

SEND Policy



Version and Date	Action/Notes	Date Written	Date to be Reviewed
1.0	Approved by Zoe Hussain	November 2019	November 2020

Chesterfield Primary School Vision for SEND and Inclusion

Chesterfield Primary School fully supports the Government's aims expressed in the Children and Families Act 2014. We therefore aspire to ensure that every child has the chance to fulfill their potential by reducing levels of educational failure, ill health, abuse, neglect, crime and anti-social behaviour amongst children and young people.

Parents are informed about our inclusive practice and procedures through the Special Educational Needs and Disabilities (SEND) Information Report available on the school website and during the admission to school meeting.

Aims of this Policy

- To set out how our school will support and make provision for pupils with special educational needs and disabilities. (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Legislation and Guidance

This policy and the school information report on the school's website 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 (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN Information Report.

Definition of Special Educational Needs and Disability (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age;
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special Educational Provision

Special Educational Provision means:

- 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 and nurseries.

Disabled Children and Young People

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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Agreed Whole School Approach to SEND:

- We recognise that provision for SEN is a matter for the school as a whole, including the Head Teacher, Governors, SENCO, and all staff members.
- We take into account the views of children and their families.
- We enable children and their parents to participate in decision-making.
- We collaborate with partners in Education, Health and Social Care to provide support.
- We identify the needs of children and aim to give each child the opportunity to develop his or her own potential.
- We have high aspirations and expectations for all our children and we make high quality provision to meet the needs of children.
- We focus on inclusive practices and on removing barriers to learning.
- We help children to prepare for adulthood.

School Responsibilities

- All children are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.
- The school designates a teacher to be responsible for co-ordinating SEN provision; the SEN co-ordinator (SENCO).
- The school makes sure all reasonable adjustments are made to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have SEN.

- The school does its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- The school ensures parents are informed when the school is making special educational provision for their children.
- The school determines the policy and prepares an SEN information report.
- The school establishes the appropriate staffing and funding arrangements for SEN pupils.
- The school makes arrangements for the admission of disabled children and takes reasonable steps to prevent disabled children from being treated less favourably than others. (Accessibility plan).

The Role of the SENCO:

The SENCO and has an important role to play with the Head Teacher and Governing Body, in:

- Determining the strategic development of SEND policy and provision in the school.
- Overseeing the day-to-day operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Providing professional guidance to colleagues and to work with staff, parents and other professional agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advising on a graduated approach to SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Supporting families to access the provision in the Local Offer, as outlined by the LA.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential secondary schools to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Head Teacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Making reasonable adjustments, including accessing where possible, with the support of the NHS, the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.
- The SENCO at Chesterfield School is also the Designated Teacher for Looked After pupils, and is responsible for the SEN provision for those pupils where needed.

The Role of the SEN Governor:

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the Head Teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

The Role of the Head Teacher

The Head Teacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN Policy and provision in the school.
- Have overall responsibility for the provision and progress of the learners with SEN and/or disability.

The Role of the Class Teacher

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- 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.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow the SEN policy.

Identifying SEN:

- We have a clear approach to identifying and responding to SEN.

- We understand the benefits of identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.
- A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.
- We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.
- At the same time, our school considers evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.
- Class teachers, supported by our Senior Management Team and SENCO, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This 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.
 - widens the attainment gap.

It can include progress in areas other than attainment for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. The first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO, assesses whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) we do not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. We are alert to emerging difficulties and respond early. We listen, value and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by children themselves.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, we assess to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

We are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but can have an impact on well-being and sometimes this can be severe. We ensure we make appropriate provision for a child's short-term needs in order to prevent problems escalating.

Slow progress and low attainment do not necessarily mean that a child has SEN and does not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a

range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

We recognise that some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children whose first language is not English requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

When reviewing and managing special educational provision the broad areas of need and support outlined below are taken into account, and we review how well-equipped we are to provide support across these areas. These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action we need to take, not to fit a pupil into a category. Children often have needs across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. Our detailed assessment of need aims to ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual is based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children 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 may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), oppositional defiance disorder (ODD) or attachment disorder (AD). We have clear processes to support children, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or Physical Needs

Some children require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some with a physical disability (PD) require additional on going support and equipment to access all the opportunities available to their peers.

Our Approach to Teaching Pupils with SEN

- Our teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- In deciding whether to make special educational provision, the teacher and SENCO considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals. This information gathering includes an early discussion with the pupil and their parents. These early discussions with parents are structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.
- We also tell parents about the local authority's information, advice and support service.

- Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.
- The outcomes considered include those needed to make successful transitions between phases of education and to prepare for adult life. We engage with secondary schools to help plan for these transitions.
- The agreed actions may also include those taken to make sure the school meets its duty to ensure that pupils with SEN engage in school activities together with those who do not have SEN.
- A date for reviewing progress is agreed and the parent, pupil and teaching staff are clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision is recorded in the school records and the pupil's parents are formally informed that special educational provision is being made.
- Arrangements for appropriate support is made through our approach to SEN support, as below.

