

# **AVENUE PRIMARY SCHOOL**



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

**Autumn 2020-2021**



# Special Educational Needs and Disability Policy

## Mission Statement

**‘Expect the Best ...To be the Best’**

### **School Aims:**

- To ensure that all pupils whatever their race, gender, age or ability feel valued and supported to achieve their best.
- To promote positive learning attitudes and behaviour and create safe and effective learning environments where all children and staff show mutual respect for one another.
- To provide effective and strategic leadership at all levels.
- To deliver high standards of teaching that enable children to make progress and reach high standards of attainment.

### **Guiding Principles:**

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

### **Three principles for Inclusion:**

- **Setting suitable learning challenges:** We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.
- **Responding to pupils’ diverse learning needs:** We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning.
- **Overcoming potential barriers to learning and assessment for individuals and groups of pupils:** We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements

**In making provision for pupils with special educational needs and disabilities our policy objectives are:**

- To ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with Special Educational Needs and Disabilities to join in the normal activities of the school along with pupils who do not have special educational needs and or disabilities.
- To ensure that the School has an Accessibility Plan in line with statutory guidelines
- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs
- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs
- To identify the needs of pupils with disabilities and/or special educational needs (**SEND**) as early as possible
- To use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs and disabilities of our pupils
- To provide a graduated approach in order to match educational provision to pupils' needs
- To develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children
- To take into account the ascertainable wishes of the children and young people concerned and, involve them in decision making in order to provide more effectively for them
- To make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning
- To ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities
- To ensure that all stakeholders are aware of their responsibilities towards pupils with SEND , and are able to exercise them
- To carry out the above promptly and with sensitivity and avoid further disadvantage to the children and young people we are seeking to help.

### **Our Approach:**

We believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We endeavour to secure special educational provision for pupils for whom this is required, that is '**ADDITIONAL To and DIFFERENT FROM**' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new **Code of Practice** (September 2014).

- **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. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

- **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 from moderate to profound.

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, mental and emotional health**

Children and young people may experience a wide range of difficulties which may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory/physical**

Some 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.

We aim, at all times, to give children access to all aspects of the curriculum, with priorities which are

- Real** - relating to the child's needs
- Relevant** - so that the child sees the purpose of the activity
- Realistic** - so that the child can achieve success

Through appropriate and differentiated curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.

### **Roles and Responsibilities:**

In attempting to achieve the above objectives the Governors, the Head Teacher and Staff appreciate that provision for children with special educational needs and disabilities is a matter for the whole school. The Governing body, Senior Staff, the Assistant Headteacher for Inclusion, the SENCOs and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

### **Governing Body:**

Governors fulfil their statutory duties towards pupils with SEND as prescribed in sections 66-69 of the Children and Families Act 2014. In order to do this they develop and monitor the School's SEND Policy and Accessibility Plan and ensure provision is an integral part of the school Learning and Achievement Plan.

All Governors, with the SEND Governor taking the lead, will be knowledgeable about the School's SEND provision, including how funding, equipment and personnel are deployed. The Governors will monitor the quality of SEND provision and ensure all staff are appropriately trained and qualified.

**Headteacher:**

The Headteacher has overall responsibility for the management of SEND provision and the Accessibility Plan. She works closely with the School's Assistant Headteacher who is responsible for Inclusion and will ensure that the Governing Body is fully informed about the implementation of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. She will ensure that all stakeholders are encouraged to participate in training to help them to meet the objectives of this policy.

