



CITY OF LONDON
PRIMARY ACADEMY
ISLINGTON

Special Educational Needs & Disability (SEND) Policy

Responsibility:	Governing Body
Updated:	
Approved by Board:	
Next Review Date:	

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Introduction and Context

This policy has been produced by the school's Special Educational Needs Co-ordinator (SENCO), in liaison with the SEND Link Governor and Senior Leadership Team (SLT), staff and parents/carers and should be read alongside our SEND Information Report and the Islington Local Offer.

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Our school's beliefs and values regarding SEND

We believe all children are unique and all children are special. We recognise each child as a unique individual with their own personal talents, experiences, learning styles and needs. We value their abilities and achievements, and are committed to providing an effective learning environment which promotes their intellectual and personal development. We are an inclusive school – we wish to see children of all abilities, talents, needs and disability educated together. We aim to enable all children to participate fully in school life.

We cherish the benefits that inclusion brings, enriching and strengthening our community. Where children have additional needs the whole school community is committed to supporting them. All teachers here are teachers of children with SEND. We seek to support all children's access to the curriculum so that they have the opportunity to progress and achieve success. We strongly believe in involving the children and you as their parent/carer in a supportive working partnership with us.

Aims of our SEND Policy

Our school is based on 5 core values:

- Respect
- Excellence
- Aspiration
- Creativity
- Teamwork

and the purpose of our SEND policy is to ensure that these 5 values are a reality for all children, including those with SEND. We aim to raise aspirations and expectations for children with SEND, regardless of their needs and abilities, and focus on outcomes of provision and support.

How we achieve these aims

To achieve these aims, we have the following objectives:

1. Identify and provide for all children, including those who have SEND or medical needs.
2. Give children with SEND a voice throughout the school
3. Work within the guidance of the SEND Code of Practice 2014
4. Operate a whole child, whole school approach to the management and provision of support for SEND
5. Provide a SENCo who works within the parameters of this policy
6. Provide support and advice for all parents/carers and staff working with children with SEND
7. Ensure that the transition to and from COLPAI is smooth and seamless for children with SEND

Identifying SEND

We provide for all kinds of needs at COLPAI, usually grouped into 4 categories:

- communication and interaction
- cognition (thinking) and learning
- physical and sensory
- social, emotional and mental health needs.

The purpose of identification at COLPAI is not to fit a child into one of these areas, but to work out what is the most effective action for us, as a school, to take in meeting their unique profile of strengths and needs (and we consider all of their needs, not just their SEND).

There are areas that may impact on progress and achievement that are not SEND. An important part of our identification processes is to ensure we have taken account of all of these factors in determining whether a child has SEN. These include but are not restricted to:

- Disability (the Code outlines the 'reasonable adjustment' duty that we have, these alone do not mean a child has SEN)
- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child (LAC) by the Local Authority (LA)

'Behaviour' is no longer a need under the new Code and our identification processes include understanding the underlying reasons for the child's behaviour and addressing these, rather than focussing on behaviour alone.

We use a range of strategies to identify children who have SEND:

- some children come to school with their needs already identified by their previous setting/school or specialists working with them (e.g. community paediatrics, Speech and Language Therapy and so on) we always contact these practitioners to find out what goals they have been working towards, how the child has responded and what needs to happen next
- for other children, we first provide high quality teaching and observe their response to this it is only when children don't make the expected progress after having had good quality teaching that we start to further assess whether the child has SEND for example, we may analyse their work for errors they've made – e.g. their spelling mistakes – and work out what might be holding them back
- we also use specialist assessments to help us pinpoint specific needs (e.g. we use a test called the Wellcomm language screener when we are identifying speech and language needs.
- Most importantly, we talk with the child and their parent/carer about their learning, what is working/where the gaps are and work together on setting targets.

A Graduated Approach to SEND Support

This section sets out the process by which we manage the provision for children with SEND. It is essential to note that all teachers at COLPAI are teachers of SEND, and a child is only said to have SEND if they do not make adequate progress once they have had experience of good quality personalised teaching. The most important thing that all teachers and support staff provide is exemplary Quality First Teaching, and in doing so, the vast majority of children make good progress from their individual starting points.

All teachers are responsible and accountable for the progress and development of the children in their class, including those children who access some support from teaching assistants (TAs) or specialist staff (e.g. specialist teacher for literacy). High quality teaching, differentiated for individual children, is the first step in responding to children who may or may not have SEND. This is monitored through:

- regular observations of teaching
- work scrutinies
- learning walks

- performance management / appraisal
- data analysis
- parent-teacher meetings
- progress meetings

The quality of what we offer children is reviewed at least termly (including for those children at risk for underachievement). We support every teacher's understanding of strategies to identify and support potentially vulnerable children.

