



# **Coleridge Primary School**

## **Special Educational Needs and Disabilities Policy**

**February 2023**

Review date: **February 2024**

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## 1. Aims

### Our SEND policy and SEND information report aim 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 children with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHCP) plans, SENCOs and the SEND information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for children with disabilities

- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for children with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all children whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

### 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.

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).

#### 3.1 The four areas of need

The needs of children with SEND are grouped into 4 broad areas. Children can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the child's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Children with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Children who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Children with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties. Children may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the child becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Children with these needs have a difficulty that hinders them from accessing the educational facilities generally provided.</p> <p>Children may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These children may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## **4. Roles and responsibilities**

### **4.1 The SEND team and SENCO (Special Educational Needs Co-ordinator)**

The SEND team at Coleridge is made up of the SENCO - Corinna Phillips (who leads the team); SEND specialists - Michelle Dottore and Trina Hatchett and SEND admin - Sarah Holmes.

The SEND team:

- Inform any parents/carers that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- 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
- Are 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 and SEND team to determine the strategic development of the SEND policy and provision in the school

### **4.3 The Headteacher**

The Headteacher will:

- Work with the SEND team 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 SEND TAs, who are supporting a child in their class, who has an EHCP
- Working with the SEND team to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Listen to the parents' concerns and agree their aspirations for the child

#### **4.5 Parents or carers**

Parents or carers should inform the school, if they have any concerns about their child's progress or development.

Parents or carers of a child on the SEND register will always be given the opportunity to provide information and express their views about the child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. The school will take into account the views of the parent or carer in any decisions made about the child.

### **5. SEND information report**

#### **5.1 The areas of SEND that are provided for**

Our school currently provides additional and/or alternative provision for a range of needs, including (see 3.1):

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

Cognition and learning, for example, dyslexia, developmental co-ordination disorder, dyscalculia

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 alternative 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 a child'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.

### **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.

- Specialist onsite SEND class – Rainbow Class - run by our SEND teacher and five SEND TAs, who are highly skilled and experienced in working with children with complex and significant needs.

### **5.8 Expertise and training of staff**

Our SENCO is an experienced teacher and member of the Senior Leadership Team, who is also the Lead DSL (Designated Safeguarding Lead) on our Safeguarding Team and our Well-Being Team Lead.

Our SENCO oversees a core SEND team made up of two out of class SEND specialists and SEND admin, along with line managing a part time SEND teacher and a team of 1:1, SEND and Intervention TAs, who work with SEND children across the school.

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:



- Following the model of Assess (analysis of child's needs) – Plan (decide which adjustments, interventions and support will put into place and the expected outcomes) – Do (implement the support plan) – Review (the effectiveness of the support and interventions and their impact on the child's progress will be reviewed at an agreed termly date)
- Termly SEND Reviews (for children with EHCPs) and Teacher Reviews (for non EHCP SEN children)
- Ongoing monitoring by the SEND team evaluating agreed outcomes on SEND and Intervention Action Plan
- Holding Annual Reviews for children with EHCPs
- Twice yearly professional dialogues held by SENCO with SEND and Intervention TAs
- Termly meetings with SEND governors

#### **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 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 Well Being Lead Practitioner and the head of our School Counselling Service
- The school's Well Being Lead Practitioner 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 and in Rainbow Class
- Coleridge has its own Counselling Service run by a child Psychotherapist, who has a number of trainees working alongside her

- Chat Clubs, Social Skills groups and Emotional Regulation sessions (using Zones of Regulation and A Five Can Make Me Lose Control) 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 child. 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 SEND team and SEND governors on an annual basis.