**The Assistant Headteacher responsible for Inclusion at Avenue Primary School is Ms Maria Michaels.**

Ms Michaels is a qualified teacher and SENCo, meets the statutory standards for practice including those necessary to ensure full accreditation. In collaboration with the School's two SENCos Mrs Dunn and Ms Hutson (job sharing one role) and Mrs Shan Ali will be responsible for:

- Overseeing the day-to-day operation of the school's SEND Policy.
- Co-ordinating provision for children with SEND by working closely with staff, parents/carers and other agencies.
- Providing related professional guidance to colleagues with the aim of securing high quality teaching.
- Monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement
- Collaborating with Curriculum Leaders to ensure Learning for all children is given equal priority
- Ensuring that proper records are kept
- Contributing to the in-service training of staff and using available resources to maximum effect
- Liaising with external agencies including the Local Authority's (L.A) support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the School Action Register.
- Liaising with pre-school providers and nurseries
- Liaising with school's as a result of mid-phase admissions

The role of the Assistant Head teacher for Inclusion involves the management of Learning Support staff who work specifically with pupils who have learning difficulties and disabilities. Consideration has also been given to section 6.91 of the Code of Practice regarding time and admin support requirements of the role.

**6.91 states that:**

*'The school should ensure that the SENCo has sufficient time and resources to carry out these functions. This should include providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school'.*

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below.

**The Responsible Person** is: **Ms Maria Michaels**. The school has informed the Local Authority that, when the Local Authority conclude that a pupil at the school requires an Education , Health and Care Plan they should inform Mrs Michaels who will ensure that whoever teaches the pupil knows about his/her special educational needs or disabilities.

**Class Teachers are responsible for:**

- Reviewing, monitoring progress and setting targets for children within their classes (*Code of Practise, Section 6.45-6.56*)

**Admissions Arrangements:**

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEND, the Governors are responsible for admissions in the nursery but the local authority is responsible for Reception to Year 6. No pupil will be refused admission solely on the grounds that s/he has SEND except where the pupil is the subject of a Education , Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school. Where a pupil due for admission is known to have special educational needs/ and or a disability the Assistant Headteacher for Inclusion will gather appropriate information from any school the pupil has been attending as well as appropriate information from other agencies known to have been involved. The donating school is responsible for providing this information.

**Special Facilities:**

The school has ramped access for wheelchair users, a lift to the upper floor and fully equipped disabled toilet/changing facilities for children with special physical needs. The Accessibility Plan is intended to show how the school will improve access to the whole school's curriculum and physical environment.

**Allocation of Resources:**

The Assistant Headteacher for Inclusion is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school, including the provision for children with Education Health and Care Plans. When the Governing Body approves the School's budget, consideration will be given to the resources allocated to meeting Special Educational Needs. The Headteacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping. It is now a mandatory requirement that School's fund up to the first £6,000 of any SEND support required by a young person.

**Stages of Intervention and SEND Provision:**

Access to the School's broad and balanced curriculum is achieved for pupils by differentiation of work by teachers through quality first teaching. Pupils falling just below national expectations will usually benefit from catch-up programmes.

When a pupil is consistently and significantly falling behind normal expectations, interventions will be implemented. The SENCos and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments.

**SEN Support**

This follows an **ASSESS**,

The initial assessments will be 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. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

### **PLAN**

The teacher, SENCO, child and parents will agree 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. Interventions may include any of those on the SEN provision map.

All teachers and support staff who work with the pupil will be made aware of their strengths, needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

### **DO**

The identified strategies will be put in place. The class teacher will remain 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, they will 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.

### **REVIEW**

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed term. This contributes to more detailed assessment of their needs and the cycle starts again.

Mode of graduated intervention.

1. A significant feature of SEND support is the collection of all known information about the pupils and those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher or a member of the Inclusion Team identifies a pupil with SEND they will provide interventions that are **ADDITIONAL TO** or **DIFFERENT FROM** those provided as part of the School's usual differentiated curriculum offer. Consideration will be given when setting homework that is also differentiated according to the pupil's speed of working and ability.

### **This may include:**

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCo; or, with Learning Support Staff or other interventions
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom.