Deciding to make SEND provision

The teacher and phase co-ordinator consider all of the information gathered about the child's progress, alongside national data and expectations of progress. Usually, the decision is then taken to provide additional or different support for that child, above what would be expected through high quality differentiated and personalised teaching. This may be additional support from the teacher or through individualised/small group interventions provided by a TA but led by the teacher. This is sometimes referred to as Wave 2 provision as it is targeted at a specific group of children and draws on extra resources within the school.

If a child's needs require a more intensive level of support than can be provided as part of the graduated approach, the teacher and SENCo liaise together to

- review what has been provided and the child's response to this,
- determine what additional assessment/intervention may be required to make progress and
- establish what the best next steps are.

This may include the SENCo undertaking additional assessment or observations of the child and advising the teacher further on teaching and learning approaches, or it may include soliciting external agency assessment and intervention support (e.g. from a Speech and Language Therapist [SALT]). External agency support, or provision that is of an unusually intense nature (e.g. Reading Recovery, Numbers Count) is considered to be Wave 3 provision. Additional provision and external agency involvement is discussed with parents or carers and involvement is sought between the home and school.

A child who receives additional and different provision to ensure they make adequate progress is considered to have a SEND. The class teacher has responsibility for the delivery of this SEND provision, but liaises with the SENCo who maintains a whole school overview of SEND provision through our provision management systems. Our Assess-Plan-Do-Review cycle is further explained in our School Offer. At every stage of the cycle, parents/carers and children themselves are involved in giving their views on what is working, what needs to change and how and the partnership with children and their families is a core aspect of ensuring we are effective in meeting children's SEND.

Managing Children on the SEND Register

There is one category of need – SEN Support, however, we have made two categories to adequately manage provision where children do not have EHC Plans: SEN Support and SEN Support (Intensive). This allows us to break down the Graduated Approach into manageable chunks for parents/carers and teachers, as well as retaining a system of escalating and deescalating provision as determined by the child's needs.

We have a provision management system in school that accounts for SEN Support and the majority of SEN Support (Intensive). The system (provision map) records all children receiving support above and beyond quality first teaching (QFT), how long for, the intended outcomes, baseline and expected levels of progress. We have a system of Personal Centred Planning (PCP) that includes One Page Profiles, for children with the highest level of provision (EHC Plans). Whether provision maps or PCPs are in use, the key factor across both is removing barriers to learning swiftly and effectively. The SENCo works with the class teacher to maintain the provision map, and with the team working with a child and family to maintain the One Page Profile. The teacher holds ultimate responsibility for evidencing progress according to the outcomes described in the provision map/One Page Profile.

Provision maps and One Page Profiles are updated termly and are reviewed as follows:

Review of provision maps

The Head Teacher chairs the termly progress meeting where the provision map for each year group is reviewed and updated. Class teachers usually meet with parents/carers on a termly basis for review. They also have responsibility for seeking the child's views on what's worked, what hasn't and what could happen next. The teacher feeds back to the progress meeting team (Head Teacher, for their phase, SENCo, Data Management and partner teacher) what has worked for each child and whether adequate progress has been made. If a child requires a further period of Wave 2 provision, or an escalation to wave 3, it is discussed and agreed at this meeting and the provision map is reviewed accordingly. The class teacher then feeds back to the parent/carer; and seeks parental consent if an external agency assessment/intervention is required. Having additional support

Review of One Page Profiles

One Page Profiles are reviewed termly through the SENCo working together with the teacher and other staff who work with the child.

Commissioning Support from External Agencies

The school works closely with a range of external agencies in ensuring all children with SEND make progress. These include SALT, Educational Psychology (EP), Community Paediatrics, Audiology, school nursing, advisory teachers from the LA or specialist schools, Physiotherapy, Occupational Therapy, Child and Adolescent Mental Health Services (CAMHS). If we are unable to fully meet the needs of a child through the support we have available in school, one or more of these specialist services is engaged. Access to these services varies, depending on how it is funded. The LA provides a set number of hours per year from the EP service. A Common Assessment Framework (CAF) is completed to access EP assessment/intervention. The SENCo oversees all requests for support from external agencies, ensuring that work is completed on time and meets the requirements of the child, parent/carer and school staff.

