



## Special Educational Needs and Disability Policy

**Date of Policy:** September 2016

**People responsible for policy:** SENDCO, Staff and Governors

**Review date:** September 2019

### Description of school:

Coleridge is a large four-form entry primary school for children from 3-11 years old (including a nursery department). Coleridge is a multi-cultural, urban school with children from a wide social background, catering for a broad range of ability including children with special needs statements, Education, Health and Care Plans and/or physical disabilities. Coleridge Primary is located on two sites, across Crouch End Hill.

### How the policy was developed

- This current policy is in response to the new SEND Code of Practice March 2014.
- The SEN Code of Practice and Toolkit 2002

### Key Policy Targets

- Ensure parents are involved
- Raise teacher awareness about the range of educational needs
- Ensure pupils are on appropriately differentiated tasks which give confidence and challenge
- Implement and monitor the policy
- Build up classroom and central resources

### What is a Special Educational Need?

Coleridge understands that a child has a Special Educational Need if s/he is clearly shown to have a difficulty in learning which is:

- Significantly greater than the majority of children their age
- Caused by a disability which prevents or hinders them from making use of educational facilities of the kind normally provided by the local authority for children of their age
- A child under 5 if s/he is likely to come into category a) or b) upon reaching school age.

### The difficulties may be:

- of a physical nature
- connected with sight, hearing or speech
- related to social, emotional or mental health
- specifically related to an aspect of literacy or mathematics
- more general, covering some or all aspects of school work

While the current legal definition of SEND does not include those children identified as gifted and very able, we are aware of their need for particular attention and support.

A child is not regarded as having a learning difficulty because the language of home is different from the language in which the child is taught. Careful monitoring and observation is undertaken to ensure that a child's SEND is not being masked by the fact that English is not their mother tongue.

Nationally and at Coleridge about 20% of children are likely to require SEND provision at some point during their school career. Currently there are 10.4% at Special Educational Needs Support and 1% are in receipt of a statement of Special Educational Needs. Approximately 2% of children with SEND will require Children's Services to provide special educational provision for the child.

### **The school aims to:**

- promote an inclusive ethos for all children including those with Special Educational Needs and disabilities
- equip all staff with up-to-date knowledge, skills and understanding of SEND;
- help them to provide all pupils with teaching and learning experiences that will meet the requirements of the National Curriculum;

### **Pupil entitlement**

Pupils will be taught a differentiated curriculum and some children will be supported by an Individual Education Plan.

### **Aims and Objectives**

At Coleridge we aim to:

- provide "what a child needs to learn and the teaching methods and arrangements required to enable her/him to gain access to the curriculum"
- provide opportunities for access to learning and progression for all children to meet their full potential, personal and educational, alongside their peers
- provide clarity and consistency of approach and procedures, where everyone is committed to accepting and helping those children who have special educational needs
- ensure all staff and parents are aware of the importance of identifying and providing for SEND at an early stage
- ensure parents "have access to information, advice and support during assessment and any related decision-making processes about special educational provision". Parental views will be central in all decision-making processes and planning.
- ensure all children participate as fully as is practically possible in all school activities
- create a climate in which self-esteem, confidence and resilience can grow
- ensure that the views of the child (in light of their age and understanding) are sought, listened to and taken into account

### **Implementation**

The Special Educational Needs Coordinator (SENDCo) is a member of the Leadership Team and has teaching and learning responsibility points. The current SENDCo, Ruth Kirsh, is supported in this role by Michelle Dottore and Trina Hatchett.

The SENDCo is non class based and meets regularly with external and internal specialist staff to discuss concerns and to monitor progress of children with Special Educational Needs.

In addition to this, the current SENDCo is the Child Protection Designated Teacher and has responsibility for Looked After Children.

The SENDCo meets regularly with class teachers and support staff to advise and monitor progress.

There is also a SEND team who meet once a week to discuss SEND issues and to review and monitor progress of children with SEND.

Meetings are held in response to concerns about children with outside professionals including an Educational Psychologist, Speech and Language therapists, Language Support teachers, Hearing Impairment specialist teacher, the Haringey Autism Team, Occupational therapists, and Physiotherapists.

