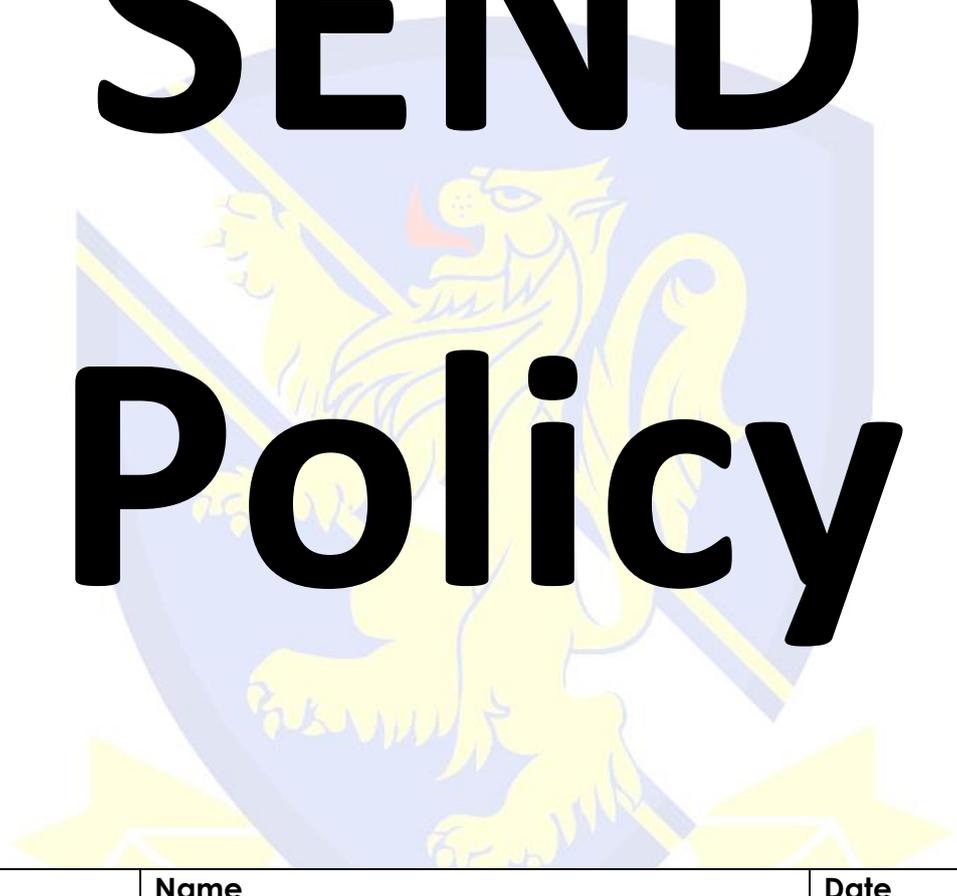


SEND Policy



	Name	Date
Prepared by:	Vicki Plume & Suzie Ashworth (SENCOs)	May 2018
Approved by:	Governing Body	
Version number	2	Date of next review: May 2021

This policy needs to be read in conjunction with the school offer.

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Definition of SEND

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 (SEND Code of Practice, 2014)

Aims

To:

- Include all children in all aspects of school life regardless of Special Educational Need or Disability (SEND)
- Promote successful learning, with access to resources to support a broad and balanced curriculum
- Equip all staff to be responsible for identifying and meeting the needs of children with SEND
- Assess and track progress and in turn provide interventions to narrow the gap
- Ensure positive partnership with parents/ carers and outside agencies

Admission & Transition

Pre-School

Children who pay can start in our Pre School when they are 2 years old, children who receive the Terrific 2 funding start the term after they turn 2. Home visits and taster sessions are arranged for smooth transition. A member of the Inclusion Team may accompany the Pre School staff on the home visit for any children who have an identified SEND.

Nursery

Children can start in our Nursery class in the September of the academic year in which they turn four. Home visits and taster sessions are arranged for smooth transition. A member of the Inclusion Team may accompany the Early Years Foundation (EYFS) staff on the home visit for any children who have an identified SEND.

Reception

All children start school in the September of the academic year in which they turn 5. Home visits are arranged with all families of children starting in Reception Class. A member of the Inclusion Team may accompany the EYFS staff on the home visit for any children who have an identified SEND. Children who are not in the school's nursery class would be visited in their current provision if there is an identified SEND and the Special Education Needs Coordinator (SENCo) would liaise with staff at the other nursery.

Admission at other times

Many of our children start during the Primary phase of their education. Admissions interviews are undertaken and any SEND would be picked up and discussed at that stage. Parents would be invited to meet with a member of the Inclusion Team to discuss individual needs. If the child has attended school in the UK the SENCo would liaise with the previous school for information and strategies.

