



Canon Barnett
Primary School



Special Educational Needs Policy

Approved: May 2021
Review date: May 2024



Canon Barnett Primary School Policy for Special Educational Needs and Disability (SEND)

Rationale:

Canon Barnett Primary School is committed to providing an appropriate and high quality education to all the children living in our local area (Article 28 of the United Nations Convention on the Rights of the Child – Right to an Education).

We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life (Article 23 – Children with Disabilities). We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Canon Barnett is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

At Canon Barnett we aim to identify additional needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential. Canon Barnett sees the inclusion of children identified as having special educational needs/ disability as an equal opportunities issue, and we aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The deputy headteacher, Rebekah Greenslade, takes the lead role in relation to inclusion. The SEN governor is Ashraf Zaman.

Aims of this SEND Policy

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the learning environment
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum.
- To provide appropriately for the four broad areas of need:

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

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil needs, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and disability from the SEND Code of Practice (2015). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer

The kinds of special educational needs for which provision is made at the school

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to develop the provision required to meet the SEND of pupils at this school.
- For children with an EHCP, parents have the right to request that our school be named on their Plan. We are usually willing to try and meet the needs of such pupils and are happy to welcome them into our school.
- Occasionally we will oppose being named on an EHCP if we feel that this is inappropriate for the following reasons:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person,

Or

- the attendance of the child or young person here would be incompatible with the efficient education of others, or the efficient use of resources.

How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical •

What should you do if you think your child may have special educational needs?

- If parents have concerns relating to their child's learning then please initially discuss these with your child's teacher. This then may result in a referral to the school SEN lead.
- Parents may also contact the SEN lead or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

1. Classroom observation by the senior leadership team and the SEN Lead
2. Peer observations
3. Ongoing assessment of progress made by pupils with SEND
4. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
5. Teacher meetings with the SEN Lead to provide advice and guidance on meeting the needs of pupils with SEND
6. Pupil and parent feedback on the quality and effectiveness of interventions provided
7. Attendance and behaviour records

- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these at Parents' Evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly pupil progress meetings that are undertaken between the class teacher and other staff who work with the child and members of the Senior Leadership team.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased progress, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Action relating to SEN support will follow an assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher/ phase leader with advice from the SEN lead.
3. **Do:** Actions that are identified will be discussed and developed with the SEN lead and classteacher, in consultation with the pupil and the parents, identifying difficulties the pupil may be experiencing along with strategies and interventions for supporting the pupil. Actions that the pupil and parents agree to take to support the attainment of desired outcomes will also be recorded. Attainment will be monitored through pupil progress meetings, assessment points in the year and annual reviews.
4. **Review:** Progress towards agreed outcomes will be tracked and reviewed through ongoing assessment by the classteacher and adults who work with the child, termly pupil progress meetings, outside professionals e.g. speech and language therapist, Phoenix Outreach, Stephen Hawking Outreach), parents evenings and reports as well as at the annual review with parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to:

1. Support for Learning Service, which included the Language and Communication Team, the Specific Learning Difficulties Team, the Behaviour Support Team, the Hearing Impairment and Visual Impairment specialist teachers.
2. Special schools outreach teams e.g. Phoenix (autism), Stephen Hawkins (complex needs)
3. Educational Psychologist Service
4. An Early Help Assessment of Needs
5. Occupational Therapy Service
6. Autism Spectrum Disorder Assessment Service (ASDAS)

7. Child Development Team
8. Speech and Language Therapy Service
9. Children's Social Care
10. School Nurse
11. Child & Adolescent Mental Health Service (CAMHS)

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being issued by the Local Authority.

7) How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SEND lead and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded at annual review meetings.

8) How will parents know how their child is doing?

The school has an 'open door' ethos and parents are welcome to ask about their child's progress with the classteacher and SEN Lead as they feel needed. Attainment towards the identified outcomes will be formally with through school reports, Parents' Evenings and annual reviews.

- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SEND lead, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. **The contact number is 0207 247 9023.**

9) How will parents be helped to support their child's learning?

- The class teacher or SEND lead may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- The school will signpost parents to wider community support services including workshops and support groups

- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SEN lead who will locate information and guidance for you in this area.

10) What support will there be for overall well-being?

The school offers a wide variety of pastoral support for pupils.

