



Special Educational Needs and Disabilities

Policy



Approved by: THE GOVERNING BODY

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- Chair of governor: Tara Furlong
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RATIONALE

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

At The Stonebridge School our philosophy towards the provision of Special Educational Needs and Disabilities (SEND) is that every child is unique and that every child is entitled to an appropriate education that is of a high standard and one that caters for all needs.

We believe that all teachers are teachers of pupils with SEND. All children with SEND in our school should work within the classroom environment, whenever possible and appropriate, having equal access to a broad and balanced curriculum which is relevant and differentiated, demonstrating progression and coherence. Pupils with SEND deserve an enhanced level of resourcing to meet their needs and all pupils can learn and progress, if only in very small steps from their starting point.

Aims

- To work with the guidance provided in the SEND code of Practice 2015.
- To identify, at the earliest opportunity, all children who need special consideration to support their communication and interaction, cognition and learning, physical and sensory and/or Social, Emotional and Mental Health needs.
- To involve parents/carers, pupils and others in developing a partnership of support.
- To ensure that children with SEND have access to a broad, balanced and suitable differentiated curriculum relevant to the pupils needs.
- To raise the aspirations of, and expectations for all pupils with SEND, providing a focus on desirable outcomes relating to progress.
- To ensure that all children with SEN and disability are involved, where practical, in decision making affecting their future provision.
- To monitor the progress of pupils, to identify needs as they arise and to provide support in a timely manner.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others

of the same age in mainstream schools or mainstream post-16 institutions ([The Children and Families Act 2014 \(Part 3\)](#))

Under the Equality Act 2010; children and young people who have a disability that is 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age. For a child under two years of age, special educational provision means educational provision of any kind.

EARLY IDENTIFICATION OF CHILDREN WITH SEND

At The Stonebridge School there is an assessment system which tracks pupil progress and attainment from Foundation stage to the end of Key stage 2. Early identification of children with SEND is a priority. The class teachers take responsibility for providing quality first teaching for all pupils in their class. As such, they provide a differentiated curriculum to cater for a range of abilities within their class and know their pupils best.

The school regularly reviews the quality of teaching for all children through observations, book scrutiny, pupil conversation and pupil progress tracking meetings, which give the class teachers and SENDCO the opportunity to discuss concerns they may have about individual pupils. Teachers also meet with parents/carers to discuss concerns, agree priorities and strategies.

The purpose of identification is to establish what action the school needs to take to meet the needs of pupils who have SEND. We endeavour to secure special educational provision for children for whom this is required, that is provision 'additional to, and different from' of which is provided within the differentiated curriculum to better respond to the four broad areas of need, identified in the Code of Practice 2015.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/physical

WHOLE SCHOOL APPROACH

At The Stonebridge School we follow the SEND code of practice 2015 which requires:

- early identification and an early response to SEND
- identification of SEND with parents
- a graduated approach to responding to SEND- a cycle of assess, plan, do, review
- the involvement of specialists where a child continues to make less than expected progress

Children identified as having SEND are, as far as it is practicable, fully integrated into mainstream classes. We make every effort to ensure that they have full access to lessons and are integrated into all aspects of school life. All teachers are responsible for identifying children with SEND and, in collaboration with the SENDCO, will ensure that those children requiring different or additional support are identified at an early stage.

PROVISION MAPS AND INTERVENTIONS

Children who have been identified as having SEND needs are as far as possible integrated into mainstream classes. The Stonebridge School ensure that the needs of pupils are met through Quality First Teaching. The Stonebridge school endeavours to remove barriers to learning and provide provision that the child may need. The cycle or assess, plan , do review will begin with the child being at the centre of decisions made to support them.

Class Teachers will provide the majority of SEN support and this includes some of the examples below

- The child being provided with a differentiated curriculum and in some cases a personalised curriculum
- Small group targeted support by the class teacher or teaching assistant.
- Resources or specialist equipment
- Individual support as needed during independent learning time.
- Specialist support from teaching assistants such as Speech and Language therapy

Children who need additional support are targeted though interventions, which are recorded on provision maps. The class teachers remain responsible and accountable for children supported by teaching assistants and specialist staff. It is the responsibility of the class teachers to do baseline assessments and set S.M.A.R.T targets so that the impact of interventions can be measured. The provision map is seen as a working document that can be added to and amended over the course of the year which includes a record of outcomes.

The impact of the provision is measured regularly and children not making adequate progress are discussed during pupil progress meetings, parents/carers conversations and the SENDCO. At this stage it will be discussed with class teachers and parents if involvement is needed from outside agencies.

Where concerns remain despite intervention and the input and advice from outside agencies the school will consider requesting a Statutory Assessment. Parents will be consulted and be fully involved in the process. The School also recognises that Parents can also request a Statutory Assessment by the Local Authority.

