



LONDON FIELDS

PRIMARY SCHOOL



Special Educational Needs Policy

Date Approved: September 2017
Review date: September 2019

The member of staff responsible for managing the school's provision for children needing SEN support is the Special Educational Needs Co-ordinator (Senco) Sindee Bass.

She can be contacted on the school phone number 0207 254 4330 or at the school office.

The Senco is a member of the school's Senior Leadership Team.

Introduction

London Fields School aims to promote equal access to learning by catering for and integrating pupils with Special Educational Needs (SEN) into the academic and social life of the school. We recognise that children have different educational, communication, emotional and social needs and we work together to enable pupils to maximise their attainment and progress.

Children may have SEN either throughout or at any time during their school career. The SEN Policy ensures that curriculum planning and assessment for children with SEN takes account of the type and extent of the difficulty experienced by the child.

Every teacher at London Fields School is a teacher of every child in their class, including those with SEN. Quality First Teaching is central to the school's provision.

This policy has been agreed following consultation with parents, staff and children.

Aims and Objectives

London Fields School aims to:

- Identify the roles and responsibilities of staff in providing for children with SEN
- Enable all staff to play a part in the identification of pupils with SEN and address their individual needs
- Identify children with SEN as early as possible
- Include all pupils by providing access to a broad and balanced education through whole class, small group teaching and individual programmes of support
- Provide a curriculum that is relevant and differentiated to meet the specific needs of individual children
- Integrate pupils with SEN effectively alongside their peers
- Work with parents to understand and support children's learning at home and at school
- Ensure that children have a voice in this process and their views are listened to
- Ensure that children are fully prepared for transition whether this is for secondary transition, or to a specialist placement or another primary school.

Special Educational Needs

We consider a child to have SEN if he or she experiences difficulties with one or more of the following:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical need

Many children have difficulties that fit in one area of need, some have needs that cover several areas and for others the precise area of need is not initially clear. We therefore consider the needs of the whole child and not just their areas of difficulty.

An initial assessment of need is made by the teacher and a plan of support is agreed and implemented. This will be subject to review, at least termly with parents and the child. If progress is not sustained the review procedure will include the Senco and possible referral to more specialist professionals external to the school.

A graduated approach to SEN Support

The aim of the SEN Profiling System is to ensure that every child with SEN receives help and support at an appropriate level of intervention. For the majority of children the ultimate aim is that concerns are resolved, the child is removed from the Profiling System and the file closed.

There is a graduated approach to addressing SEN. Initial identification is the responsibility of the class teacher, unless the child transfers from another school or comes with a Statement of SEN or an Education, Health and Care Plan. The process begins with the professional judgement of the class teacher and is supported by assessment data.

- Teachers are accountable for the progress and development of all children in their class
- Teachers set high expectations and promote good progress and outcomes
- Teaching is adapted to respond to strengths and needs of all children
- Regular assessment is used to monitor progress and to adjust teaching and any additional support
- Behaviour is effectively managed to ensure a purposeful and safe learning environment
- Additional interventions and support is not used to compensate for a lack of quality teaching
- Assessment data is regularly reviewed with senior managers and if a child is not making expected progress adjustments to teaching or additional support may be put in place. This may include improving the teacher's knowledge of interventions
- Progress and effectiveness of any additional support is reviewed at the termly meetings between teacher, parent and child. If progress continues to be of concern as support becomes more refined there will be consultation with the Senco and a new plan agreed. This may include placing the child on the SEN register under the category SEN Support.

Managing pupils on the SEN register

- The SEN register is managed by the Senco. Children will be added to the register with the consent of parents.

- When a child is added to the register they will have an Individual Education Plan (IEP) which is reviewed by the class teacher, parent and child at least termly. The IEP will include additional targets that relate to the specific areas to be addressed.
- Any additional provision, such as a language programme, will be added to a Provision Map managed by the Senco
- If a child is not making progress parents will be consulted about a referral to external agencies for specialist advice. This may include Educational Psychologists, Speech and Language Therapists or Occupational Therapists
- If a child is of significant concern, fails to make sufficient progress and the level of support required exceeds what can be expected from the school's resources the school will explore with the parents whether an Education, Health and Care Plan should be applied for. This process will take into account the child's views and aspirations as much as is possible.

Criteria for exiting the SEN register

If a child meets their IEP targets and their progress is broadly in line with peers and is sustainable their name will be removed from the SEN register. This will follow discussion with parents and child at the termly review meeting.