These include:

- A physical and mental health curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area. This will be done through visits to the school, discussions with staff and pupils and through the SEN report to governors.
 - Support from the learning mentor either individually or in small groups aimed at supporting improved interaction skills, emotional resilience and wellbeing.
- The parent support worker can also work with families to support with routines at home
 - School counselling service can support children with specific emotional/social needs
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.
- The school has clear behaviour, anti-bullying policy and equalities policies.

11) Pupils with medical needs

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2015 and identified in the school Medical Conditions Policy.

12) What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (6) above. In addition the school employs:

a full-time Learning Mentor

a speech and language therapist for 0.5 days per week as well as a specialised speech and language teaching assistant to run intervention

13) What training do the staff supporting children and young people with SEND undertake?

Every year we have 5 staff training days and weekly staff training meetings. At least some of this training time focuses on special educational needs to ensure that all staff understand: the different special educational needs; know how to plan and teach their lessons in a way that is appropriate for children with special educational needs; know how to support the

emotional needs of children with special educational needs and understands how important it is to work closely with parents

All staff (teaching and non-teaching) are required to attend training. In addition to the training provided within school staff are also sent on training courses with outside bodies.

14) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

15) How accessible is the school environment?

Most, though not all of the classrooms and other teaching spaces can be accessed using the lift. We can move our classes if we need to in order to accommodate a child who is unable to use the stairs. There is an accessible toilet with changing and shower facilities next to the school office area.

In school we have a range of equipment designed to support the development of children's coordination and motor skills in class but if any child needs additional equipment we will get this through specialist services such as Occupational Therapy Service. Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website

16) How will the school prepare/support my child when joining or transferring to a new school?

On entry

For Children who join our reception and nursery, a number of strategies are in place to enable effective pupils' transition.

These include:

On entry:

- Parent/carers are invited to a meeting at the school to provide information about their child and are given a booklet to complete about their child as well as a booklet to support school readiness with activities and ideas for parents.
- Children are invited to a transition morning in July to meet their new teacher, teaching assistants and classmates. Parents may choose to stay at these sessions to support their child.
- In September, children may be offered staggered start dates to support their transition. Parents will accompany them and then reduce their time in the setting until their child is settled. This is done based on the needs of the child and may vary.
- We have close links with local Children's Centres and Nursery Schools
- The SEN lead meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SEN leads of both schools will discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.
- We complete referrals to the Independent Travel Training Service, following consultation with parents, for Y6 pupils who need this support.

How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
 1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
 2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
 4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. These target the broad areas of need:
 1. Cognition and learning
 2. Behavioural ,emotional and social
 3. Communication and interaction
 4. Sensory and/or physicalIf parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SEN lead or a member of the Senior Leadership Team.

17) How is the decision made about how much support each child will receive?

- For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken by the class teacher, SEN lead and parents will be informed of the support their child is receiving.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

18) How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SEN lead or senior leadership team member,
- during parents evenings,
- meetings with support and external agencies.
- The school has a full time Parental Engagement Officer.
- We hold Parent Voice meetings each year, where parents are encouraged to give their views on what is working well in the school and suggestions for how we could become an even better school.

19) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The SEN lead (Anne Mills)
- The Headteacher (Sarah Jane Bellerby)
- The Chair of Governors (Anowar Hussain - currently acting chair)
- SEN Governor (Ashraf Zaman)

All of the above can be contacted via the school office: 0207 247 9023

20) Support services for parents of pupils with SEN include:

Parents' Advice Centre (PAC) offer independent advice and support to parents and carers of all children and young people with SEND.

Parents Advice Centre

30 Greatorex Street

E1 5NP

Tel: 020 7364 6489

Email: pac@towerhamlets.gov.uk

Tower Hamlets SEND Information, Advice and Support Service (SEND IASS) offer independent

advice and support to parents and carers of all children and young people with SEND.

Contact

details are:

SEND IASS

Parents Advice Centre

30 Greatorex Street

E1 5NP

Tel: 020 7364 6489

Email: TowerHamlets&City.SENDIASS@towerhamlets.gov.uk

The parent advice centre will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.

For further information, including model letters to use if you are not happy with a decision about SEND provision for your child, look at the SENDIASS website:
<https://www.towerhamletsandcitysendiass.com/>

21) Information on where the Local Authority's Local Offer can be found.

Information on the Local Authority's Local Offer i.e. list of services available locally to support pupils

<https://www.localoffertowerhamlets.co.uk/>

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SEN Lead, who will try to resolve the situation. If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school.