2. The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities:
  - Makes little or no progress over the academic year
  - Shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with Borough guidance
  - Presents persistent emotional difficulties which continue despite management techniques generally used within the school
  - Has significant sensory or physical difficulties that impact on their ability to learn
  - Has communication and/or relationship difficulties which continue despite differentiated approaches to the Curriculum
  -
3. The parent/carers of the pupil will be informed as soon as concerns emerge that will be consulted by appropriate staff and the views of the pupils sought
4. All information about the pupil from within the school, together with any additional information from the parent/carers will be considered.
5. The Assistant Headteacher for Inclusion will undertake further assessment of the pupil as appropriate and may use external specialists to enhance the provision being made.
6. The Assistant Headteacher for Inclusion will facilitate the collection of all available information about the pupil. Information will be collected from:
  - Within the school using pastoral systems and identified staff working with individual children
  - Progress tracking information
  - Parent/carers and the pupil
7. The class teacher working with the Inclusion Team should agree in consultation with the parent/carer and pupil the adjustments, interventions and support to be put into place and the targets to be achieved. This should be recorded in an **SEND Support Plan**
8. The pupil's class teacher will be responsible for working with the pupil on a daily basis and for planning and delivering the SEND Support Plan
9. All staff will be involved in providing further help to pupils
10. Individual Targets will be reviewed on a termly basis
11. The pupil and parent / carers will take part in the review process and will be involved in setting further targets. Subsequent SEND Support Plan will reflect strategies to meet their needs and show a graduated response to those needs.
12. A request for addition advice from external services may be made at this stage. It is anticipated that the decision to see further advice will be taken by the Assistant Head teacher for Inclusion and SENCOs in consultation with Teaching staff, parent /carers and pupil.
13. Specialist assessment arrangements may need to be made and services, such as child and psychology, involved at this time

14. Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject of the usual differentiated curriculum available to all pupils.

15. If the pupil ;

- Continues to make little or no progress in specific areas over a long period of time
- Continues working at National curriculum levels substantially below that expected of pupil of a similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional difficulties, which substantially and regularly interfere with their learning or that of the class, despite having an individualised management programme
- Has sensory or physical needs and requires additional specialist equipment, and /or regular advisory visits from an external agency
- Has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning
- Is receiving at least £6000 of support and any pupil premium to which they are entitled then a statutory assessment may be sought from the Local Authority.

#### **School Request for Statutory Assessment**

At Avenue Primary School if, after we have taken action to meet the learning difficulties of a child, the child's needs continue to cause significant concern and cannot be met effectively within the resources normally available to the school or setting then we would make a request to the Local Authority for an assessment

The Local Authority will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

#### **The Assistant Head teacher for Inclusion will take a leading role and provide information and evidence which includes:**

- The School's actions through **ASSESS, PLAN, DO, REVIEW** cycles
- SEND Support Plan for the pupil
- Records of regular reviews for at least a 12 month period
- The pupils' health, including a medical history where relevant
- Tracking of progress in National Curriculum levels
- Attainment in literacy and numeracy
- Educational assessments from advisory specialist support personnel or Educational Psychologist.
- Views of the parent and child
- Involvement of other professionals
- Involvement of Social Services / Education Welfare Services
- Pupil Attendance details
- Any recent and vision checks

Where there is agreement to proceed the Local Authority will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The

school's role here is to continue to support the pupil and this remains the case if the Local Authority decides not to draw up an Education, Health and Care Plan following an assessment

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

If the Local Authority does draw an EHCP; the School's role is as follows:

1. The Assistant Head teacher for Inclusion will ensure that the recommendations are implemented
2. Short term targets will be set and reviewed at least three times a year. The strategies to meet these targets will record only that which is ADDITIONAL TO and DIFFERENT FROM the differentiated curriculum
3. Progress will be formally reviewed by holding an annual review meeting
4. The Assistant Head teacher for Inclusion will seek ;
  - Written advice from parent /carers and professionals involved with the pupil
  - Ascertain the views of the pupil
  - Convene the review meeting
  - Prepare a review report for the Local Authority
5. Those to be invited at least two weeks before the meeting are :
  - The pupils parents / carer
  - Relevant teacher and support Staff
  - Representative of the Local Authority
  - The pupil
  - Where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to secondary education, SENCOs or representatives from the receiving school.
6. The review report will be copied to parents / carers, Local Authority and other relevant professionals no later than 10 days after the meeting or at the end of term whichever is the earliest.