ASSESSMENT

Assessment is the process by which a child with SEND can be identified. Whether or not a child is making progress, is seen as a significant factor in considering the need for SEND provision. The school uses appropriate screening and assessment tools to ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Children's performance against the expected key indicators of the year group he or she is in, compared to other children of the same age.
- Standardised screening or assessment tools.

The Stonebridge School also uses the following information to support assessment process:

- Information from parents.
- Records from previous schools.
- Screening /diagnostic tests.
- Reports or observations.
- Teacher assessment.

- Pupil portfolios for children in the Early Years Foundation Stage.
- Reports from multi-agencies.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress is

- Significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

PROVISIONS FOR NEW CHILDREN IDENTIFIED AS HAVING SEND

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitude, level of ability and attainment, and will be used to improve continuity in learning. When a child transfers from another school their school records are requested. If the child has special educational needs the current SENCO will speak to the SENCO from the previous setting. All SEND records are then transferred. These records are used to:

- Provide starting points for an appropriate curriculum.
- Identify the need for support within the class.
- Assess learning needs.
- Ensure on-going observations/assessments provide regular feedback on achievements and experiences.
- For planning next steps in learning.
- Involve parents in a joint home-school learning approach.

The teacher and SENDCO will meet with parents to discuss the needs of the child and provisions that will need to put into place. At times the Assistant Head of the phase will also attend.

THE RANGE OF SEN PROVISION AT THE STONEBRIDGESCHOOL:

- Full-time education within class, following a differentiated or personalised curriculum.
- Small group targeted interventions, in and out of class.
- 1:1 support in and out of class.
- A highly skilled teaching assistants to deliver speech and language therapy speech
- All Child
- Sensory room
- Sensory circuit /trim trail

Further information regarding SEND provision can be obtained through 'Brent's Local Offer'.

RECORD KEEPING

The school will record the steps taken to meet the child's individual needs. The SENDCO will maintain the records and ensure access to these. In addition to the usual school records, the pupil's profile will include:

- Information from parents/carers.
- Information on progress and behaviour.
- Children's own perceptions of difficulties.

- Information from health/social services.
- Information from other agencies.

USE OF SUPPORT STAFF FOR SEND PUPILS

The SENDCO, in collaboration with the class teachers and year leaders will decide the action required to help children make progress. The following will be considered when planning the appropriate support for children.

- Results of previous assessments
- Impact of additional provision
- Provision and use of reasonable adjustment, alternative learning materials, special equipment and resources including use of space with minimal distraction.
- Involvement of additional adult in the plan using the graduated approach; 'assess, do, review cycle'
- Staff development /training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training.

INDIVIDUAL EDUCATION PLANS (IEP)

Children requiring an Individual Education Plan are characterised by requiring a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the SENDCO after full consultation with parents. External support services will advise on targets for a new Individual Education Plan and provide specialist input to support the process. Intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period.
- Continues to work at assessment levels considerably lower than expected for a child of similar age.
- Continues to experience difficulty in developing literacy/numeracy skills
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning
- Has medical needs that impede the development of social relationships, thus presenting barriers to learning

Individual Education Plans are created in consultations with parents/carers, child, teacher and is overseen by the SENDCO. ISP is a working document and will specify the following:

- Agreed priorities
- Short-term SMART targets
- Teaching and learning strategies
- Provision made and adults responsible for delivering the additional support
- When additional provision will be implemented
- The outcomes/progress recorded/ at review

The ISP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on S.M.A.R.T targets that are closely matched to children's needs.

REVIEWING INDIVIDUAL EDUCATION PLANS

The Individual Education Plans will be reviewed termly with children, parents/carers, class teachers and where possible other professionals who support the children. Priorities will be agreed for the next step in the learning journey and strategies discussed. New targets will be set and agreed with the class teacher, parent and pupil. This will take place where possible during the termly parents meeting within the school year.

REQUEST for STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention following Outside Agency advice, the child remains a significant cause for concern. A Statutory Assessment might also be requested by parent/carers or outside agencies.

The school will have the following information available:

- The action followed by the school since the child has been identified as having a special need.
- The Individual Education Plans
- Records and outcomes of regular reviews undertaken
- Information on the child's health and relevant medical history if necessary
- Previous attainment levels and progress
- Most recent assessment information
- Other relevant assessments from specialists such as Educational Psychologists
- The views of parents/carers.
- Where possible, children's views
- Social Services/Educational Welfare Service reports, where relevant.
- Any other involvement by professionals.

An Educational, Health Care Plan will normally be provided where, after considering a request for an Educational, Health Care Plan, the LEA considers whether or not the child requires provision beyond what the school can offer, as the child's needs cannot be met by the current support arrangements in school. The StonebridgeSchool recognises that a request for a Statutory Assessment does not inevitably lead to an EHC Plan.

