



Coleridge
Primary School

SEND policy

Approved by:

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1. Aims

Our SEND policy and information report aims to:

- set out how our school will support and make provision for children with special educational needs and disabilities (SEND)
- explain the roles and responsibilities of everyone involved in providing for children with SEND
- ensure views of parents will be central in all decision making processes and planning for children with SEND

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
- 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 with SEND 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 and disabilities
- ensure all staff and parents are aware of the importance of identifying and providing assistance and support at an early stage for children with SEND
- ensure parents have access to information, advice and support during assessment and any related decision-making processes about special educational provision
- 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

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHCP) plans, SEND co-ordinators and the SEND information report

3. Definitions

A child with SEND is identified as such, if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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 first language.

Nationally, and at Coleridge, about 20% of children are likely to require SEND provision at some point during their school career. Approximately 2% of children with SEND will require the local borough (Haringey/Islington) to provide special educational needs funding in the form of an EHCP (Education Health and Care Plan).

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Corinna Phillips and the Deputy SENCO is Michelle Dottore.

They will:

- Work with the headteacher and SEND governors to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHCPs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high quality teaching
- Input and advise at termly SEND and Teacher Review meetings

- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all children with SEND up to date

4.2 The SEND governors

The SEND governors will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
- Work with the Headteacher, SENCO and Deputy SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO, Deputy SENCO and SEND governors to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every child in their class, including children with SEND
- Working closely with any teaching assistants, or specialist staff, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Overseeing, directing and advising 1:1 teaching assistants, who are supporting a child in their class, who has an EHCP
- Working with the SENCO to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties

- Cognition and learning, for example, dyslexia, developmental co-ordination disorder, dsycalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, physical disabilities - such as cerebral palsy, epilepsy
- Moderate and multiple learning difficulties

5.2 Identifying children with SEND and assessing their needs

We assess each child's current skills and levels of attainment on a termly basis, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social skills.

Slow progress and low attainment will not automatically mean a child is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed, such as a referral to an outside agency.

5.3 Consulting and involving children and parents

We will have a discussion with the parents/carers of a child, when identifying whether there is an additional need present. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents' concerns
- We take into account the child's concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the child's SEND records.

We will notify parents, when it is decided that a child will receive SEND support in the form of Teacher or SEND reviews.

5.4 Assessing and reviewing children's progress towards outcomes

We have termly SEND and Teacher Reviews, which take the form of meetings between members of the SEND team, teachers and TAs and parents/carers.

SEND and Teacher reviews

These are a review of children's progress and previously set targets and the establishment of next steps in terms of new targets and provision for a child, which is all recorded in the form of an IEP (Individual Education Plan)

All teachers and support staff who work with the child, will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

5.5 Supporting children moving between phases and schools

We will share information with the school, or other setting the child is moving to. We will agree with parents and children, which information will be shared as part of this.

5.6 Our approach to teaching children with SEND

Teachers are responsible and accountable for the progress and development of all the children in their class.

High quality, differentiated teaching is our first step in responding to children who have SEND.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all children's needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and new concepts to be taught, reading instructions aloud, etc.

5.8 Expertise and training of staff

Our SENCO is an experienced teacher and Senior Leader, who is also responsible for safeguarding at the school.

Our SENCO oversees a SEND team made up of a Deputy SENCO, literacy specialist, autism specialist, SEND admin and a team of 1:1 teaching assistants, who work with children in receipt of an EHCP.

Our SEND team offer regular, tailored training and support to both teachers and teaching assistants, as well as buying in training from outside specialists, such as Haringey Autism Team and the Educational Psychology Service.

5.9 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for children with SEND by:

- Reviewing children's individual progress towards their goals each term (SEND and Teacher Reviews)
- Monitoring by the SEND team
- Holding Annual Reviews for children with EHCPs

5.10 Enabling children with SEND to engage in activities available to those in the school who do not have SEND

Coleridge is an inclusive school and we work hard to ensure that children with SEND can enjoy the same activities as other children in our school.

No child is ever excluded from taking part in activities because of their SEN or disability.

All of the extra-curricular activities run by the school, along with school trips, are accessible to all our children.

All children are encouraged to go on our Year 6 PGL residential trip.

All children are encouraged to take part in Sports Day, where activities are modified according to need.

The school's accessibility plan can be found in the SEND area of the school website.

5.11 Support for improving emotional and social development

Coleridge places great emphasis on supporting children with their emotional, mental and social wellbeing and development.

We provide support for children's emotional, mental and social development in the following ways:

- We have a Well Being Lead, who is a member of the senior leadership team.
- We have a Well Being Team, which includes the Well Being Lead, the head of our School Counselling Service, the SENCO and the Deputy SENCO.
- The school's Well Being Lead runs termly Well Being reviews for children who are experiencing social and emotional difficulties.
- We have four qualified ELSAs (Emotional Literacy Support Assistants), who work with children across the school, from Nursery to Year 6
- Coleridge has its own Counselling Service run by a child Psychotherapist, who has a number of trainees working alongside her
- Chat Clubs and Social Skills groups are run within each year group, according to need.

5.12 Working with other agencies

In meeting children's SEND needs and supporting their families, the school work with a range of outside agencies and professionals, including the school nurse, social care, the local authority Educational Psychology Service, Occupational Therapy, the local authority Speech and Language Service, CAMHs, Community Paediatrics' and specialist medical professionals.

5.13 Complaints about SEND provision

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 SENCO, if the issues centre on a special need. Failing that, parents should then ask for a meeting with the Headteacher.

If this still does not resolve issues, parents should write to the SEND governors, or the Chair of the Governing Body. The Governing Body work in accordance with the school's Complaints Policy.

The parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal, if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details for raising concerns

The SEND team can be contacted on 0208 340 3173 or via the school admin email address:

admin@ coleridgeprimary.net

5.15 The local authority local offer

Haringey's local offer is published here:

<https://www.haringey.gov.uk/children-and-families/local-offer/about-local-offer/send-local-offer-review-and-action-plan>

6. Monitoring arrangements

This policy will be reviewed by the SENCO, Deputy SENCO and SEND governors every three years. It will also be updated, if any changes to the information are made during the year.