Individual Learning Plan)
  5. An annual statutory meeting will take place for Pupils with an Educational Health Care Plan (EHCP). Parents/carers, all staff and outside agencies working with the child are invited to contribute to and attend the meeting
  6. The Inclusion Manager meets parents/carers of new children with SEND who join the school part way through the year and liaises with their previous school

## SECTION 5: MANAGING PUPILS NEEDS ON THE SEND REGISTER

There is a single category of support known as SEND SUPPORT. However, prior to a child being categorised as having SEND support, the following actions are taken:

- Weekly PPA time allows teachers to plan for the needs and next steps in learning across the year group focusing on Quality First Teaching
- All pupils, including those with SEND, have access to differentiation. Differentiation can be through:
  - The task/activity being broken down into smaller steps
  - Resources - visuals, photographs, simpler vocabulary, key/topic words, concrete resources, ICT
  - Support using additional adults
  - Grouping similar learners together or putting children in mixed ability groups
  - Outcome - expectation of work completed is different
  - Pace - adapted to meet the needs of the pupil
  - Dialogue - adapted language/vocabulary used
- Assessments are moderated across the year group, needs are identified and prioritised and deployment of support is considered
- Termly class review meetings are held for each year group to analyse attainment and progress and a profile of the whole class is completed. These meetings are attended by the Deputy Head and other members of the Leadership Team
- Pupils that are not making expected progress, given their age and individual circumstances, are highlighted and new targets are set. Where progress continues to be less than expected, the class teacher, working with the Inclusion Manager, will consider if a targeted intervention should be put in place
- Children who are receiving multiple interventions but progress remains slow, and teachers still have concerns, will be tracked termly. These children will not be put on SEND support at this stage
- If the class teacher, parents and the Inclusion Manager continue to have concerns regarding a tracked pupil then an outside agency/professional may be consulted or involved. This may lead to the pupil receiving SEND support and an Individual Learning Plan (ILP) will be devised

- An ILP is completed termly by the class teacher and Inclusion Manager for children receiving SEND support and those with an Educational Healthcare Plan (EHCP). The ILP includes:
  - Clear long and short term outcomes to be achieved
  - Type of provision and/or resources used to achieve this
  - Who will be delivering the provision and the frequency
  - Targets from external professionals if appropriate
- The Inclusion Manager and the class teacher share the proposed ILP with parent/carers and amend it if necessary
- SEND provision is outlined in our SEND Information Report which is available on the website

## **SECTION 6: SEEKING EXTERNAL SUPPORT**

- External specialist services may be consulted and the following referral documentation can be part of the process for applying for additional funding and support from outside school. Some of the specialist services we access are:
  - Occupational therapy, speech and language therapy and physiotherapy
  - Child and Adolescent Mental Health Services (CAMHS)
  - The school uses some of their designated SEND budget to fund the Health and Emotional Wellbeing (HEW) service to provide support for vulnerable pupils and their parents in school
  - Advice from the High Incidence Support Team (HIST) is available to the school to support pupils with behaviour, speech and language or Specific Literacy difficulties (The school buys into this service through the borough's traded services)
  - The school's link Educational Psychologist can only be used for statutory work required for EHCPs. Additional hours for non-statutory work has to be bought through Barnet's traded services



- If we identify we are unable to fully meet the needs of a pupil through our own provision, we need to put in an application for additional funding from the local authority High Needs Funding Team. Requests need to have:
  - Evidence of lack of progress over time - assessment data and SEND plan reviews
  - Evidence of the funding the school has deployed to address these needs
  - Evidence of input by an external professional
  - Evidence of parent/carer's view - this cannot be pursued without active support from parent/carer
  - Evidence of child's view if appropriate
- With the correct evidence, additional funding could be applied for by asking the local authority for an Education, Health Care Plan (EHCP) assessment. The request for an EHCP can come from the school or from parents/carers. An EHCP brings the child/young person's education, health and social care needs into a single, legal document. Pupils must have special educational needs to be eligible for an EHCP. Barnet SEND Information, Advice and Support Service and Independent Supporters can also guide and help parents with the EHCP assessment
- The full process for applying for an EHC assessment, including timescales, can be found at:  
<https://www.barnet.gov.uk/wwc-home/practitioner-guidance/special-educational-needs.html>

The following is an outline of this process

- **Requesting an EHCP assessment** - this request can come from the school, parents or another professional who works with the child
- **Deciding whether to conduct an EHC assessment** - Once the LA receives a request they have up to six weeks to decide whether to carry out the assessment. During that time, they will ask parents/carers the young person themselves and others - such as the school or other setting - for information to help them make that decision
- **Conducting an EHCP assessment** - The assessment includes seeking information and views from the parents/carers and the child, as well as people who work with the child/young person, such as class teachers, speech and language therapists, physiotherapists and educational psychologists
- **Deciding whether an EHCP is needed** - After the local authority has made its assessment, they will decide whether or not an EHCP is necessary