An Education, Health and Care Plan (EHC) will include details of learning outcomes for children.

These are used to develop targets that are:

- Established through parental/child consultation
- Matched to the longer-term outcomes set out in the EHC
- Shorter term outcomes set out in an Individual Learning Plan
- Implemented in the classroom
- Delivered by the class teacher, with appropriate additional support where specified.

REVIEWS OF EDUCATION, HEALTH CARE PLANS

Education, Health and Care Plans/Statements must be reviewed annually. The Local Education Authority will inform the head teacher at the beginning of each school term of the children requiring reviews. The SENDCO will coordinate and attend these reviews inviting:

- Child's parents/carers.
- Child
- Class teacher

- Teaching assistant if necessary.
- Any specialist involved in supporting the children e.g. speech therapist, physiotherapist or occupational therapist.

The aim of the review will be to:

- Assess children's progress in relation to the outcome set out in the EHC plans
- Review the provision made for the children in the context of the Early years and National Curriculum
- Review attainment in all areas of learning and development including life skills
- Consider the appropriateness of the existing EHC Plan in relation to the child's performance during the year, and whether to cease, continue, or amend it.
- Set new targets for the coming year and consider desired outcomes

Year 2 reviews will indicate the provision required in KS2. Year 6 reviews will indicate the provision required in Secondary schools (KS3). At Year 6 reviews the SENDCO of the Secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents/carers the opportunity to meet with staff involved in supporting their child in Secondary school.

With due regard for the time limits set out in the Code, the SENDCO will write a report of the Annual Review Meeting and send it, with any supporting documentation, to the LEA within the given time. The school recognises the responsibility of the Local Education Authority in deciding whether to maintain, amend, or cease an Education and Health Care Plan.

CRITERIA FOR EXITING THE SEND REGISITER

Pupils are removed from the register when they have gained in confidence and have made adequate progress. This is measured by comparing their progress and attainment with that of their peers and to national expectations. The decision to remove them from the SEND Register will be shared with both the parents/carers and child.

Records are maintained confidentially by the SENDCO. They are kept:

- Centrally in locked cupboards in the SEN Room
- In Class Inclusion files which are in kept in locked cupboards
- Electronically

ROLE OF THE SENDCO

The SENDCO has achieved the National Award in Special Educational Needs Co-ordination.

She works with the head teacher, Assistant Head for Inclusion and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of SEND policy and practice.
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Supporting the identification of children with Special Educational Needs and Disabilities
- Tracking and monitoring the progress of children with SEND
- Developing additional provision for children with SEND
- Ensuring there is high quality teaching and intervention for children with SEND
- Liaising with, and giving advice to teachers

- Managing teaching assistants including those with 1:1 responsibility to pupils with statements or EHC plan
- Overseeing children's' records.
- Liaising with parents/carers
- Coordinating and delivering INSET
- Liaising with external agencies, LEA support services, Health and Social Services and voluntary bodies
- Keeping up to date with SEND procedures and practices by attending the termly SENDCO Forums, annual SEND conference and other relevant training sessions.
- liaising with early years providers and other schools

For the effective co-ordination of SEND, all staff must be aware of:

- The role of the SENDCO and Outside Agencies
- The SEND procedures to be followed
- The responsibility all teachers have in sustaining effective provision for SEND pupils
- The commitment required by staff to keep the SENDCO well informed about children's progress.
- What exactly constitutes a 'level of concern' and at which point Outside Agencies are contacted
- The procedure by which parents are informed of this concern and the subsequent SEND provision

Additionally, parents/carers must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

THE ROLE OF THE GOVERNING BODY

The named governor responsible for SEND is Hannah Watson.

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils.
- Ensuring that a 'responsible person' is identified, to inform all those involved with teaching and supporting pupils with a Statement or EHC Plan about the contents of these documents
- At The Stonebridge this person is the SENDCO.
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the new Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing the SEND policy
- Reporting to parents/carers on the school's SEND Policy, including the allocation of resources from the school's devolved/delegated budget

THE ROLE OF CLASS TEACHERS

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being responsible for catering for the needs of all of the children within their class, including those children with special educational needs, by providing an appropriate, differentiated curriculum that incorporates challenge.

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND children.
- Collaborating with the SENDCO to decide the action required to assist the pupil to progress.
- Working with the SENDCO to collect all available information on the children
- Creating and reviewing Individual Education Plans
- Working with year leaders and class teachers to update provision maps.
- Developing constructive relationships with parents/carers.
- Being involved in the development of the school's SEND policy.

THE ROLE OF THE HEAD TEACHER

The head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision.
- Keeping the Governing Body well informed about SEND within the school.
- Working closely with the SENDCO.
- Ensuring that the SENDCO and class teachers have informed parents of the fact that SEN provision has been made for their child.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

Section 100 of the Children and Families Act 2014 places a duty on governing bodies of school to make arrangements for supporting pupils at their school with medical conditions.