There are two Governors with particular responsibility for Special Educational Needs. SEND appears as a fixed item twice a term on the agenda of every meeting of the full governing body.

Staff meet with all parents at least three times each year and a formal written report is provided at the end of each school year.

Children with Special Educational Needs are supported within English and Maths sets and in the classroom, work is differentiated and support is given by class teachers and teaching assistants.

Referrals are made to outside agencies on completion of the Single Agency Referral Form, (SARF). The forms are completed by teaching staff, parents and the SENDCo to ensure a pupil receives the support required.

### **Admission arrangements**

Pupils with a broad range of SEND are welcomed to Coleridge in accordance with the requirements of The Children and Families Act of 2014. Pupils are included as fully as is appropriate to their individual needs. Pupils are admitted in line with the Borough's Admission Policy.

Provision specified in Education, Health and Care Plans will be made by the school and where appropriate by Children's Services and other agencies.

The school will seek to ensure that all placements are properly planned and that any necessary support from Children's Services is in place to enable the maximum prospects for success.

**However, we have no control over Children's Services responsibilities.**

### **Physical Access**

The school is built on several levels and access is by stairs. Handrails have been fitted to staircases. The school will make an application to Children's Services for funding as and when appropriate to ensure adequate access is available to all children with disabilities. Other adjustments are made including adapting lighting and a radio aid. There is a lift on the East site.

## Resources

Resources will be allocated as appropriate and in line with the school development plan. The use of the SENDCo's time will be reviewed on a regular basis. The school will deploy its own TA support in line with recommendations.

Materials to support specific learning difficulties in reading and spelling are available.

- Roll'n'Write letters and numbers
- Letterland and sensory activities
- Teodorescu Handwriting programme
- Type-to-Learn (typing programmes)
- Communicate in Print (computer symbol program) is also used as extra visual support
- Clicker 4 (Literacy programme)
- Various resources to support phonics
- Toe by Toe reading programme
- Motor Skills United (to improve fine and gross motor skills)
- Resources to support Literacy including mind maps; writing frames; laptops; key word mats; iPads
- Better Reading Partners
- Volunteer Readers from Beanstalk
- Volunteer Readers – trained in school
- Reading Inference intervention
- Talk for Writing, Pie Corbett – inclusive teaching strategy

Materials to support children with Speech and Language difficulties:

- Talk Boost
- Speech Bubbles
- Language for Thinking

Materials to support children with specific learning difficulties in Maths

- First Class@ Number
- Success at Arithmetic
- Tactile and sensory resources, such as Numicon, Base Ten

## Identification and Assessment

The school has formally adopted the recommendations of the Code of Practice March 2014. The new Code of Practice is designed to help children towards independent learning.

The school identifies pupils who are experiencing difficulties and they are supported in class by a range of strategies. These strategies may include: interventions, visual aids, differentiated and individualised tasks. If the difficulty persists, following consultation between the parents, class teacher and SENDCo, additional advice and support will be sought from external agencies.

### Special Educational Needs Support:

If concerns continue, parents, the class teacher and the SENDCo request advice and support from external services using the Single Agency Referral Form.

There are biannual or termly meetings for parents, professionals and children to discuss and review their learning.

For children with complex needs, Children's Services consider a multi-disciplinary assessment for an Education, Health and Care Plan. If agreed an EHCP is issued, it is monitored and provision is reviewed.

### **Inclusion**

At Coleridge we aim to create an ethos which supports all children, whatever the nature of the difficulty; physical, emotional or learning. Through school assemblies, class presentations, trips and events, there is an acknowledgement and discussion which focuses on achievement and progress for the individual.

### **Monitoring**

- Movement on the SEND register
- Response from parents at review meetings
- Respect and understanding shown by whole school community
- Level of confidence among whole staff to meet the needs of all children in their classes including those with additional needs
- Improvement in the standard and quality of work
- Evidence of impact and positive outcomes of interventions
- Improvement of behaviour in and out of class
- High motivation, improved self-esteem and resilience
- Children being on task and engaged in their learning
- Evidence of differentiation
- Quality and accessibility of record keeping
- Level of debate amongst colleagues

Children's progress is monitored by all staff and in recent years an evaluation has shown these strategies to be effective.