Sourcing additional funding

If parents/carers and school staff judge that a child requires more help than the school can provide, there is the option of asking the local authority for an assessment to decide whether an EHC Plan is needed. These plans used to be called Statements of SEN. Having an EHC Plan means a child needs a very significant amount of individualised support that cannot be provided from the budget available to the school. It also usually means their needs are severe, complex and likely to have a lifelong impact on their learning and development.

To access such a source of support:

The school (or parent/carer) requests that the local authority carry out an assessment of child's needs. This is a legal process which would set out the amount of support that will be provided for the child if they had an EHC Plan

After the school have sent in the request to the LA, they decide whether they think the child's needs are complex enough to need an assessment. If this is the case they ask the parents/carers, school and all professionals involved with the child to write a report outlining the child's needs. If they do not think the child needs this assessment, they ask the school to continue with school-based support

After the reports have all been sent in, the LA decides if the child's needs are severe, complex and lifelong. If this is the case they write an EHC Plan. If not, they ask the school to continue with school-based support and also set up a meeting in school to ensure a plan is in place to ensure the child makes as much progress as possible.

Further information about EHC Plans and requesting them is available from the relevant LA's local offer.

Criteria for exiting SEND Register

The class teacher and SENCo ensure that the child no longer has SEND before deciding to remove them from the SEND register. This includes identifying why they were on the register in the first place, isolating the specific needs, the provision that was made to meet those needs and determining whether this had the desired impact and the child is now making adequate progress. The class teacher must be confident that their needs may now be met through Wave 1 quality first teaching. The next step is to then to include parents/carers in a discussion about exiting from the SEND register – explaining that either the child has a gap in learning that can be met through other mechanisms (not SEN Support) or that the provision has had the desired effect in removing barriers to learning and SEN Support is no longer necessary. Staff must make clear to parent/carers that the child continues to receive personalised support where necessary. Once this has been discussed and agreed, the SENCo updates the register on SIMS accordingly.

Supporting Children and their Families

There is further information about support available in school to families of children with SEND in our school offer; and there is also information about the LA-wide services available included in the relevant local offer. Our offer also details other helpful information such as: admissions arrangements, access to examinations, transition and so on. We also have a separate policy on meeting the needs of children with medical conditions (see below).

Supporting Children at School with Medical Conditions

We recognise that children at school with medical conditions must be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may be disabled and where this is the case, we comply with our duties under the Equality Act (2010). Some may also have SEN and may have an EHC Plan which brings together their health and social care needs, as well as their SEN provision. Our medical needs policy contains further information on this important area.

Monitoring and Evaluation of SEND

The provision we make for children with SEND is carefully monitored and evaluated as part of how we evaluate the quality of provision we offer all children. Scrutinies, learning walks, observations of interventions and individualised provision (as well as quality first teaching), analysis of progress data and so on are all important aspects of how we monitor our practice. We include parental views on the provision made through surveying parental opinion about their involvement, what we are doing well and where they see we could improve. The SEN link governor plays a key role in monitoring and evaluating provision for SEND and meets termly with the SENCO to review the SEND action plan and related data and to challenge us to do even better for our children with SEND.

Training and Resources

SEND funding

Training

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are strongly encouraged to undertake training and continuing professional development. The training needs of staff are identified in a variety of ways: induction, NQT mentoring, performance management, questionnaires, observation and feedback, scrutinies, coaching and so on. Some training is planned based on the needs of all staff (e.g. familiarising everyone working in the school with the new Code of Practice) and others based on the type of role they carry out/children with whom they work (e.g. TEACCH training for staff working closely with children with Autism).

All teachers and support staff undertake induction on taking up a post at COLPAI and this includes a meeting with the SENCo to explain the school's systems and structures in place for SEND, and to

discuss the needs of any individual children with whom they will be working.

The training undertaken by staff in the 2017-18 academic year can be found in the SEND Information Report.

Roles and Responsibilities

SEN Governor

The key responsibility of the SEND governor is to have oversight of the school's approach to SEND. This may include:

- informing the governing body about SEND systems and practices in the school and assuring them that the school is compliant with statutory duties
- helping to raise awareness of SEN and Disability issues at governing body meetings
- meeting termly with the SENCo for a support and challenge meeting
- ensuring that the notional budget for SEND is appropriately allocated to support children with SEND
- ensuring that all children with SEND have access to a broad and balanced curriculum
- giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- helping to review relevant policies
- ensuring that the school has regard to the SEN Code of Practice
- visiting the school to talk to stakeholders about their satisfaction with the SEND provision
- assuring the governing body that the school website publishes the school's SEND offer in accordance with the latest regulations
- assuring the governing body that the school's Single Equality Plan is in place and compliant with Equality legislation

All of this must be achieved in the context of a robust, trusting and supportive relationship with the SENCo.