SEN Support in School

Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making at least good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children. We will formally notify parents when it is decided that a pupil will receive SEN support.

The Assess, Plan, Do, Review Cycle (APDR)

Assessment

In identifying a child as needing SEN support the class teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. This draws on:

- the teacher's assessment and experience of the pupil;
- their previous progress, attainment and behaviour;
- other teachers' assessments, where relevant;
- as well as information from the school's core approach to pupil progress, attainment, and behaviour;

- the individual's development in comparison to their peers and national data;
- the views and experience of parents;
- the pupil's own views;
- advice from external support services;

We take seriously any concerns raised by a parent, which are compared to our assessment and information on how the pupil is developing. This assessment is reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. In some cases, outside professionals from health or social services may already be involved with the child. The school liaises with these professionals to help inform the assessments. Where professionals are not already working with school staff the SENCO may contact them, with parental consent.

Plan

Where it is decided to provide a pupil with SEN support, the parents are formally notified. The teacher and the SENCO agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on a pupil's support plan known as the pupil's learning Support Plan (LSP). The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge. Parents are made fully aware of the planned support and interventions and, where appropriate, plans seek parental involvement to reinforce or contribute to progress at home. Teachers may be supported by the AHT for Interventions to plan an appropriate intervention such as:

- RWI
- Maths and English Booster Groups
- Tiger Team/cubs Gross Motor Skills Intervention
- Funky Fingers Fine Motor Skills Intervention

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date, at least termly. The impact and quality of the support and interventions are evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENCO, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents have information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Education, Health and Care Plans (EHCP)

Where a pupil has an Education, Health and Care Plan (EHCP), the local authority must review that plan as a minimum every twelve months. We co-operate with the local authority in the review process and, as part of the review, the local authority requires us to convene and hold annual review meetings on its behalf.

Transitions

Transition SEN support includes planning and preparation for the transitions between year groups, phases of education and preparation for adult life. To support secondary transition or a transfer to another primary, the school shares information with the school or other setting the child is moving to. All pupils have an induction session at their new school. Pupils with SEN and disabilities may have additional visits to their new school with the support of a teaching assistant. Some students are also supported with transitions through the use of social stories.

Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school considers involving specialists. We may involve specialists at any point to advise us on early identification of SEN and effective support and interventions. We always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents are involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support. Where assessment indicates that support from specialist services is required, we aim for the children to receive it as quickly as possible. The LA's Local Offer sets out clearly what support is available from different services and how it may be accessed. Our school works closely with the LA to agree the range of local services and clear arrangements for making appropriate requests. Such specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including Speech and Language Therapists, Occupational Therapists and Physiotherapists)

The SENCO and class teacher, together with the specialists, and involving the pupil's parents, consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

Requesting Statutory Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

Adaptations to the Curriculum and Learning Environment

All pupils have access to a rich, broad, balanced, bespoke and relevant curriculum. We set high expectations for every pupil, whatever their prior attainment. We use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example by grouping, teaching style, content of lesson etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, large print etc.
- Differentiating our teaching for example giving longer processing times, pre teaching of key vocabulary, reading instructions aloud etc.

Additional Support for Learning

- Some of the teaching assistants in school specialise in a specific area, these staff may work with the class teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves.
- Specialist staff include those who specifically support pupils with motor skills difficulties. This is called Tiger Team or Tiger Cubs and is organised and run by three trained staff.
- We also have a lead teaching assistant for speech, language and communication. Some of our children with language difficulties use symbols, picture exchange communication (PECs), colourful semantics or iPads to help them communicate their needs.
- The school also has a Key Stage 1 Nurture Group, which is a small class with a maximum of ten pupils who are supported by two qualified staff. This is called 'Rainbow Class'. Children

attend this class if they have difficulty succeeding in a full class environment and therefore require a smaller learning environment with a higher number of adults to help them.

- The school also has a team of Learning Mentors, who work under the direction of the Head of School. The mentors work with children who need emotional support.

Support for Improving Emotional and Social Development

We provide support for pupils to improve their social and emotional development in the following ways:

- By being part of the school parliament;
- Through pupil voice;
- By giving their views via the 'Think Boxes' in the classrooms
- Through Pupil questionnaires;
- At parent consultation days;
- At annual reviews of EHCPs;
- Year 6 Work Experience;

Expertise and Training of Staff

- The Deputy Head Teacher for SEND and Inclusion is a Specialist Leader of Education for Special Educational Needs.
- The SEN Team also has a Specialist Literacy Teacher.
- All staff receive regular training and updates on SEN and disabilities through the school's INSET programme.
- Individual staff attend more specialist training provided by outside agencies and then cascade this training to their colleagues.

Progress - Involving Parents and Pupils

We provide an Annual Report for parents on their child's progress.

We also report on a child's progress at the two formal parent consultations held each year. A record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff (Learning Conference Target Sheet). This record is given to the pupil's parents. The school's management information system is updated as appropriate.

