



South Haringay School

Special Educational Needs Policy

Member of staff responsible: Rosie Doherty

Date to be reviewed: Autumn Term 2020

At South Haringay School the Special Educational Needs Coordinator is Rosie Doherty.

Rationale

This policy should be viewed alongside other school policies to gain a complete view of the education provided at South Haringay School. We are committed to helping every child to reach their full potential, including those pupils with special educational needs and disabilities (SEND) We believe that all children have an entitlement to a broad, balanced and creative curriculum. We are firmly committed to the principle of inclusion where all children are equally valued and each individual is provided with access to opportunities which develop their skills, abilities and confidence to enable maximum participation in all activities. We strive to eliminate prejudice and discrimination and to develop an environment where all children feel safe and happy.

We ensure that all children with special educational needs (SEND) are identified at the earliest opportunity and appropriate action is taken. We involve parents/carers at all stages of the process. The Governing Body is legally responsible for the SEND policy and practice and ensures that the appropriate staffing and funding is in line with the current SEND Code of Practice (2014). The governing body has delegated the responsibility for the day to day

Implementation of the policy to the School's Senco. The SEND policy aims to provide a framework within which the needs of the whole school community can be addressed.

Aims

- To provide an environment where all children and adults can develop an acceptance and appreciation of the diversity of ability and need.
- To work in accordance with the SEND Code of Practice (2014)
- To ensure early identification and assessment and follow the guidance outlined in The Code of Practice.
- To maximize the opportunities for children with SEND to be included in all school activities to develop their skills and abilities and to make progress.
- To reinforce that SEND is a whole school responsibility and that **all teachers are accountable for the progress and development of the children with SEND in their group or class.**
- To ensure that SEND training needs are identified and provided for teachers and support staff in order to develop expertise.



- To ensure parents and other agencies, which offer support, are informed and involved in the child's SEND review meetings.
- To encourage and enable children to express their views and be fully involved in their learning.
- To ensure continuity of SEND Provision throughout the child's school career
- To work closely with other outside professional agencies and share expertise
- To use additional staff and funding, when possible, to maximize learning opportunities for all children.

Identification, assessment and review procedures

A child is considered to have SEND if they have a 'learning difficulty' or 'disability' which calls for 'special educational provision' to be made for them. A child has a learning difficulty or disability if they have:

- a) a significantly greater difficulty in learning than the majority of children of the same age
- b) an emotional and / or behavioural difficulty
- c) a disability which prevents or hinders the child from making effective use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

The four main areas of special educational need are:

1. Communication and Interaction Needs (*difficulties in language development either understanding what they hear or being able to express themselves*)

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD).

2. Cognition and Learning Needs (processing or retaining information)

- Specific Learning Difficulty (SpLD) e.g. dyslexia, dyscalculia and dyspraxia
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD).

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 (ADD), Attention deficit hyperactive disorder (ADHD) or Attachment disorder (AD).

4. Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)



- Multi-Sensory Impairment (MSI)
- Physical Disability (PD).

Whilst these are the 4 main areas of SEND, additional consideration is given to specific circumstances such as:

- children with medical Needs, e.g. Epilepsy, diabetes
- looked after children (LAC)
- children and young people with SEND and social care needs, including children in need
- children and young people in alternative provision
- children of service personnel

Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

Children must not be regarded as having a learning difficulty because the language of their home is different from the language in which they are taught.

The difference between SEND and the needs of the bi-lingual learner must be carefully made. However, such needs can overlap and it is vital that SEND are not overlooked in children whose first language is not English.

At South Haringay School we have an assessment cycle which assesses and records the progress of all children every half term. Assessment and tracking data is used in the pupil progress reviews, termly, to identify children who are not progressing satisfactorily and who may have additional needs. If a Class Teacher observes that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify the cause. Less than expected progress can be characterised by progress which:

- 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

Parents may also raise concerns regarding their child's progress. Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. We can make appropriate referrals to relevant outside agencies, including health professionals.

Placement on the school's SEND register ensures that children are well supported to achieve their full potential through differentiated planning, targeted intervention programmes, monitoring and review process. Some children will be on the SEND Register as a short-term catch-up measure, while a number of children will require longer, more sustained support. The progress of all children and their records is a confidential matter between school staff and the child's parent/carer.