- **Preparing an EHCP** - If the local authority decides to proceed with an EHCP, they will work closely with parents/carers and the child/young person to make sure that the plan takes full account of their views, wishes and feelings. The first draft will not include a named school, but parents will be asked to name a school when they respond to the first draft
  - Once an EHCP has been finalised, the local authority has to ensure that the special educational support in section F of the plan is provided, and the health service has to ensure the health support in section G is provided
  - The local authority will review the child/young person's EHCP at least every 12 months. That review will include working with parents/carers/child/young person and asking what they think and what they would like to happen
  - **Personal Budgets** - A Personal Budget enables the individual to have choice and control over who provides help. The help will be described as provision in the Education Health Care Plan (EHCP) and will have been agreed with the relevant service provider. It is not always possible to offer a Personal Budget. **Personal Budgets are not able to be used by the parent to choose how funding in school is spent**
- As a school we endeavour to help all key adults around a child to have a common understanding and if at all possible a common approach. We recognise that privately funded therapists can also be significant adults for a child. The Inclusion Manager may talk to privately funded therapists to help achieve this common understanding. Time constraints, school philosophy, as well as the limitations of our building have informed the following points:
    - In principle, where parents pay for private therapy sessions for their child we will not facilitate the delivery of these sessions within school. Cases will, however, be considered on an individual basis and exceptions may be made
    - We will consider cases where there has been LA acknowledgment of the child's difficulties with recognition that the therapy will support their needs
    - The therapist must hold a recognised accreditation and all safeguarding checks must be current
    - We will only consider cases where we know we will be able to accommodate sessions within our building
    - We are unlikely to consider cases where the therapy provides support/intervention which is already provided by the school/LA
    - Advice from private therapists will be considered and implemented if they are compatible with the school's ethos and will not conflict with the education provided at school for the child and the other children in the class/school

## **SECTION 7: CRITERIA FOR EXITING THE SEND RECORD**

- If a child with SEND makes sufficient progress and are no longer a concern, they will be removed from the SEND register but they will continue to be monitored through the **ASSESS - PLAN - DO - REVIEW** cycle previously described

## **SECTION 8: SUPPORTING PUPILS AND FAMILIES**

- The link to the **LA local offer** can be found on the school and LA website: <http://www.barnet.gov.uk/info/920012/the-local-offer-and-special-educational-needs/1217/the-local-offer-and-special-educational-needs>
- The School provides an **SEND Information Report** on the website: <http://www.gardensuburbjunior.co.uk/>
- The School website provides links to family support services
- Garden Suburb Junior School follows the admission arrangements as set out by the London Borough of Barnet and these can be accessed from their website <http://www.barnet.gov.uk>
- Children can be dis-applied from statutory assessment tests if appropriate. Materials can be modified to address SEND pupils and children are entitled to receive the same level of support during statutory assessment tests
- **Induction and Transition arrangements are set out in the School's 'Admissions Induction and Transition Policy' which can be accessed from the school website. This includes individual provision for children with SEND**

## **SECTION 9: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

- The school 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
- Some pupils may also have special educational needs or a disability (SEND). They may have an Education, Health Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) will be followed for these pupils

- The school has a policy on Supporting Children with Medical Needs this can be accessed from the school website

## **SECTION 10: MONITORING AND EVALUATION OF SEND**

- At Garden Suburb Junior School we regularly and carefully monitor and evaluate the quality of provision we offer all pupils. We do this by:
- Providing a detailed termly report to the SEND and Pupil Wellbeing Committee of the Governing Body
  - Sampling of parent views, pupils views and staff views through a regular survey
  - Analysing year group data at class review meetings (termly)
  - Inclusion Manager and Leadership Team monitor assess and review interventions termly
  - Head and Deputy observations of class teachers and teaching assistants, providing feedback and addressing training needs
  - Teachers and Learning Support Assistants attend Whole School INSET and borough courses on SEND
  - Ensuring there is a named SEND governor
- Progress of SEND pupils is tracked termly and Individual Education Plans are also reviewed every term. The Inclusion Manager, teachers, parents/carers are all involved in this. We follow the "assess, plan, do review" model. Outside agencies may be consulted if pupils are not making progress with support/interventions

## **SECTION 11: TRAINING AND RESOURCES**

- The school receives funding for SEND under three main headings:
  - **Element 1: an amount of money for each pupil in the school** - This is the core budget for each school and it is used to make general provision for all pupils in the school including pupils with SEND
  - **Element 2: The school's notional SEND budget** - The school receives an additional amount of money to help make special educational provision to meet the needs of pupils with SEND. This is called the notional SEND budget. Special educational provision is anything that is provided to meet a child's SEND that is "additional to or different from" provision made for all children. We endeavour to ensure that special educational provision is made to meet a child's SEND
  - **Element 3: top-up funding** - If an EHCP or statement indicates that a pupil with SEND needs an exceptional degree of SEND support, the local authority may provide top-up funding to meet the cost of that provision

- The training needs of staff are identified and planned through the process of appraisal and through the needs arising of any individual child in the class
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development
- All newly appointed teachers and support staff meet with the Inclusion Manager who explains the systems, structures and provision in place for pupils with SEND in the school
- Learning Support Assistants begin work from 8.30 a.m. every morning to enable them to meet with class teachers
- The school's Inclusion Manager regularly attends the local authority SENCO network meetings in order to keep up to date with local and national updates in SEND