Where a pupil is receiving SEN support, we talk to parents at termly LSP meetings, to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. This information is reflected on the LSP. The LSP discussions are led by the class teacher. It provides an opportunity for the parent to share their concerns and, together with the class teacher, agree their aspirations for the pupil. These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. The views of the pupil are included in these discussions. This is through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. A copy of the LSP is given to the pupil's parent.

Evaluating the Effectiveness of SEN Provision

We evaluate the effectiveness of SEN provision by:

- Reviewing pupils' individual progress towards their targets each term;
- Reviewing the impact of interventions over 6 to 8 weeks;
- Using pupil questionnaires;
- Using provision maps to measure progress;
- Holding annual reviews of EHC plans.

Enabling Pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils, including our after school clubs.
- All pupils are encouraged to go on our residential trips.
- All pupils are encouraged to take part in sports days, assemblies, performances, workshops and WOW days.
- No pupil is excluded from taking part in these activities because of their SEN or disability.

Complaints Procedure

Complaints about SEN provision in our school should initially be made to the class teacher. Should this not resolve the issue, the teacher will refer on to the SENCO or Head Teacher. If parents are still unhappy with our SEN provision, details of how complaints can be made are in our Complaints Policy, which is available at the gate office. The parents of pupils with disabilities have the right to make a disability discrimination claim 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

Data and Record Keeping

The provision made for pupils with SEN is recorded accurately and kept up to date. This includes details of additional or different provision made under SEN support. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. We ensure that we have accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as its impact. Our information systems monitor the progress and development of all pupils. Details of SEN, outcomes, teaching strategies and the involvement of specialists are recorded as part of this overall approach. The school shares this information with parents.

Provision Maps

Provision maps show all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of our provision maps help the SENCO to maintain an overview of the programmes and interventions used with different groups of pupils. The AHT for Interventions uses the provision maps to monitor the levels of intervention for individual children, evaluating their impact on pupil progress, and adapting interventions or meeting training needs where needed. This ensures the most effective approaches are adopted widely across the school.

SEND Information Report

The school's SEN information report is the 'school offer' and can be found on the school website. In line with the Special Educational Needs and Disability Regulations 2014, this policy provides information on the kinds of SEN that are provided for:

- Communication and Interaction, for example autistic spectrum disorder (ASD), Asperger's Syndrome, and speech, language and communication difficulties.
- Cognition and Learning, for example dyslexia and dyspraxia or moderate, severe or profound learning difficulties.
- Social, Emotional and Mental health Difficulties, for example attention deficit hyperactivity disorder (ADHD) or oppositional defiance disorder (ODD)
- Sensory or Physical Needs, for example visual impairment (VI), hearing impairments (HI) epilepsy and diabetes.

The school's SEN information report also provides information on:

- policies for identifying children with SEN and assessing their needs, including
- the name and contact details of the SENCO, which is Sarah Evans.
- arrangements for consulting parents of children with SEN and involving them in their child's education We believe in a partnership with parents; see section Involving Parents and Pupils in planning and reviewing progress.
- arrangements for consulting children with SEN and involving them in their education. We believe in including the views of pupils in discussions about their learning.
- arrangements for assessing and reviewing children's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.
- the approach to teaching children and young people with SEN. We believe in high expectations and high quality teaching.
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN.

- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.
- how we evaluate the effectiveness of the provision made for children and young people with SEN.
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN.
- how children’s emotional and social development is supported, including extra pastoral support arrangements e.g. learning mentors.
- how the views of children and young people with SEN are listened to and the measures to prevent bullying.
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families.
- the arrangements for handling complaints from parents of children with SEN about the provision made at the school.
- the arrangements for supporting children who are Looked After by the Local Authority and have SEN.

Admissions:

It is unlawful for a school to refuse admission on the basis of a child’s SEN. Our policy on admissions follows that outlined by Enfield Local Authority. (Please see admissions policy)

Medical Conditions:

- In line with The Children and Families Act 2014, we make arrangements to support pupils with medical conditions.
- Individual healthcare plans specify the type and level of support required to meet the medical needs of such pupils.
- Where children also have SEND, their provision is planned and delivered in a co-ordinated way with the healthcare plan. Our school has regard to statutory guidance ‘Supporting pupils at school with medical conditions’.

The Local Authority Offer

Our Local Authority’s Offer can be found at:

<https://new.enfield.gov.uk/services/children-and-education/local-offer/>

Support Services for Parents of Pupils with SEND

Enfield SEND IASS is an organisation that provides independent advice and support for families – 0208 373 2700 or enquiries@enfieldparents.org.uk

Links with other Policies and Documents

This policy links to our other policies and documents on:

- Accessibility
- Behaviour
- First Aid, Managing Medicines and Supporting Pupils with Medical Needs Policy
- Contenance/Intimate care
- Inclusion Statement

This policy is reviewed annually. Date of Next Review: November 2020.

Signature of Chair of Governors:	Signature of Executive Headteacher/ CEO:
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