Graduated approach to SEND support



1. Registering a concern - Quality first teaching (Differentiation) in the classroom
2. Access to intervention programmes to accelerate progress eg Language Link, Lexia, 1:1 reading support
3. SEND support Plan – for pupils with more significant needs and/or if external agencies are involved
4. Statutory Assessment – which may then lead to an Education, Health and Care (EHC) plan.

1. Registering a concern

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. All staff are responsible for identifying children with special educational needs and the Senco works with staff to ensure that these children are identified at an early stage. Class teachers raise any concerns to the Senco who may carry out further observations and assessments of the child with the class teacher. At this stage we may decide to have a period of close monitoring of progress. The class teacher will speak to parents, sharing strategies and resources to support their child at home.

Teachers use Quality first teaching (work is differentiated by adapting tasks to make learning accessible) to support children who are on SEND support. Most of their needs can be met by this classroom support e.g.:

- targeted in-class support (teacher or TA)
- modified learning materials/alternative methods of presentation
- home/school liaison to check progress agreed with the parents, parents' meetings
- behaviour management strategies

2. Intervention programmes (in addition to Quality First Teaching)

If pupils are making insufficient progress with above measures, they may be offered support on school-based intervention programmes such as:

- extra reading time with a teaching assistant or a volunteer reader
- access to IT programmes to enhance writing skills, number skills, spelling skills or reading comprehension
- support on language development programmes (Language Link)
- opportunities for pastoral contact within the class context (peer support)
- access to small group teaching, e.g. small maths groups, Read, Write, Inc, language groups, handwriting groups, occupational therapy group



- assistance with physical activities/manipulation of tools and equipment

At this stage, depending on the level of need, we may place the child on the School's SEND Register. Progress will be reviewed at a meeting with staff, parents/carers and child once every term. If significant progress has been made by a child, it may be agreed that they should be removed from the school's SEND support register.

3. SEND Support Plans

Most pupils on the school's SEND register will have a SEND support Plan. This will be for pupils presenting with more complex or significant needs and for pupils who have been referred to an external agency.

The support offered to these pupils is likely to be more individualized and sustained. In addition, where pupils have been referred to outside agencies, advice from relevant professionals may be incorporated into the targets and support and these professionals will be invited to contribute to the monitoring and review of progress. Formal review meetings will be held termly.

Involvement of outside agencies will continue as long as the agency believes they can contribute to a child's progress. Decisions to discharge a child are made by the outside practitioner, the school and parents at a SEND review meeting.

In the case of a very small number of children where there is still insufficient progress despite outside agency involvement and interventions, the school may apply, with parental consent, to the Local Authority (LA) for a statutory assessment. Parents will be fully involved and kept informed. The LA may accept or reject an application for statutory assessment. Where the LA agrees to make a statutory assessment, this may result in an Education, Health and Care Plan (EHCP). Under the provisions of the SEND Code of Practice 0 to 25, parents may apply independently of the school for an EHCP assessment. This process takes up to 20 weeks.

4. Education, Health and Care plan (EHCP)

Where a school has done everything it can to identify, assess and meet the SEND of the child and they continue not to make expected progress, the school may consider requesting an Education, Health and Care assessment. Education Health and Care Plans are issued by the Local Authority and are used by the school to plan SEND provision for children with severe and complex needs. The School will refer to the joint criteria for assessment in order to ascertain if the pupil meets the designated thresholds.

If an EHC Plan is agreed the LA will start the process of formulating a Plan for the pupil which reflects his/ her needs and outlines outcomes and provisions.

The School then has a statutory duty to review the child's progress and the outcomes of the specific support outlined in the EHCP annually and to provide a report for the LA. The Authority could decide to:

- maintain the current provision
- make additional provision if there is significant professional evidence that a child's needs have changed or are not being met by current provision



- stop an EHCP due to the child making significant progress
- plan for the transfer of pupils with EHCP to Secondary school (this will start in year 5, the year prior to the year of transfer).

Involvement of pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate, pupils are involved in monitoring and reviewing their progress.

We endeavor to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition, pupils who are identified as having SEND are invited to participate in:

- reviews and setting of individual targets
- annual reviews
- contribute to the creation and review of a one-page profile if they have a one

Roles and Responsibilities

The Special educational needs coordinator (Senco), has responsibility for:

- Overseeing the day to day operation of the school's SEND policy
- Coordinating SEND provision and keeping the Head teacher informed
- Maintaining the school's SEND register and overseeing records for all children with SEND
- Organizing review meetings and liaising with colleagues, parents and outside professionals
- Contributing to children's assessment and evaluating the outcomes of their provision
- Organizing and participating in In-service training
- organizing Annual reviews for children with EHC plans
- Coordinating the roles of the Learning support assistants and the Learning mentors in meeting the needs of SEND children and implementing intervention programmes
- Monitoring and evaluating the outcomes of interventions
- Monitoring whole school SEND data to track progress and attainment of SEND children
- Identifying priority targets linked to the School Improvement Plan
- Meeting with the SEND Governor termly to provide information and discuss SEND issues and to report to the Governing Body.