## **SECTION 12: ROLES AND RESPONSIBILITIES**

The following members of staff have the responsibility for overseeing inclusive practice and pupil welfare in our school:

- Mrs A Houghton - Inclusion Manager/Assistant Head and the designated person responsible for Looked After Children (LAC)
- Mrs Morgan-Chiswick - Pupil Health, Welfare, Attendance and Punctuality
- Role of SEND Governor is to champion the issue of SEND within the work of the governing body and to have specific oversight of the school's arrangement and provision for meeting SEND
- **Mrs E Bhavsar, Head Teacher and Mrs L Berger are the Designated Teachers with specific Safeguarding responsibility - do you want to add the me and Josh and Nikhil?**
- **Mrs E Bhavsar, Head Teacher is responsible for managing the Pupil Premium Grant**

## **SECTION 13: STORING AND MANAGING INFORMATION**

- Each child's primary school record is retained at the school for the length of time that the pupil remains at the school. The record is transferred on to the child's next school when they leave. This record may contain:
  - Admission forms
  - Annual Written Report to Parents
  - Any information relating to a major incident involving the child (either an accident or other incident)
  - Referrals to any agencies or support service together with related reports or correspondence
  - Any reports written about the child
  - Any information about a Statement of Special Educational Needs and support offered in relation to the statement (or reference made to an accompanying SEND file)
  - Any information about EAL intervention
  - Any relevant medical information
  - Child protection reports/disclosures (should be stored in the file in an envelope clearly marked as such or reference made to an accompanying file)
  - Any information relating to fixed-term or permanent exclusions
  - Any correspondence with parents or outside agencies relating to major incidents or concerns
- Special Educational Needs Files, including reviews and Individual Education Plans should be kept in the school **until the pupil transfers to another school**

## **SECTION 14: REVIEWING THE POLICY**

- This policy will be reviewed annually by the SEND and pupil Welfare committee of the Governing Body
- We are exploring the most effective ways to gain the views of parents and children on the working of our current SEND arrangements. This will inform how we prepare for reviews to the SEND policy in the future

## **SECTION 15: ACCESSIBILITY**

- The school has an Accessibility Plan and an Equality Plan which describes current targets, strategies and outcomes of the schools successful accessibility planning approach

## **SECTION 16: DEALING WITH COMPLAINTS**

- The School has a Complaints Policy which can be accessed on the school website

## **SECTION 17: BULLYING**

Garden Suburb Schools have Behaviour and Anti-Bullying policies that can be accessed via each school's website

## **SECTION 18: Additional linked policies**

- GDPR Policy
  - Privacy Notice for Pupils and Families
- Record Management Policy

**GLOSSARY OF TERMS** - have added this as the Infants have one, thought it may be helpful. It's in alphabetic order.

**Annual Review:** the review of an EHCP or statement which the local authority must make as a minimum every 12 months.

**Autism:** Autism is a neurodevelopmental disorder characterised by impaired social interaction and social communication. Children with autism often have high levels of anxiety which they attempt to manage with restricted and repetitive behaviours.

**Child and Adolescent Mental Health Services (CAMHS):** These services assess and treat children and young people with emotional, behavioural or mental health difficulties.

**Education, Health and Care Plan (EHCP):** An EHCP details the education, health and social care support that is to be provided to a child or young person who has SEND or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

**Graduated approach:** A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

### **Health and Emotional Wellbeing (HEW)**

This service provides emotional support for vulnerable pupils and their parents in school.

**Local Offer:** Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education.

**National curriculum:** This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

**Occupational therapy:** Occupational therapy is a health care profession, the role and aim of which is to enable children to participate in daily activities to improve their health, independence and wellbeing. This includes self-care skills such as dressing and feeding, and also fine motor skills such as pencil control. Some occupational therapists are also trained in Sensory Integration.

**Persistent Literacy Difficulties (previously called Dyslexia)**

Persistent Literacy Difficulties is a specific learning disability affecting reading, writing and spelling. Children have differing levels of severity. Tendencies can be evident in young children but formal assessment is not advisable under 7. Many children respond well to specific interventions and multi-sensory teaching.

**Personal Budget:** A Personal Budget is an amount of money identified by the local authority to cover the full cost of the services set out in an EHCP. A direct payment may be made to the family or young person but there are so many conditions that this rarely happens.

**Physiotherapy:** Physiotherapy is a health care profession which helps to restore movement and function when someone is affected by disability, injury or illness.

**SENDIASS:** The SEND Information and Support Service provides advice and information to children and young people with SEN or disabilities and their parents. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people play an active and informed role in their education and care. Although funded by local authorities, SENDIASS is separate from the local authority to ensure children, their parents and young people have confidence in them.

**Special Educational Needs (SEND):** A child or young person has SEND if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.



**Special educational provision:** Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

**Speech and language therapy:** Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties to achieve their maximum communication potential and achieve independence in all aspects of life.