

SEN Policy 2022-23



Moreland Primary School

St Luke's and Moreland Primary School SEN Policy

Review frequency: Annual

Approval: Full governing body.

Legislation: Maintained schools – The Education (Special Educational Needs) (Information) Regulations 1999: SI 1999/2506.

Also see The Special Educational Needs Code of Practice

Aims and Objectives

This policy accepts the definition of SEN as set out in the SEN Code of Practice. It reflects the new approach to and arrangements for SEN outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the SENCO, Head teacher or the appropriate governor has been informed that a child has SEND, those needs will be made known to all who are likely to teach them.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

The Head teacher, staff and governors will report annually to parents on the policy and effectiveness of the school's work for pupils with SEND.

All staff will ensure children with SEND can join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources

Responsible Persons

The 'responsible person' for SEN is the Headteacher Catherine Lawrence (Moreland) and Ann Dwulit (St Lukes). The person co-ordinating the day to day provision of education for pupils with SEND is the Inclusion Manager and SENCO Monica Dickman at St Luke's and Richard Morse at Moreland.

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such St Luke's and Moreland Primary School adopt a 'whole school approach' to SEND that involves all staff adhering to a model of good practice. This includes a commitment to Quality First teaching that effectively meets the learning and development needs of all children, recognising each child is unique and different. Inclusive teaching at St Luke's and Moreland involves the removal of barriers to learning by creating an enabling learning

environment that supports all learners, differentiated teaching including the use of appropriate access strategies, care for children's emotional and social development and high expectations for all children. We actively promote the development of characteristics that support effective learning.

The progress of all children, including those with SEND, is carefully monitored by the Senior Management Team and teaching staff to enable early identification of any difficulties and to ensure children fulfil their potential.

The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority.

All children with SEND are afforded the same rights as other children in terms of their admission to school.

Access to the Curriculum

The Curriculum will be made available for all children, including those with predictable SEND. Where pupils have SEND, a graduated response will be adopted. The school will make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

The school will make provision for children with SEND to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the childrens' SEND, the action taken and the outcomes.

There will be flexible grouping of children so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be differentiated to meet the needs of individual children. Teaching styles and flexible groups will reflect this approach. Where children require specific resources or teaching strategies to access learning, teachers (with support from the SENCO and outside professionals) will ensure that these are available and used effectively.

Schemes of work and approaches to teaching and learning for children, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Providing the graduated response: SEN Support

The school offers a differentiated curriculum. When a child fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy;

presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follow an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.

Following assessment, we will put a plan in place. This includes mapping the provision for children with SEND and where children have the involvement of an outside professional creating an Individual Pupil Passport for that child detailing appropriate interventions, such as:

- Classroom organisation and management
- In-class support by teacher/TA
- Small group work
- Home/school learning
- Behaviour support programmes
- Use of specialist equipment
- Alternative teaching strategies
- Visual supports and aids
- Support materials e.g. Numicon
- Specific intervention programmes such as Catch Up Literacy and Early Literacy Support
- Nurture groups
- Language groups
- 1:1 interventions e.g. 5 minute box and Intensive Interaction

The plans will be outcome focused.

The resources deployed to help the child achieve the agreed outcomes will be captured in a Provision Map and Pupil Passport/Individual plan. Parents and children will be involved in developing the plan through regular termly meetings. Where there are outside agencies and professionals involved this may take the form of a Team Around the Child Meeting (TAC).

The plan will also set out review arrangements.

If it is necessary where a child has complex needs and there are multiple agencies involved in a child's care and education, the school, in discussion with parents and other agencies may initiate a CAF (Common Assessment Framework) to assist assessment and planning.

Identification, assessment, planning, intervention and review of children with SEN will be undertaken by all staff, with advice and support from the SENCO where needed. Appropriate records will be maintained, including continuous assessment and observation, standardised tests, Key Stage attainment tests.

Additionally, the progress of any child receiving exceptional needs funding, or with a Statement / EHCP will be reviewed annually.

Resources

Full details of SEN expenditure are accounted for within the Annual Return to Islington Local Authority.

The principles which guide the governing body in allocating resources are recommendations from the Senior Management Team including the Inclusion Manager/SENCO and School Business Manager and priorities identified in the School Improvement Plan.

Parent Participation

The school will actively seek the involvement of parents in the education of their children. We recognise that parents know their children best and are their first educators. It is recognised that it is particularly important with pupils who have SEN where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Multi-agency working

Regular liaison is maintained with the following external agencies:

- Outreach Support Services i.e. Samuel Rhodes School, The Bridge School, New River College and Richard Cloudsly School
- Educational Psychologist
- Child Adolescent Mental Health Service
- Education Welfare Service
- Health Service (school nurse, dietician, therapists)
- Families First and Targeted Family Support Under 5's
- Alternative Education Provision (i.e. Pupil Referral Units)
- Speech and Language Therapy Services
- The Children's Centre Outreach Services

The school is part of the national Achievement for All Programme. The aim of this is to improve outcomes for all children including vulnerable children and those with SEN by narrowing the achievement gap and building constructive relationships with parents.

Arrangements for the Treatment of Complaints:

The procedure for managing complaints is: If parents/carers have any cause for concern, they are invited to speak directly with the class teacher. If concerns persist, they should speak with the SENCo. If parents/carers feel their concerns are not being addressed appropriately, they should then speak to the Head of School or Executive Head.

Workforce Development

In-service training needs related to special educational needs will be identified by the Executive Headteacher in consultation with the SENCO and staff and will be incorporated into the staff development plan.

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual need and quality of teaching of children with SEN
- Success of early intervention
- Academic progress and development of children with SEN
- Improved behaviour of the children, where this is appropriate
- Attendance
- Consultation with parents
- Children's awareness of their targets and achievements

The SENCO will present an annual report to the Governing Body outlining outcomes in the above areas.

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan and School Information Report are integral to this policy.

Reviewed September 2022

Person responsible for policy review: Richard Morse and Monica Dickman