Supporting Pupils and Families

- Parents can find more information about the services and support provided by the Local Authority from the Local Offer on the Hackney Learning Trust website. More information about the school provision can be obtained from the school's SEN Information Report on the London Fields School website or from the school office.
- Other agencies the school works with that can also support families include: Hackney Ark, centre for children and young people with disability and special educational needs; Homerton Row Child and Adolescent Mental Health Service (CAMHS); First Steps, Early Intervention and Community Psychology Service and Young Hackney

Admissions and transitions

No child is refused admission to London Fields School on account of his or her Special Educational Needs. We do not discriminate against any child and we follow Hackney Learning Trust's admission procedure.

At routine admission interviews, parents are asked whether their child has any developmental or additional needs.

When a child transfers from another setting a request is made for information from the previous school.

If there is a history of a continuing special need the Senco and class teacher are informed. This information helps the school to make provision for the child and to liaise with the relevant professionals at an early stage.

For children with a Statement of SEN or an Education, Health and Care Plan (EHC Plan) Hackney Learning Trust will consult with parents and the school will then be consulted as to whether it can meet the child's needs.

For children transferring to secondary school who have SEN the Senco will liaise with the new school and may arrange a meeting with the new Senco so that information is transferred and a smooth transition programme is planned. If a child with a Statement or EHC Plan transfers to a new school a transition plan will be agreed with the new Senco.

When children transfer within school to new classes in September information is shared between current and new teachers and the Senco provides information that is held in the Class SEN folder. For some children with SEN additional information is provided for the child to access at home during the school holidays to prepare them for the new class and teacher.

Supporting Children with Medical Conditions

- London Fields School recognises that children at school with medical conditions should be properly 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 SEN and may have a Statement or an EHC Plan which brings together their educational provision and health and social care needs.
- For more information on the support given to children with medical needs see the London Fields Pupils With Medical Needs Policy.

Monitoring and Evaluation of SEN Provision

- SEN provision is subject to evaluation in line with whole school provision.
- The Provision Map is used to evaluate effectiveness of the additional support and track IEP targets.
- Attainment data, work reviews and observations are used to evaluate the quality of provision.
- Feedback is taken from parents and children at review meetings
- The governing body and link SEN governor have a strategic overview of school provision. An annual report is presented to governors and the Senco meets with the link SEN governor termly.
- External agencies, such as Speech Therapists and Specialist Teachers are also involved in the monitoring of interventions.
- Review is used to refine and plan the next steps and will be incorporated into the child's new IEP.

Training and Resources

- The school receives a delegated budget from Hackney Learning Trust to use for additional support for children with SEN. Some of this money is used to buy in services and external professionals who provide training to school staff.
- Training needs are identified as part of the staff appraisal cycle and wider whole school training is identified as part of the whole school development plan.
- Training needs specific to SEN reflects the needs of the current cohort of children with SEN and these needs are identified by the Senco, often in conjunction with external professionals.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Senco to explain systems around the Special Educational Needs and Disability provision and practice and to discuss the needs of individual children.
- The Senco regularly attends the Hackney Senco conferences and training events.

Roles and Responsibilities

- The link governor for SEN has specific oversight of the school arrangements for SEN and disability.
- The SEN teaching assistants are line managed by the Senco. They are aware of the child's targets and work with the class teacher to support the child and to deliver any additional interventions that have been identified. They also work with any external professionals, for example specialist teacher, who support the child and act on their advice.
- Nedal Al-Chamaa is the teacher with specific safe guarding responsibility
- Nedal Al-Chamma is the member of staff responsible for Pupil Premium Grant and Looked After Children funding
- Sindee Bass is the member of staff who is responsible for managing the school's responsibility for meeting the medical needs of pupils.

Storing and managing information

- SEN records are kept in a locked cabinet in the Senco's office. These files are treated as confidential and will be handed over to new settings at the time of transfer.

Accessibility

London Fields School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the Equal Opportunities Policy.

The Accessibility Plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

Dealing with Complaints

Any complaint with reference to SEN provision should initially be made to the Senco who will investigate and respond. If the situation can not be resolved at this level the headteacher will be involved in the process to seek a resolution.

The Complaints Procedure will be followed if the complaint can not be informally resolved with the Headteacher and Senco.

The Complaints Policy can be found on the school's website.

Bullying

The school takes the issue of bullying seriously and all staff actively support the School's Behaviour Policy.

The school's response to bullying, including mitigating risks of bullying of vulnerable learners is covered in the School's Behaviour Policy which can be accessed on the school's website.

This policy will be reviewed annually.

Further information can be obtained from the School's SEN Information Report.