Children with medical conditions are supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have Special Educational Needs and Disability (SEND) and may have a statement or Education, Health Care (EHC) plan which bring together health and social care needs, as well as their special educational provision.

The arrangements that the school makes to meet the needs of children with Medical Conditions can be found in the document Supporting Pupils at School Medical Conditions which can be found on the School's website under the heading Policies.

Staff Training

Training needs are identified in response to the children's needs on the SEND register. All Staff are expected to attend courses that help them to acquire the skills and knowledge needed to work with children with SEND. Part of the SENDCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with children with SEND. Staffs' requirements in supporting children's needs will be considered frequently with training provided internally and externally.

The school currently has staff who have had training and an expertise in Speech and Language, Precision Teaching, Reading and Maths interventions. They have regular training provided by B.O.A.T in the area of Autism.

The SENDCO attends relevant Local Authority forums to ensure that the school is part of good practice and to keep up to date with SEND developments nationally and locally.

PARTNERSHIP WITH PARENTS/CARERS

The Stonebridge School firmly believes in developing a strong partnership with parents/carers and that this will enable children with SEND to maximise their learning and development. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. The SENCO is available to support and advise parents/carers.

The school considers parents/carers of children with SEND as valued partners in the process. Depending on age and appropriateness, SEND children will also be encouraged to participate in the decision-making processes affecting them. The school will make available, to all parents of children with SEND, information about the local offer and other services available. The SENDCO coordinates termly ISP meetings for parents/carers to meet with class teachers as well as meetings with outside agencies. The termly ISP meetings where possible will coincide with Parent and Teacher meetings. This will be an opportunity to share targets and review previous ones set and also celebrate successes so far

Those children with EHC plans the SENDCO will coordinate Annual Reviews and where possible children will be part of those reviews by either attending the meeting or preparing something to share.

The SENDCO also is available to support and advise parents and carers in the following ways

- Supports parents whose first language is not English and is able to speak in Guajarati
- The SENDCO is available to parents who wish to seek advice and support. Appointments can be booked through the front office or via telephone.
- Supporting transitions from one setting to another and working with other schools to support a smooth transfer
- Guiding parents and supporting them of where best to get support and further advice when needed.

LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS

The school recognises the important contribution that external support services make in upholding SEN graduated approach; '**assess, plan, do review cycle**' for children with SEND. When it is considered necessary, professionals from the following support services will be involved with children with SEND:

- Educational Psychologist
- Speech therapist
- Physiotherapist
- Occupational Therapist
- Hearing impairment service
- Visual impairment service
- Brent Inclusion Team

- Brent Early years Team
- C.A.M.H.S
- Early Intervention Officer (C.A.F)
- Brent Outreach Autism Team (B.O.A.T.)
- School Nurse and other health professionals
- Brent SEND information, Advice and Support Services (SENDIAS)

In addition, important links are in place with the following organisations:

- The Special Needs Department of the Local Education Authority
- Education Welfare Officer
- Social Services
- SEN Advisors from the local authority

Brent Local Offer: <https://www.brent.gov.uk/localoffer>

MONITORING AND EVALUATING THE SUCCESS OF OUR SEND POLICY

The Policy is a working document and reflects the practice of the school. The SEND Policy will enable the SENDCO, Head Teacher and Governors to evaluate the effectiveness of the delivery of SEND Provision within the school.

The following monitoring is carried out: -

- Monitoring through observation the quality of planning, teaching and learning
- Scrutinising Individual Education Plans
- Tracking pupils' progress in standardised tests and teacher assessment
- Looking at evidence of children's learning journey
- Monitoring ISP meetings
- Conversations with children, parents/carers and other stakeholders
- Rigorous evaluation of SEND provision
- Training needs and provision in, and out of school
- The SLT planning strategically for SEND (agreeing objectives, evaluating how we are performing, doing a strategic analysis, setting targets)

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents/carers
- Children
- External Professionals
- Governors

COMPLAINTS PROCEDURE

The school's complaints procedure can be found on the website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required by the Head Teacher.

If parents/carers or children are dissatisfied with any of the decisions at the statutory assessment procedures they are within their rights to appeal at an SEND tribunal. This is an independent establishment under

the 1993 Act for determining appeals by parents against LA decisions on assessments and statements. The tribunal's decision will be binding on both parties to the appeal.

COMPLAINECE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2015.

The policy complies with the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014)
- Schools SEN Information Report Regulations (2015)
- Statutory Guidance on Supporting pupils with medical condition (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework documents (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2013
- Health and Social Care Act 2012

ACCESS TO POLICY

This policy can be viewed on the school's website. A copy can also be obtained from the front office when requested.