



**CITY OF LONDON**  
**PRIMARY ACADEMY**  
**ISLINGTON**

## **Special Educational Needs & Disability (SEND) Policy**

Responsibility:	Governing Body
Updated:	September 2024
Approved by Board:	September 2024
Next Review Date:	September 2025

**COLPAI**

**SEND Policy**

The SEND Code of Practice (section 6.79 p106 and 107) states that the following information must be made available:

- *6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.*

What are the school's aims and objectives in this policy? How does it relate to children with SEN or disabilities (SEND)?

Our school has 5 core values:

- Respect
- Excellence
- Aspiration
- Creativity
- Teamwork

The aim 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. We do this within the Statutory Framework set out in the SEN Code of Practice (2014)

To achieve these aims, we have the following objectives:

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

<p>What type of school are we?</p> <p>What age does the school admit children?</p> <p>Do we have specialist SEN provision?</p> <p>Admissions</p>	<p>We are a 2-form entry mainstream primary school.</p> <p>Children start age 4/5 in our Reception year classes.</p> <p>We do not have any Local Authority specialist provision attached to or within the school. From September 2023 however, we are developing a bespoke provision for a very small number of new Reception children with EHCPs who have significant needs.</p> <p>Although an academy, our admissions are organised by Islington’s pupil services team. Our admissions criteria is on our website. Parents of children with an EHCP are welcome to apply for a place at COLPAI through Islington’s SEN team.</p> <p>We are an inclusive, accessible school and we are open to admissions from all children, regardless of needs.</p>
<p>Current Ofsted rating</p>	<p>Outstanding (2019)</p>
<p>How do we ensure that children who need extra help are identified early and how do we review this?</p>	<p>We have a proven track record in the early identification of children with SEND.</p> <p>There are four types of Special Educational Needs and Disabilities (SEND) that were introduced in the SEN Code of Practice (2014):</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, mental and emotional health</li> <li>• Sensory or physical</li> </ul> <p>If a child has SEND, then their needs will generally fit into one or more of these categories. We use the categories of SEND above to support us when making decisions about the support we organise.</p> <p>‘Behaviour’ is no longer a ‘stand-alone’ need under the CoP. Our identification processes include understanding the underlying reasons for the child’s behaviour and addressing these, rather than focusing on behaviour alone. However, SEMH can include a child’s behaviour needs.</p> <p><b>A school’s provision for SEND is defined as support which is additional to or different from that which is available to all children.</b></p> <p>We recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, children are identified as having SEND in a variety of ways, including the following:</p> <ul style="list-style-type: none"> <li>• Liaison with primary school/previous school</li> </ul>

	<ul style="list-style-type: none"> <li>• The child performing significantly below expected levels</li> <li>• Concerns raised by parent/carer</li> <li>• Concerns raised by teacher</li> <li>• Liaison with external agencies, e.g. physical health diagnosis from paediatrician</li> </ul> <p>We ensure the thorough and individualised assessment of children, through:</p> <ul style="list-style-type: none"> <li>• In the Early Years we assess all children within the first 6 weeks of starting school. In addition, children are assessed through on-going observations.</li> <li>• From Year 1 children are assessed termly using both teacher-led and diagnostic assessments in reading, phonics, writing and maths</li> <li>• We communicate and consult effectively with all stakeholders through child progress meetings, parent’s meetings, target setting with children in writing, Reception class home visits</li> <li>• We constantly monitor children’s progress during interventions. We identify and assess children with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).</li> <li>• Parents/carers and children are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.</li> </ul> <p>If a child is identified as having SEND their name will be added to SIMS (our pupil management system) as ‘SEN support’. However, we recognise that child’s needs may change over time and provision must reflect this. This list is reviewed each term at Pupil Progress meetings involving members of the Senior Leadership Team and your child’s class teacher.</p>
<p>What should a parent do if they think their child may have special educational needs?</p>	<p>When your child starts school, you will be invited to an admission meeting with the Headteacher, where we ask you to talk about your child and any difficulties you think they may have. Your main point of contact at school should always be your child’s class teacher. You can start by contacting them and discuss your concerns. If you need to speak with other staff members, such as the Deputy Headteacher or SENCO, then the school office is able to assist.</p>
<p>What do we do to help children with special educational needs or disabilities?</p>	<p>Your child’s class teacher is responsible for planning lessons that are inclusive, accessible to and differentiated for every child.</p> <p>This can mean teachers plan:</p> <ul style="list-style-type: none"> <li>• Small group or 1-1 learning with a TA (teaching assistant).</li> </ul>