SENCo

In addition to the responsibilities outlined above, the new Code outlines the main responsibilities of the SENCo, including:

- overseeing the day-to-day operation of this policy
- co-ordinate provision for children with SEND, especially those at SEN Support (intensive)
- liaising with the relevant designated teacher where a Looked After child has SEN
- advising teachers and support staff on the graduated approach to providing SEN Support
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- liaising with parents/carers of children with SEND
- liaising with early years providers, other schools, EPs, health and social care professionals, and independent or voluntary bodies
- acting as a key point of contact for external agencies, especially the LA and its support services
- liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and governing body 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 children with SEND up to date.

The SENCO is also responsible for:

- the development of the school offer
- overseeing CPD planning for staff in relation to SEND
- liaising with SLT on strategic issues regarding SEND
- managing the effective deployment of support staff working to meet the needs of children with

SEND

- quality assuring the work of support staff delivering aspects of more intensive SEN support, as well as advising teachers on high quality strategies/interventions to promote learning and development
- gathering and acting on children's views, wishes and feelings in relation to the SEND provision in school
- ensuring Annual Reviews take place effectively and within appropriate timescales.

Class Teachers

In addition to the responsibilities outlined above, the class teacher:

- adapts their teaching approaches to reflect the range of needs within their class
- takes account of this policy when working with a child with SEND
- ensures that all children know what the next step they need to take in learning is, and what they need to do to get there.

TAs

TAs have an important role to play in ensuring all children with SEND make progress, critically in how they work under the direction of the teacher to meet the needs of the children with who they work. Their responsibilities are further outlined in our how TAs work procedures.

SLT

The role of SLT is critical in ensuring a strategic whole school approach is taken to meeting the needs of children with SEND. The Head Teacher models for all staff, children and parents/carers the value of inclusion and respect for diversity, and sets the standard of what is expected from everyone working in the school.

Other responsibilities include:

- set the strategic direction in consultation with the SENCo
- seek SENCo input when reviewing SEND budget
- establish and monitor with the SENCo resources (including commissioned support services and additional TA support)
- ensure the SENCo is meeting with and informing Governors about SEND issues on a regular basis
- ensure SEND Policy is in place and that the SENCo takes an overview in its day-to-day implementation
- ensure staff and governor training and development needs relating to SEND are identified and met
- ensure Access plan is in place.

Storing and Managing Information

SIMS is the main database for storing information about children, although CASPA is also used for children with more complex levels of SEND. Case records are maintained for all children with SEND and are governed by our filing and record-keeping procedures, as well as the school's approach to Information Management – all within the guidelines of GDPR regulations.

Reviewing the Policy

The policy is kept under regular review. Termly governor support and challenge meetings, as well as progress and staff meetings, provide frequent opportunities to monitor its implementation as well as areas that require development. There is a formal review that takes place annually and is led by the SENCo, in consultation with SLT, and includes the voice of children, parents/carers and staff.

Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act, places a duty on us to increase over time our accessibility to children with disabilities. We aim that:

The school has interactive whiteboards in every classroom and there is access to laptops and iPads for all children

Our temporary site is accessible and we will seek as far as is practical to adapt the environment to meet pupils' needs.

Dealing with Complaints

We hope that every parent/carer is happy with what is in place for their child. If they have anything you are not sure about, or have a concern with, the first thing to do is always discuss this with the child's class teacher. In most instances, issues are resolved at this stage. However, if they remain unhappy, they can also speak to the SENCo or the Head Teacher. Copies of the school's complaints procedure are also available via the website or the school office.

Commissioning Arrangements (AP)

COLPAI is committed to providing education excellence for all pupils. As an inclusive school, staff endeavour to meet the needs of all pupils through high quality in-school provision, and where appropriate, through close partnership working and the specialist support of external agencies. Where a pupil's SEND are not best met in this way, the school will commission alternative provision in accordance with the school's Procurement policy and in consultation with and approval of the Board of Governors.

Other Important Documents

Please read this policy alongside our SEND School Offer, which also incorporates our SEND Information Report.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: DfE Advice for Schools (2013)
- SEND Code of Practice 0-25 (2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions - April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document - September 2013
- Safeguarding policy
- Accessibility Plan
- Teachers Standards (2012)