

SEN policy and Information Report

Roding Primary School



Approved by: Governing Body

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Aims

Our SEN policy and information report aims to:

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

Vision and broader aims

- We value all children equally and we aim to ensure that all children have an equal opportunity to engage in the curriculum.
- We recognise that we will need to consider children's difficulties when planning our curriculum. We aim to provide a curriculum, which is accessible to the needs of all our children.
- We will develop practices and procedures which will ensure that:
 - i. Children's special educational needs are identified in a timely manner
 - ii. The delivery of the curriculum is planned to meet their needs
- We recognise the vital role of parents in supporting their children's SEND. We will work in partnership with parents/carers keeping them fully involved in their child's education.
- We will actively support the establishment and maintenance of close links with all agencies working with the child.

Legislation and guidance

- This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> 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

Definitions

A pupil has SEND 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 which is made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

Assistant Head – Inclusion Lead

The Assistant Head for Inclusion is: Mrs R Jiménez (NASENCO 2012)

The Assistant Head will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Analyse and interpret relevant school, local and national information relating to pupils with SEND and advise the Head Teacher on the level of resources required to maximise achievement
- Is responsible for overseeing the management and provision for SEND pupils across both sites

The SENDCO

The SENDCOs are:

Miss L Green for the Cannington Road Site (NASENCO 2015)

Miss E Jones for the Hewett Road Site (NASENCO 2020)

They will:

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- 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 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 pupils with SEN up to date
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately
- Ensure that pupils with SEN are enabled to share their views and that these are acted upon appropriately

The SEND governor

The Inclusion Governor is: Mr. S Wright

The SEND 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- If a parent has a complaint and has followed the complaints procedure the SEND Governor will be the first point of contact in helping to resolve the complaint with the governing body.

The headteachers

The headteachers will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

SEN information report

At Roding we strive to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

The kinds of SEN 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 (ASC), Speech and Language difficulties

Cognition and Learning, for example, Moderate Learning Difficulty (MLD), Dyslexia

Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), Behavioural Difficulties

Sensory and/or Physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with SEN and assessing their needs

We will regularly assess each pupil's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate. Class teachers continually monitor the progress and wellbeing of children by checking the work they do, observing their interaction with others and their behaviour. Class teachers will make regular assessments of progress for all pupils 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 needs.

Slow progress and low attainment will not automatically mean a pupil 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 pupil 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.

Consulting and involving pupils and parents

Some children will receive a home visit before they start Nursery or Reception. School staff will discuss any needs your child has and ways to help your children. Children who join the school at a later date are given a school visit and meet with the ECM (Every Child Matters coordinator) for the relevant site. At this meeting any relevant information will be passed on.

The SENDCOs are available to discuss any concerns that you may have. We may also have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

In school the class teacher is best placed to initially identify children with special needs or difficulties.

Assessment is a continuing process carried out by the class teacher. It is used to determine whether a child has SEND.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- 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, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil 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 pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We recognise that transitions can be difficult for some children and we take steps to ensure that this is as smooth a process as possible.

When moving classes in school:

- At the end of the summer term the current and new class teacher meet in order to share all relevant information.
- The class are introduced to, and spend some time with, their new teacher.
- Transition meetings are held in the summer term for parents of:
 - Reception children who will be moving into Year 1;
 - Nursery children who will be moving into Reception.

If moving to another school:

- We contact the SENDCO at the new school to share relevant information and organise any meetings or visits that are needed.

If arriving from another school:

- Visits and plans will be put in place depending on the needs of your child.

In Year 6:

- The school works closely with Secondary schools and follows the borough procedures for transfers.
- In addition, secondary schools are invited to the final review of SEND children.

- At this review any extra support that children may need to help them with the move to secondary school can be put in place. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our approach to teaching pupils with SEN

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

High quality first teaching ensures that all pupils' needs are catered for when lessons are planned.

This means that:

- Teachers have high expectations of all pupils.
- Differentiation (matching the task to the child's ability) is used to ensure all children are involved in their learning. (They might have practical equipment to support them.)
- When planning lessons, class teachers take into account the particular needs of children and what a child already knows to ensure that they make progress.
- Additional adults are used effectively to support pupils within the classroom.
- Specific resources and strategies may be used to support a child so they can participate in all activities within the school.
- Specialist equipment may be used e.g. sloping table top.

We will also provide the following interventions/support:

- Withdrawal in small groups for catch up literacy and numeracy programmes led by an Intervention teacher or trained Teaching Assistant.
- Small catch up group for EYFS children identified as needing extra support (led by a nursery nurse).
- Project X Code
- Speech Link
- First class at number
- First Class at Writing
- Phonics support
- Social skills group
- Precision Teaching
- Intensive interaction
- Positive Handling
- Mentoring for vulnerable pupils
- Established strategies and programmes for specific learning needs e.g. Picture Exchange Communication System (PECS), Social Stories etc.
- Visual support using Communicate in Print symbols
- Children may have an Individual Education Plan (IEP) which sets clear targets and is reviewed at least termly.
- Specialist Speech Therapy assistant employed by the school for one day a week.
- Thrive intervention.

These interventions may differ during the school year. The school's SEND Panel regularly reviews the success of interventions and changes them as needed. Other interventions are implemented as necessary according to the needs of groups/individuals. If your child takes part in any of these interventions, their progress will be discussed with you at review meetings and/or parent consultation evenings.