	<ul style="list-style-type: none"> <li>• Pre-teaching content or vocabulary (the TA works teaches the children the words that they will need to know before a lesson so that they can fully take part)</li> <li>• Over-learning topics (where parts of a topic are re-taught to make sure that children have learnt it)</li> <li>• To set alternative activities for home learning</li> <li>• To provide specially targeted texts and resources appropriate for a child's reading ages (all of our books are graded using reading recovery levels and book bands; this means that all children are given a book that they can read)</li> <li>• To provide additional apparatus or materials (for example practical resources, additional ICT)</li> <li>• To adapt and adjust resources and materials to make them accessible for children with specific learning difficulties eg visual or physical difficulties (for example we make texts bigger for some children).</li> </ul>
<p>How do teachers match the curriculum to an individual child's needs?</p>	<p>At COLPAI all of our policies have a statement on differentiation (matching the curriculum to an individual child's needs). Our learning and teaching policy states:  'Work has to be differentiated-it is no good teaching children what they cannot do. Differentiation must meet the needs and abilities of all children including those with SEN and disabilities'.</p> <p>At COLPAI all of the teachers teach using a 'rubric' which sets out how every lesson is taught. Teachers ensure that all children are included by:</p> <ul style="list-style-type: none"> <li>• Using focused questions</li> <li>• Directly supporting children in groups</li> <li>• Repeating instructions and information regularly</li> <li>• Breaking instructions and information into manageable chunks</li> <li>• Giving children materials (concrete apparatus) that they can use to help them when they are learning</li> <li>• Scaffolding (supporting) children's answers and responses (for example giving them sentence starts)</li> <li>• Using TAs to support specific groups or individual children</li> </ul>
<p>How are our resources allocated and matched to a child's special educational needs?</p> <p>How is the SEN budget allocated?</p>	<p>As an academy, COLPAI receives its funding direct from the Government. There are 2 main budgets that we use to provide resources for children with SEN:</p> <p><b>Core Budget</b></p> <ul style="list-style-type: none"> <li>• COLPAI has used some of the core budget to employ a SENCo, who oversees the provision for all children with additional</li> </ul>

learning needs and coordinates and organises support for children with SEN.

- Core funding has also been used to purchase specifically designed equipment and resources for children with a special educational need or disability, including ipads etc.

#### **Additional funds for SEN**

- Children with special educational needs benefit from all the ways that school helps all children to learn. The additional funds for SEN are used to provide support to specifically identified children and included those who are on the SEN register as needing 'SEN Support' and for children with an Education, Health and Care Plan (EHCP). The funds are used to provide high quality teaching and learning in a structured manner. Much of that work is carried out by a team of highly skilled Teaching Assistants (TAs) in the Inclusion Team.
- Additional funds are also used to provide a highly skilled Speech and Language Therapist who is commissioned to identify and assess children. In addition, she trains TAs who support children with Speech and Language difficulties.
- Additional visits are purchased from the Educational Psychologist to ensure that all the children who require support are catered for.
- In addition, the school is given extra funds for individual children which must be used in accordance with each child's EHCP to provide appropriate support as recorded in their EHCP (Education Health and Care Plan).

#### **Sourcing additional funding**

If parents/carers and school staff judge that a child requires more help than the school can provide from within the allocated budget, there is the option of asking the local authority for an assessment to decide whether an Education, Health and Care Plan (EHCP) is necessary. 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:

	<p>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</p> <p>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.</p> <p>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.</p> <p>Further information about EHC Plans and requesting them is available from the relevant LA's local offer.</p>
<p>How do we monitor a child's progress and communicate with parents about their progress?</p>	<p>Our assessment and monitoring programme ensures that we know what children can do and need to do next. We monitor children's progress at the end of lessons through marking and at the end of a block of lessons or a unit of work through assessments. In addition, if a child is having additional support outside of the classroom, we make sure that the progress they are making is very closely monitored (for example if a child is working with a speech therapist, we will check that they are improving the way they are speaking.)</p> <p>The school has a variety of ways to allow parents/carers and to share their views and concerns. The SENCo is available for meetings. Teachers endeavour to be available at the end of the school day. In addition, the school holds parent consultations 3 times a year.</p> <p>Our teachers are responsible and accountable for the progress and development of the children in their class. 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:</p> <ul style="list-style-type: none"> <li>• regular observations of teaching</li> <li>• work scrutinies</li> <li>• learning walks</li> <li>• performance management / appraisal</li> <li>• data analysis</li> <li>• parent-teacher meetings</li> <li>• 'pupil progress' meetings</li> </ul>

<p>How are decisions made about what type and how much support an individual child will receive?</p>	<p>We review every child's progress termly and at these meetings we identify and then plan support for potentially vulnerable children. We ask the questions, 'Why is this child not making progress and what can we do to support them?'</p> <p>If a child is not making progress as a result of high-quality teaching:</p> <ul style="list-style-type: none"> <li>• The teacher and Deputy Headteacher 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 support from the teacher or through individualised/small group interventions provided by a Teaching Assistant 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.</li> <li>• If a child's needs require a more intensive level of support than can be provided as part of the approach above, the teacher and Deputy meet the SENCo together to: <ul style="list-style-type: none"> <li>(a) review what has been provided and the child's response to this</li> <li>(b) determine what additional assessment/intervention may be required to make progress</li> <li>(c) establish what the best next steps are.</li> </ul> </li> <li>• 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 the involvement of external agencies for assessment and intervention support (e.g. from a Speech and Language Therapist [SALT]). Additional provision and external agency involvement is discussed with parents or carers and involvement is sought between the home and school.</li> <li>• <b>A child who receives 'additional to and different from' provision to ensure they make adequate progress is considered to have a SEND.</b> The class teacher has responsibility for the delivery of this SEND provision with the SENCo. This is called the 'Assess-Plan-Do-Review' cycle. At every stage of the cycle, teachers and the SENCo liaise with parents/carers/children.</li> </ul>
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	<p><b>The progress of children with SEND is reviewed every term.</b> We review and assess the child's progress to the outcomes that we had set in their support plan. We then set new outcomes and make a plan of the support we will put into place. The SENCo then feeds back to the parent/carer and seeks parental consent if an external agency assessment/intervention is required.</p>
<p>What support do we offer for children's overall health and wellbeing?</p>	<p>We identify these needs in the same ways that we do SEND. Support for children with identified health and well-being needs is the responsibility of all of the staff here at COLPAI.</p> <p>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.</p> <p>The school has established links with a number of organisations that support children with well-being needs. Currently we have an art therapist who works with us 1 day/week. In addition, we have a school-based CAMHS clinician who supports children, families and staff.</p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>The school buys in support from outside agencies as it is needed. We work closely with a specialist school in the Borough; The Bridge School to support children with ASD.</p> <p>We also draw upon the following services:</p> <ul style="list-style-type: none"> <li>• Occupational therapy</li> <li>• Child psychology</li> <li>• Education welfare</li> <li>• Hearing impaired service</li> <li>• Visually impaired service</li> <li>• Behaviour support service</li> <li>• Social services</li> <li>• Specialist Health services</li> </ul>
<p>What training have the staff supporting children with SEN or disabilities had?</p>	<p>Every year we have training for staff both in the 5 training days when the school is closed and every week after school. A training programme is devised every year.</p>

How accessible is the school environment?	<b>Access to our new building is set out in our accessibility policy.</b>
How does the school prepare and support children when they join?	We work closely with pre-schools and nurseries in the local area and the teachers visit children in their setting and invite new children coming to COLPAI to visit (again, those with additional needs are invited to visit more often). Where children are transferring from another school, we make sure that the SENCo and/or the class teacher visits the school to meet the child and parents are invited to visit.
How does the school support children when they transfer to a new school or the next stage of education?	<p>Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible by:</p> <ul style="list-style-type: none"> <li>• Visiting children in their previous setting/nursery/school/at home</li> <li>• Accompanying children on visits to their new classroom/school</li> <li>• Introducing them to their new class teacher well before the end of the school year</li> <li>• Discussing any concerns that the child may have and then planning practical support with them and their parents/carers</li> <li>• Writing 'social stories' that have this information in visual form that the child can read with their parents/carers over the summer holiday</li> <li>• We will work with parents/carers to ensure that the secondary transition for children with SEND in 2023/24 meets the needs of their children. The SENCo will meet with parents to discuss the process and will liaise directly with the SENCo of secondary schools.</li> <li>• We also set new outcomes for a child's SEN support plan before the end of the school year. This means that the child's needs, the provision and outcomes identified to meet them are part of the transition process and are made explicit to the child's new teacher before the school year starts.</li> </ul>
How are parents involved in the school's life?	We encourage parents to talk to their child's class teacher about any issues or concerns that they may have. Teachers make themselves available by picking up/ collecting children from the playground. The SENCo meets and talks to parents of children with SEND regularly and is available to discuss any concerns. The specialists who work with us, such as the educational psychologist, also support parents.

How do we monitor and evaluate the effectiveness of this policy?

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. Work 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**

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 this policy) and others based on the type of role they carry out/children with whom they work (e.g. 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 2020-21 academic year can be found in the school's SEND Information Report.

## **Roles and Responsibilities:**

### **SEND 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 CoP (2014) 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, Secondary Schools (FOR Year 6 to 7 transition), 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, Deputy Headteacher 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 and what they need to do to get there.

**Teaching Assistants (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.

### **Senior Leadership Team**

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. 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.

### **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.

	<p><b>Commissioning Arrangements (Alternative Provision)</b></p> <p>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 seek to commission alternative provision in accordance with the school's Procurement policy and in consultation with and approval of the Board of Governors.</p>
	<p><b>Other Important Documents</b></p> <p>Please read this policy alongside our SEND School Offer, which also incorporates our SEND Information Report.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Equality Act 2010: DfE Advice for Schools (2013)</li> <li>• SEND Code of Practice 0-25 (2014)</li> <li>• Schools SEND Information Report Regulations (2014)</li> <li>• Statutory Guidance on Supporting Pupils at School with Medical Conditions - April 2014</li> <li>• The National Curriculum in England Key Stage 1 and 2 framework document - September 2013</li> <li>• Safeguarding policy</li> <li>• Accessibility Plan</li> <li>• Teachers Standards (2012)</li> </ul>
<p>Who can a parent contact for further information?</p>	<p>Please contact the school office:  <a href="mailto:office@islingtonprimary.colpai.org.uk">office@islingtonprimary.colpai.org.uk</a>  020 7504 0556</p>