### **The Annual Review in Years 5 and 6:**

The annual review in Year 5 should be held no later than the end of the Spring Term. The review should suggest amendments to the pupil's Education Health and Care Plan if required. The plan, once amended, will be used to inform the consultation for Secondary School placement in the following Autumn Term. The Secondary School placement for all pupils with EHCPs will be decided early during the Spring Term. Following this planning for transfer to Secondary School will be undertaken. Part of this process will be arranging the Year 6 annual review in the Spring Term or as early as possible thereafter, to which the SENCO from the receiving Secondary School will be invited. This will be a person centred review and a profile will be written to go with the pupil to Secondary School.

### **Inclusion:**

We are fully committed to the principle of Inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEND to be an integral part of our school community. Regardless of the stage pupils have reached, all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil, and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:

1. They will benefit from some intensive individual work on a cross curricular skill.
2. It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged.

### **Involving Pupils and Parents / Carers:**

The views of parents/carers will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned. Staff will get to know the parents of pupils with SEND and will encourage them to work with the school in helping their child. Parents/carers and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents/carers will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their pupil, while appreciating the sensitivities that may arise

### **Leaving the School:**

When a pupil leaves the school the Assistant Head teacher for Inclusion will forward relevant information about the Pupil's needs to the next placement. Where a pupil is moving to another local school, this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above.

### **Working with External / Outside Agencies:**

The Assistant Headteacher for Inclusion will oversee and liaise with health services, social care and other relevant professionals working with pupils in the school. Health care planning will follow the protocol as outlined by Health and Education. The assistant Head teacher for Inclusion will ensure that Staff have relevant training and that there are procedure in place to support pupils.

### **Complaints:**

From time to time parents and carers will come across matters that cause them concern and the need to complain. The Governing Body has adopted a general complaints procedure in order that any issues might be resolved. The procedure has been drawn up with the intention that all concerns will be resolved informally, wherever possible, in the first instance. Details of the Schools Complaint Procedure may be obtained from the School Policy.

### **Monitoring and Evaluation:**

The Governors ensure that SEND provision is an integral part of the School's Learning and Achievement Plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles".

In order to achieve this, Governors will monitor:

- The standards and progress made by pupils with Special Educational Needs and/or disabilities
- The number of pupils at SEN Support and those with Education, Health and Care Plans in each year group.
- The movement of pupils on SEND Support and Education , Health and Care Plans across the categories as recorded on the School's provision map
- The level and pattern of help provided at each stage ( i.e. average time allocated and the balance of in class and withdrawal help) as evidenced in the provision map
- Case examples selected from all stages of pupils with special educational needs and/or disabilities especially those who are looked after children.
- The views of parents/carers expressed on stage forms and any complaints received.
- The extent to which pupils' views are reflected within their provision and Individual Forms
- Details of visits by specialist teachers, educational psychologists and other agencies.
- Staff views on in-service training opportunities and the training opportunities available.

**SEND Information Report:**

The School will report an annual report on SEND on its website containing the information required by the Special Education Needs Information) Regulation 2014. This will include information as to where the Local Offer can be found at [www.newham.gov.uk](http://www.newham.gov.uk) .

**Policy Review:**

This Policy will be monitored on a regular basis by the Assistant Head teacher for Inclusion within the School. The Head teacher will report to the Governing Body, regarding the effectiveness of the policy, on a termly basis via the Governing Body Report. The effectiveness of this policy will also be reviewed at the Governors Achievement and Standards Committee on a yearly basis or as required.

**Date Reviewed:** Summer Term 2020

**Review Date:** Summer Term 2021

**Signed .....**Head teacher  
**H. Nazif**

**Date .....**

**Signed .....** Chair of Governors  
**D. Shea**

**Date .....**