### **Complaints**

All complaints follow the School's Complaints Policy. Firstly, parents should seek a meeting with the class teacher to talk about any problems or matters arising from their child's learning.

If this meeting does not resolve the issues, parents should then ask to meet with the SENDCo, if the issues centre on a special need. Failing that, parents should then ask for a meeting with the Head teacher.

If this still does not resolve the issues, parents should write to the governor with responsibility for special educational needs, or the Chair of the governing body. The governing body work in accordance with the schools complaints policy. If they do not feel this is satisfactory, they should contact the Children's Services inspector for Inclusion.

Ultimately parents have the right to refer matters to the Haringey Children's Services or the Department for Education.

### **Staffing policies**

There is ongoing in-service training for staff according to the school development plan. The SENDCo attends LA training sessions on a range of SEND issues, and she attends half-termly meetings of local SENDCos.

TAs and School Meal Supervisor Assistants (SMSAs) receive regular SEND training.

### **Liaison with outside agencies**

The school works together with a number of agencies in order to support special needs. They work on a one-to-one or small group basis with children at Special Educational Needs Support and those with statements or Education, Health and Care Plans.

### **Partnership with parents**

Parents and carers are viewed as essential to their child's education and are always encouraged to take an active role. They are seen as the first teachers of the child and a valuable source of information about her/him. Regular contact with the class teacher is encouraged, as well as the formally organised parents' evenings.

Parents contribute to the life of the school by helping in classrooms, clubs, the libraries, the grounds and on school trips and at events e.g. bazaars, summer fairs etc.

There is also a home/school reading scheme in operation throughout the school and information is given to parents regularly through a number of channels including curriculum evenings; subject specific sessions; special educational needs; learning together lessons; class letters; newsletters and the school website.

### **Links with other schools**

We are committed to enabling a successful transfer for every child, whether at the end of their primary career or during it. Therefore we take care to ensure prompt transfer of records to the appropriate school. Parents are entitled to see these records and issues of confidentiality will be thoroughly discussed.

Personal conferences with teachers from the receiving school are held in order to highlight the special needs of some children. For children on Special Educational Needs Support, (SENS) and those with statements of special educational needs or Education, Health and Care Plans, SENDCos from the receiving schools are invited to the final IEP meeting in the last term of Year 6.

### **Links with other agencies**

The school has links with all the agencies shown in the Appendix with regard to planning provision for individual pupils. Where possible we try to consult these agencies at the early stage to prevent difficulties arising.

There is an Educational Welfare Officer (EWO) who works in partnership with the school to promote good attendance and punctuality.

Individual concerns about the health of pupils are discussed with the school nurse.

Some pupils have the involvement of Children's and Young People's Services and the school seeks to work in partnership with key workers by exchanging information and attending case conferences.

Any issue of child protection will be dealt with by the school according to Children's services guidelines and the school policy.

Ruth Kirsh  
September 2016

## **APPENDIX**

### **Procedures**

(Identification, Assessment, Monitoring and Reviewing)

#### **School-based Stages**

These stages should be seen as a continuous, systematic cycle of assessment and planning, intervention and review within school to enable the child with a special educational need to learn and progress.

Parents will be at the heart of all decisions made regarding their child's special educational needs in school.

#### **Intervention**

The child participates in interventions when there is a concern by the class teacher.

The child may have particular difficulty and might be showing signs of having a special educational need.

The class teacher, parent and SENDCo will meet after having:

- gathered as much information concerning the child as available
- tried different strategies within the classroom
- used colleague support, particularly the SENDCo
- set specific targets
- monitored progress

#### **Special Educational Needs Support**

If concerns continue, following discussion with parents, the child may be placed on Special Educational Needs Support.