We also follow programmes devised by outside agencies:

- Speech and Language programmes delivered by a trained Speech and Language therapist are reviewed by the external Speech and Language Therapist annually.

- If a child is already receiving support from an Occupational Therapist or Physiotherapists a school programme may be put in place.

Adaptations to the curriculum and learning environment

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, 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, reading instructions aloud, etc.

Additional support for learning

Teaching assistants will support pupils when a child has allocated hours through an EHCP or the school has determined that this support is required to ensure a pupil's progress or safety. We also have Teaching Assistants trained to deliver many of the interventions listed above.

Teaching assistants will support pupils in small groups when directed and as needed.

Expertise and training of staff

Our SENDCOS have 14 years' experience, between them, in this role.

They are allocated 4 days a week (between them) to manage SEN provision.

- All staff receive regular training to improve teaching and learning.
- The Inclusion Lead and SENDCOs are available to support teachers to plan for children with SEND.
- Whole school training (INSET) is used to deliver training where a need is identified.
- Individual teachers and classroom assistants are sent on courses, where available, to help them support children with specific difficulties.
- Schools can request support and training from borough advisory staff and outside agencies e.g. Educational Psychologists, Speech Therapists, etc.

Securing equipment and facilities

Additional equipment and facilities are purchased from the SEND budget and where appropriate upon advice from specialist agencies e.g. physiotherapists.

Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Regularly reviewing the impact of interventions
- Using pupil and parent questionnaires to adapt provision
- Monitoring by the SENDCO
- Monitoring by the BDSIP Link Advisor

- Monitoring by the Local Authority Link Advisor
- Holding termly reviews for pupils with IEPs (this includes pupils with an EHCP)
- Holding annual reviews for pupils with EHC plans

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops.

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

Our accessibility plan has more detail related to the facilities available for disabled children.

If a pupil has been identified as having a disability the school will liaise closely with parents/carers and the relevant external agencies to ensure that we have a secure understanding of the child's needs and how best to support them with a smooth transition into the school setting.

The school have a comprehensive Equalities Policy which ensures that no child with a defined protected characteristic is discriminated against.

The school has two sites.

- The Hewett Road building is on one level and has step free access on a side door but not at the front entrance.
- The Early Years area has a shower and changing facilities.
- The Cannington site has a disabled toilet and a paediatric changing table and hoist for disabled pupils
- There is a sensory room which is available to children from both sites.
- Both sites have a dedicated Thrive area

Support for improving emotional and social development

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

Pupils with SEND are encouraged to be part of the school council.

Pupils with SEND are also encouraged to be part of after school clubs to promote teamwork/building friendships.

We have a zero-tolerance approach to bullying.

The school have 'drop us a line' boxes that allow children to submit any problems and these will be followed up by one of the school's Thrive Practitioners. The school also offers 'drop ins' for pupils at lunchtimes with our Thrive Practitioners to facilitate discussions about any concerns or worried they may be experiencing.

The school have 5 Thrive Practitioners, 3 of whom are Thrive Leaders.

Working with other agencies

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologists
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Hearing advisors for the Deaf

- The Joseph Clarke Visual Impairment Service
- School Nursing Team
- LBBB transport services
- LBBB Education Health and Care Team (EHC)
- Community Paediatricians
- LBBB Portage (For Families of children under 3 who have additional needs)
- Social Care – including Social Workers and Family Support Workers
- The Sycamore Trust (Support for pupils with ASC and their families)
- Add Up (Support for pupils with ADHD/ADD and their families)
- The Heathway Centre (Support for children and their families with SEND)
- Carers of Barking and Dagenham
- Borough link advisors
- Specialist providers e.g. working with staff from Special Schools or ARPs

Complaints about SEN provision

- Complaints about SEN provision in our school should be made to the class teacher/SENCO/headteacher in the first instance. They will then be referred to the school's complaints policy. If a parent has a complaint and has followed the complaints procedure the SEND Governor will be the first point of contact in helping to resolve the complaint with the governing body.

The parents of pupils 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

Contact details of support services for parents of pupils with SEN

- The Sycamore Trust 0208 517 9317
- Add Up 01708 454 040
- The Heathway Centre 020 8227 5500
- Carers of Barking and Dagenham 0208 593 4422
- LBBB transport services Transport.Request@lbbd.gov.uk
- LBBB Education Health and Care Team (EHC) 020 8227 2400
- LBBB Portage 0208 724 8550

A list of all other services can be found at:

<https://www.lbbd.gov.uk/sites/default/files/attachments/Useful-contact-numbers-for-parents.pdf>

Contact details for raising concerns

Mrs R Jiménez – Assistant Head – Inclusion Lead 0208 270 4010 or 0208 270 6640

Miss L Green – SENDCO for Cannington Road – 0208 270 4010

Miss E Jones – SENDCO for Hewett Road – 0208 270 6640

5.18 The local authority local offer

Our local authority's local offer, which includes our contribution is published here:

<https://www.lbbd.gov.uk/local-offer>

Monitoring arrangements

This policy and information report will be reviewed by Mrs R Jiménez (Assistant Head – Inclusion Lead) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions