




## SEND Policy

Policy Originator	Morgan Currie
Governor Responsible	Governor Responsible for SEND
Status	Statutory
Last reviewed	Spring 2023
Ratified on	28.02.2023
Review period	Annually
Signed by Governor responsible for SEND	

**Rationale:**

Campsbourne is a school in which the learning, achievements, attitudes, well being and the happiness of every individual matters. We are committed to providing an environment in which all pupils are enabled to realise their potential. At Campsbourne, we aim to provide a stimulating and exciting learning environment which encourages all pupils to maximise their individual potential and ensure high expectations for all SEND pupils.

**Aim:**

Our vision is to provide pupils with a range of learning strategies and life skills that reflects a positive attitude towards their special educational needs and disabilities. To support children to become confident learners in life and to strive towards the greatest independence possible. All staff recognise the importance of building and developing supportive and effective relationships with parents of children with SEND attending our school. Safeguarding is taken seriously and the policy has been written in accordance with: The Children and Families Act and SEN Code of Practice (2014) and is also informed by our Teaching and Learning Policy, Behaviour Policy, Foundation Stage Policy, Equal Opportunities and Inclusion Policies.

**SEND Contact Details:**

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SEND Governor	Mrs Ranak Tebbit	<a href="mailto:ranak.tebbit@gmail.com">ranak.tebbit@gmail.com</a>

**Nursery Admissions Criteria:**

The admission authority reserves the right to not offer a nursery place where the admission of a child would prejudice the provision of efficient education or the efficient use of resources.

**Admissions for Reception to Year 6**

The admission authority reserves the right to not offer a school place where the admission of a child would prejudice the provision of efficient education or the efficient use of resources. If this happens, the parent/carers will be offered the right of appeal to an independent appeal panel.

**Admissions for Children with Statements of SEN/EHCPs**

Children with Statements of SEN/EHCPs are not admitted through the admissions arrangements and are placed in schools through the EHCP process. School places are allocated in accordance with the Children and Families Act 2014, which requires the Local Authority to take into account the child's special educational needs, parental request for schools, and the formal view of the schools requested before making a decision. For pupils with an EHCP, schools have 15 days to respond to consultation for a place and a school may decide that it would be unsuitable for a child to be admitted because her/his attendance would be incompatible with the efficient education of others, or the efficient use of resources. If a child is not given a place at their requested school, then the parent/carers will be offered a right of appeal to an independent special educational needs and disability (SEND) tribunal.

**Definition of Special Educational Needs - SEN Code of Practice: 0-25yrs (2014) 1:8**

A person has SEN if they have a *learning difficulty or disability which calls for special educational provision* to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of children of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school. A child under compulsory school age has special educational needs if they fall within the above definition and would do so if special educational provision was not made for them [Clause 20 Children and Families Act 2014].

**The Co-ordination of SEND:**

The head teacher is responsible for the management of the educational provision for all children within the school, including children with SEND. However, much of this work will be carried out by the Inclusion Manager/Deputy Head Morgan Currie and the staff team. It is recognised that *all* staff play an important role in the identification, referral and teaching of children with SEND. We value the importance of all professionals working collaboratively to meet pupil's educational needs.

**The Role of the Inclusion Manager:**

- Overseeing the day to day operation of the school's special educational needs policy.

- Updating the SEND policy and school website in light of changes to school systems, staffing and national advice and requirements
- Co – ordinating provision for children with SEND.
- Overseeing and maintaining the Targeted Provision Map.
- Updating own knowledge and understanding of matters pertaining to SEND.
- Liaising with and advising colleagues.
- Managing learning support staff
- Organising and chairing Annual Review meetings for pupils with Statements of Special Needs/EHCP.
- Overseeing the records of pupils with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in – service training of staff.
- Liaising with external agencies including the LEA’s support services, psychological service, health and social services and voluntary bodies.
- Developing the range of SEND resources and managing the SEND budget in partnership with the Head teacher.
- Advising governors of their responsibilities and regularly meeting the nominated SEND governor.
- Contributing to the cycle of self – evaluation by providing assessment evidence linked to the overall quality of SEND provision in the school.
- Reporting to governors orally and in writing regarding SEND matters.

#### **The Different SEND Stages:**

No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care Plans [EHCP] which support children from birth to 25 years of age.

There is one school based category of need known as Special Education Needs Support [SEND]

Within SEND there are four categories as defined in the SEN Code of Practice 2014:

- Communication and Interaction

Pupils with speech, language and communication needs have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what has been said or they find it difficult to understand the use of social rules and communication.

- Cognition and Learning

Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate, severe or profound and multiple learning difficulties. Pupils may have specific learning difficulties, including dyslexia, dyscalculia and dyspraxia.

- Social, emotional and mental health

Pupils may experience a wide range of difficulties which may include becoming withdrawn or isolated, as well as displaying challenging behaviour. Pupils may have difficulties such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- Sensory and/or physical needs

Some pupils may have vision impairment (VI), hearing impairment (HI), a multi-sensory impairment (MSI) or a physical disability (PD) which requires specialist support and/or equipment to access their learning.

#### **Identifying SEND [SEN Support] Children:**

All children’s progress is monitored termly at Pupil Progress Meetings. If children are identified as not making progress they are discussed with the Inclusion Manager and a plan of action implemented. A child is considered to be making less than expected progress if:

- They are significantly slower than their peers starting from the same baseline.
- Failing to match or improve their previous rate of progress.

- Failing to close the attainment gap between the child and their peers.

At Campsbourne School we have a 3 tiered approach to supporting a child's learning:

**Universal** – this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations and additional resourcing to match learning needs.

**Targeted** - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of:

- assessing your child's needs.
- planning the most effective and appropriate intervention.
- providing this intervention.
- reviewing the impact on your child's progress towards individual learning outcomes.

Assessment involves clearly identifying the pupil's needs using specialised and teacher assessment, details of previous progress and attainment along with comparisons of national data. The pupil's views, parental concerns and advice from external professionals will also be considered.

Specific targeted one to one or small group interventions may run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum and ensure they are specific, measurable, achievable, realistic and time-measured. Parents will be kept informed of their child's progress towards learning outcomes.

We believe all children learn best with their peers and aim for all children to be working independently within the class to the best of their ability. A suitable intervention is discussed at the pupil progress meeting to best match children's learning needs. Teachers aim to spend time each day working with children who have SEN individually or as part of a group. When allocating a Teaching Assistant [TA] our focus is on achievement rather than hours. We aim to provide sufficient support to enable the child to achieve their targets without developing a learned dependence on adults.

The school has a range of interventions which are listed on the provision map available on the school website. Interventions are planned in 6-12 week blocks.

- At the end, children's progress towards their targets are assessed and recorded.
- A decision is then made to continue the intervention, use a new intervention or to allow a period of consolidation in the class.
- The Inclusion Manager and the SMT monitor the effectiveness of interventions.

**Specialist** – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for a child. This may include educational psychology, speech and language therapy, occupational therapy, advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through a Statement of SEN or an EHCP. Parents are advised to contact their GP and request a referral to the child development service if they think their child may have ASD or ADHD.

#### **Supporting SEND Pupils:**

Once a child has been identified as having SEN, the Inclusion Manager/SENCo will arrange a meeting with parents/carers to:

- Discuss assessments that have been completed.
- Agree on a plan and provision for the pupil.
- Complete an Individual Support Tracker:
  - A Support Tracker includes targets set to support the child's SEND needs.
  - It provides some strategies that may be helpful when working with that particular child.

- It includes the Individual Education Plan [IEP] targets for pupils with specific learning difficulties and STM/ EHCP pupils detailing how and who are implementing specific strategies.
- It includes outside agencies working with child/family and recent and assessment figures.

Parents and children of those with EHCP's are invited to meetings which take place in Autumn, Spring and Summer term with their class teacher to review progress, set targets and agree provision for the following term.

#### **Education and Health Care Plan [EHCP]:**

The special needs of the great majority of children should be met effectively within mainstream schools through high quality SEND provision and targeted support. However, if the child's needs are more severe it may be necessary to refer the child to be assessed for an EHCP. The **parent**, school or outside agency can make this referral. Guidance for parents on how to make a needs assessment request: <http://www.haringey.gov.uk/children-and-families/local-offer/education-health-and-care-plans-ehcps/request-ehc-needs-assessment>

We can apply for an EHCP if:

- The child has a lifelong disability which means they will always need support to learn effectively.
- The child's achievements are so far below the expected national average that they may benefit in the future from specialist support.
- Having a diagnosis of ADHD, ASD or Dyslexia does not necessarily mean a child will receive an EHCP.

If the needs assessment request is successful a member of the Local Authority [Coordinator] will arrange a meeting with parents, school, health and other professionals involved with the family.

An EHCP will contain;

- The views and aspirations of you and your child
- A full description of his/her special educational needs and any health and social care needs
- Establish outcomes for your child's progress
- Specify the provision required and how education, health and social care will work together to meet your child's needs and support achievement of the agreed outcomes.

#### **Disability Access:**

Campsbourne is disability friendly in the Infant building as the school is on one level, corridors are wide and we have an easy access toilet. The school is a listed building and so the Junior school is accessible for year groups 1-3 as we do not have the building regulations to provide a lift to the second floor (the year 4-6 classrooms are located on the second floor). Other adaptations to the physical learning environment may be made as appropriate to accommodate children with other sensory disabilities.

All children have equal access to lunchtime and after school clubs and if necessary we make adaptations to meet the physical learning needs of children. We aim to ensure no child is excluded from a trip because of SEND or medical needs.

#### **Learning and Teaching:**

All classes have children with additional learning needs. All teachers are trained to teach children with SEND and have access to advice, information, training and resources to enable them to teach all children effectively. Our TA's and Higher Level Teaching Assistants [HLTAs] have expertise and training on specific interventions and areas such as Autism, Profound and Multiple Learning difficulties, Specific learning difficulties and Speech, Language and Communication needs. The Inclusion Manager is an experienced SENCo who is specialised in teaching Dyslexic pupils. The school is able to access outside professionals such as the Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Advisory Teachers and Play Therapist.

#### **Children with Social and Emotional Needs:**

If a child shows consistent inability to follow the school's behaviour policy, the teacher and Senior Leadership team will consider the child's family circumstances, learning needs and previous experiences.

If the child is felt to have long term social, emotional needs, for example: anger management, inability to develop, maintain friendships or co –operate with others the school offers a range of therapeutic interventions with the support of the Haringey Learning Partnership (HLP) and CAMHS. These are generally delivered by the specialists along with trained LSAs who have developed a trusting relationship with the child.

The school has a zero- tolerance approach to bullying, in particular towards children with Special Educational Needs and Disabilities. We investigate all allegations and if necessary work with both the victim and the bully to improve their social skills and self esteem.

#### **Partnership with Parents:**

At Campsbourne we aim to develop a close working relationship with parents to ensure:

1. Early and accurate identification of SEND leading to appropriate intervention and provision
2. Continuing social and academic progress of children with SEND
3. Personal and academic targets are set and met effectively

There may be suggested activities for parents to do at home to support their child's learning:

- The school may run parent/carer workshops in school to help understand strategies used in the school
- We may offer individual training in specific support strategies relevant to their child
- Parents will have an opportunity to meet with other professionals involved in supporting their child

#### **Transitions:**

When a child leaves the school, specific SEND records are passed on to the new school. Transition Reviews for Year 5 pupils with a Statement /EHCP are held in Year 5 to enable the LA to write an EHCP for KS3.

- At secondary transfer the pupil's SEND records, including support trackers, are sent to the new school, along with additional information about progress, preferred learning style and the pupil's views on their difficulties etc.
- In Term 6 a transition meeting is arranged between SENDCo's for children with an EHCP.
- A transition programme to Secondary Schools is usually offered by the LEA Advisory Team for pupils identified with SLCN difficulties.
- The school organise a secondary transfer programme for vulnerable children. This may be supported by the Teaching assistant, Inclusion Manager or Pastoral Manager.

#### **Governors:**

- Ensure that a named governor has responsibility for SEND.
- Ensure that the school meets its statutory responsibilities in the Code of Practice 2014.
- Undertake visits to monitor and evaluate the SEND Provision.

#### **School and Haringey Information Report (Local Offer):**

Campsbourne School SEND information is a set of Frequently Asked Questions available from our website under <http://campsbourne.haringey.sch.uk/provision-2/teaching-and-learning-2/sen/>

This is a guide to Haringey services available for children and young people who have special educational needs and disabilities <http://www.haringey.gov.uk/children-and-families/children-and-young-people-special-educational-needs-and-disabilities-our-local-offer>

#### **Complaints:**

We always aim to maintain positive relationships with parents and carers and do our best to address any concerns as soon as they arise. Parents are asked to discuss any problems with the class teacher in the first instance. If difficulties cannot be resolved with the class teacher, the Inclusion Manager/SENCO and then the Head teacher should be involved. However we are aware that in some instances a parent/carer may wish to make a complaint. This is dealt with through the school's complaints policy and procedure which can be found the school website.

**Reviewing and Evaluating the SEND Policy:**

- The policy is reviewed every year. The amended policy is then disseminated.

**This policy was reviewed in Spring 2023 and will be reviewed Spring 2024**