The Headteacher has overall responsibility for SEND provision and monitors the Senco, policy and practice at South Harringay School.



The Governing Body is involved in monitoring the school's SEND policy. All governors are kept up-to-date about the school's SEND provision and funding and how it is deployed. The Governing Body monitors the quality of SEND provision and ensures that it is an integral part of the School Improvement Plan.

Additional Provisions on offer for Children with SEND

EYFS/ Key stage 1

- Small group targeted language groups e.g. Language link
- Small group phonics group support EYFS/ KS1 (RWInc)
- Maths interventions EYFS and Key Stage 1 – targeted small group support
- 15 minutes a day reading programme (KS1)
- Precision teaching – number/ HFW/ phonics
- Counselling support (in school)
- Learning Mentor support – social skills and well being
- Speech and Language Therapy groups and 1:1 support
- Reading volunteer support
- Small group support – fine motor skills
- RWI literacy intervention
- Pre teaching vocabulary groups

Key Stage 2

- Daily 'Read Write Inc' phonics reading and writing programme (for pupils below end of KS1 expectations)
- Small group daily maths support for pupils working well below age expectations; maths setting throughout school – lesson tailored to needs of the set
- Language Link sessions
- Pre teaching vocabulary groups
- Lexia structured multi- Sensory reading and writing programme
- Precision teaching – number/ spelling/ HFW
- Counselling support (school based weekly 1:1 counselling support from external provider – Hope)
- Handwriting support groups
- Learning Mentor – social skills support (1:1/ group)
- Lunch time clubs

The progress of all the children that are withdrawn is closely monitored by the class teachers, Senco, and TAs Once children have made sufficient progress, they are re-integrated into their classes.

Transition



Transition between year groups and Key stages

We ensure that all information is shared with new staff when pupils are transferring to a new year group.

Transition to and from other schools

Where children transfer in from other schools, the administration team will always request information, including SEND information, from the school. Children who transfer from South Haringey School to other primary schools have their SEND records forwarded in order to ensure continuity of provision. Where possible we will arrange transition meetings with representatives from relevant schools. Children from South Haringey School transfer to a wide variety of secondary schools. Class teachers meet with secondary school representatives to discuss pupils and information relating to SEND. For those children who have an EHC plan, the LA has a duty to provide an EHC plan that names the appropriate secondary school to ensure continuity of provision. The Senco / support worker from the secondary school is invited to attend the final Annual review / SEND review meeting in the summer term of Year 6. All SEND records are transferred to secondary schools.

Links with other agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs and the school receives regular visits and advice from a variety of external services which vary over time e.g. Speech & language therapy service, Haringey Language support team, Educational psychologist, Haringey Exclusion team, Haringey Autism team, CAMHS (Children and adolescent mental health service), School nurse, Social services, Education welfare service, Child Development Centre, Hearing impairment team, Visual impairment team, Occupational therapy and Physiotherapist. The Senco is responsible for liaising with all the above agencies and for enabling class teachers and parents/carers to meet with appropriate professionals.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs run by the school which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Haringey Local Offer



The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Haringey's Local Offer is available from the website:

<http://www.haringey.gov.uk/children-and-families/children-and-young-people-special-educational-needs-and-disabilities-our-local-offer>

Information Advice & Support Service

<https://markfield.org.uk/>

Haringey's Information Advice & Support for Special Educational Needs and Disabilities Service is provided by Markfield. It is a free, impartial and confidential service that can:

- Support in attending meetings, contributing to assessments and reviews and participating in decisions about outcomes for the child or young person.
- Direct children, young people, parents to additional support services where needed, including support relating to preparing for adulthood, such as housing, careers advice and employment support.
- Help when things go wrong, including: Support in arranging or attending early disagreement resolution meetings.
- Support in managing mediation, appeals to the First-tier Tribunal for Special Educational Needs and disabilities, school exclusions, and complaints on matters related to SEND.