#### **Individual Education Plans**

The strategies employed to enable a child to make progress in areas of difficulty are recorded on an Individual Education Plan (IEP) at a termly review attended by parents, the class teacher, the SENDCo and any outside professionals who are involved with the child's learning. At the review meeting, progress and continuing areas for development are discussed.

These will include:

- Setting termly targets usually in consultation with the child
- Strategies to be used
- Resources needed
- Success criteria, evaluation and impact
- When the IEP is to be reviewed
- Targets for home

If the child's progress is satisfactory but the child is still experiencing some difficulties, new targets are drawn up.

### **Roles and Responsibilities**

The class teacher takes overall responsibility for the child's educational programme and will review the child's progress with the parent at review meetings and open evenings.

If a child's progress continues to be satisfactory within this framework of planning and review, the class teacher may decide that the child no longer needs an Individual Education Plan. This will be discussed with the SENDCo and parents.

### **The child moves to Special Educational Needs Support (SENS):**

If sufficient rate of progress is not made, additional expertise should be sought and the child should move to Special Educational Needs Support.

### **Special Educational Needs Support (SENS)**

If the teacher identifies a pupil as experiencing continuing difficulties, the SENDCo, class teacher and parent will meet to discuss referring to external specialist agencies for further advice and possible support in order to help the pupil make progress.

The Educational Psychologist (EP) may become involved with the child and her/his parents.

The EP will meet with the parents to gather information on the child. The child will then have their needs assessed. This will include an observation of the child in the classroom and sometimes in the playground. Following this, the EP will carry out individual work with the child. The EP will write a report, make recommendations and suggest strategies that could be used to improve progress.

An Individual Education Plan will be written ensuring a coordinated, cross-curricular approach.

A referral may be made to request advice from external agencies including Speech and Language Therapy and the Child Development Clinic. As a result a specialist may be designated to work directly with the child. This will be part of the overall teaching programme.

This support is very focused and may take place on a one-to-one basis or in a small group either inside or outside the classroom and should be supported and sustained during the rest of the week by the child, the parents and the class teacher in order to work effectively.

Reviews with parents, the SENDCo; class teacher and outside agencies will usually be held three times a year.

The information on the child's learning difficulty; the rate of progress and the evidence from the special educational provision made at Special Educational Needs Support will form the basis of Children's Services consideration as to whether a statutory assessment is necessary.

If Children's Services and in particular the Educational Psychologist have been involved in assessing the child and reviewing provision, Children's Services will be able to decide quickly whether a statutory assessment is necessary.

## **Statutory Assessment**

The needs of the great majority of children who have special educational needs should be met effectively in the inclusive classroom or at Special Educational Needs Support.

In a minority of cases - perhaps 2% of children - Children's Services will need to make a statutory assessment of special educational needs. Children's Services must identify and make a full multi-disciplinary assessment of those children for whom they are responsible who have special educational needs and who may need an Education, Health and Care Plan.

The Code of Practice sets out in detail the criteria Children's Services should use for deciding whether to make a statutory assessment.

Statutory assessment involves Children's Services working together with the school, parents, and where appropriate, other agencies, to establish whether a statutory assessment of the child's special educational needs is necessary.

Statutory assessment will not always lead to an Education, Health and Care Plan. The information gathered may indicate ways in which a child's needs can be met by the school without provision being determined by Children's Services through in an EHCP.

## **Routes of Referral**

A child will be brought to Children's service's attention as possibly requiring an assessment through:

- Referral by the school or other agency
- A formal request from a parent

## **School Referral**

We may conclude, having taken action to meet the needs of a pupil with learning difficulties or disabilities that the needs are sufficiently significant that they cannot be met effectively within the resources normally available to the school.

When making a referral for a statutory assessment, we must clearly state the reasons for the referral and submit the following information:

- The recorded views of parents
- Evidence of health checks if any, or relevant information on medical advice to the school
- Where appropriate, evidence relating to Children's Service involvement
- Written individual education plans at Special Educational Needs Support indicating the approaches adopted, the monitoring arrangements followed and the educational outcomes
- Reviews of progress within each individual education plan, indicating decisions made as a result
- Evidence of the involvement and views of professionals with relevant specialist knowledge and expertise outside the normal competence of the school
- The child's rate of progress
- A record of discussions held at School SENS meetings
- Interventions used to support the child including outcomes and impact

Whilst the request for assessment is being considered and throughout the course of the assessment, the child's needs should continue to be met through provision at Special Educational Needs Support and reviews. The SENDCo will take a lead role and work in consultation with the class teacher and support agency.

### **Notice of a proposal to make a statutory assessment**

Before making an assessment, Children's Services must write to the child's parent to explain their proposal. Children's services must also inform the parents of the procedure to be followed in making an assessment; of the name of Children's Services officer from whom further information can be obtained; and of their right to make representations and submit written evidence within a given time limit.

### **Making the assessment and the Education, Health and Care Plan**

Once a decision has been taken that statutory assessment is going to be made, Children's Services will seek the following written advice:

- parental
- educational
- medical
- psychological
- Children's Services

Having received all the advice, Children's services must then decide whether they need to make a statement.

### **The Education, Health and Care Plan**

When the final EHCP is issued, Children's services will send a copy to the school. The Head teacher must then ensure that the provision and arrangements stated are made for the child.

The statement gives details of long-term objectives and specifies how the school, in conjunction with the support agencies, should draw up short-term targets for each objective and make arrangements to monitor the child's progress against these targets.

These will be incorporated into an Individual Education Plan.

The school will be responsible for providing some of the programmes listed in either the statement or Education, Health and Care Plan. Others will be provided by the school in partnership with a support agency.

Termly reviews take place when all concerned can consider the child's progress and set new targets to be included in the Individual Education Plan.

All staff who work with the child must be made aware of the requirements of the statement or Education, Health and Care Plan and the Individual Education Plan which has been drawn up.

## **Duties of Children's services**

Children's Services is under a duty to ensure the EHCP is reviewed annually. Children's Services will request that the Head teacher organises an annual review of the EHCP in line with the procedures laid down in the Code of Practice.

## **Roles and Responsibilities**

The following groups have responsibilities for children with SEND:

- School: Head teacher, class teacher, SENDCo
- Governors
- LA
- Parents

## **School**

The school has a responsibility to:

- Develop a policy on SEND which should be reviewed every 3 years
- Nominate a teacher to be responsible for SEND practices and policy
- Regularly review and record the students achievements and difficulties to create a cumulative SEND record
- Baseline assessments of reception class children
- Where funds allow, use its delegated budget to meet the needs of children with SEND

**The Head Teacher** - must ensure that SEND procedures are working efficiently.

## **Class teachers**

- need to identify, assess and with appropriate support, provide for the educational needs of children in their care
- need to review and provide evidence for cumulative records
- decide the objectives for the teaching
- prepare teaching plans
- assess the work and progress of pupils with SEND
- be prepared for informal discussions with parents on their child's progress
- consult and work closely with curriculum leaders
- Write IEPs together with the child and their parents

## **SEND Coordinator**

- liaise with Head / staff to ensure that the SEND policy works
- ensure that within the constraints of the budget, staff are trained and have adequate resources and support
- liaise with outside agencies
- co-ordinate cumulative records of all actions proposed and taken
- ensure that the SEND policy is regularly reviewed and updated

## **Governors**

- ensure that the school has a policy on SEND
- early identification and monitoring procedures
- ensure appropriate staffing and INSET arrangements where finances permit
- provision for SEND policy to be reviewed every 3 years
- appoint a governor to be responsible for SEND to report to full governing body meetings
- ensure that teachers know their responsibilities
- ensure that pupils with SEND are included and not discriminated against
- report to parents on how SEND are being met in the Annual Report

## **Local Authority**

- monitor all pupils with SEND to ensure that they have access to a broad and balanced curriculum
- monitor and provide information and feedback on support services and SEN
- strategies and provision for all children with SEND within schools
- make provision for children with an Education, Health and Care Plan
- educate children in mainstream schools if possible

## **Parents**

- must ensure that their child attends school regularly
- need to support the school in meeting their child's special educational needs

Ruth Kirsh  
September 2016