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Admission to the Additionally Resourced Provision for Complex Needs (ARP)

The school has onsite provision for 8 children in the ARP. Entry to this is through the Local Authority (LA) procedure for Statutory Assessment. If there are spaces available, any child who is put forward by the LA to join the ARP is visited at their current provision by a member of the Inclusion Team. A report is completed after the observation of the child and discussion with the current teacher and/or SENCO. Parents are invited to view the ARP and the school. The decision is agreed with Senior Leaders and a letter is sent to the LA with the decision. Children who are accepted into the ARP are provided with a programme to aid transition and prepare them for their new school.

Identifying Needs

The SEND Code of Practice recognises four broad areas of need, in Enfield this is broken down into eleven areas of need as seen below:

- Communication and interaction
 - Speech, Language and Communication Needs – SLCN
 - Autism Spectrum Disorder – ASD

- Cognition and learning
 - Moderate Learning Difficulties – MLD
 - Severe Learning Difficulties – SLD
 - Profound and Multiple Learning Difficulties – PMLD
 - Specific Learning Difficulties – SpLD

- Social, Emotional and Mental Health - SEMH

- Sensory and/or physical
 - Visual Impairment – VI
 - Hearing Impairment – HI
 - Multi-Sensory Impairment – MSI
 - Physical Difficulty - PD

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Roles and Responsibilities

Role of Inclusion Team

The Inclusion Team is comprised of:

- Deputy Head Teacher (DHT)
- Assistant Head Teacher (KS1 & EYFS)
- Assistant Head Teacher (KS2)
- SENCo

The SENCo is the designated teacher with responsibility for SEND and is responsible for:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with parents of children with SEND
- Liaising with and advising staff, including class teachers, Learning Support Assistants (LSAs) and Teaching Assistants (TAs)
- Overseeing the records of children with SEND
- Contributing to the in-service training of staff
- Attending training and keeping informed of new initiatives
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Attend LA and Partnership meetings, training sessions including accreditation in line with national expectations
- Maintaining the SEND register and related records
- Assessing and observing pupils with SEND
- Liaising with the SEND Governor
- Reporting to the Head Teacher who has overall responsibility for SEND within the school
- To provide an action plan which is reviewed termly

Role of SEND Governor

The SEND Governor is responsible for:

- Collaborating with the Head Teacher and Inclusion Team to ensure relevant information is communicated to the Governing Body (GB) to enable the GB to fulfil its role in evaluating the success of the education which is provided to pupils with SEND
- Assisting and advising the GB on fulfilling its SEND responsibilities
- Monitoring the quality of SEND provision through termly meeting with the SENCo
- Ensuring the Inclusion Team is adhering to the 2014 Code of Practice
- Attending training keeping informed of new initiatives
- Dealing with complaints concerning provision for pupils with SEND

Role of Class Teacher

- Include children with SEND in the classroom and provide a differentiated, accessible curriculum
- Be aware of this policy with regard to procedures for identifying, monitoring and supporting children with SEND
- Giving feedback to parents of children with SEND

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Role of TA

- Be aware of this policy with regard to procedures for identifying, monitoring and supporting children with SEND
- To plan and resource designated interventions
- Give feedback to teachers and the Inclusion Team about pupils response to tasks and strategies
- To monitor and evaluate designated interventions

Working in Partnership

The school values the partnership with all parents and encourages them to play an active role in their child's education. Volunteers are welcome in school to help with reading and other projects. The Home School Liaison Book enables parents to have communication with teachers and teachers are available at the end of the school day for short discussions or a telephone call to arrange a convenient time for a longer discussion. If teachers have concerns about the progress of a child their first step will be to discuss it with parents to ensure clarity from the start of the process. Parents of children on the SEND register are invited into school termly to review their child's progress in a meeting with the class teacher. Parents of children with an Education Health and Care Plan (EHCP) have an Annual Review Meeting where the child's progress is discussed and a report sent to the LA. Parents are invited in to school to discuss various strategies available for helping their child at home.

Children are also consulted about their learning and preferences. Child views are sought for all SEND meetings with parents, including the Annual Review.

Allocation of Resources

- **Training**
 - a. whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND
 - b. Individual teachers and support staff to attend training courses that are relevant to the needs of specific children
 - c. Training is provided to build the expertise of staff identified through Performance Management Meetings
 - d. Staff attend INSET about new initiatives and guidance about SEND
 - e. Internal training is provided to introduce new techniques to support learning and share good practice
 - f. Training is provided to all staff in the assessment of children with SEND
- **Identification, Assessment & Intervention**

Identification

All children are monitored and concerns are highlighted through:

 - a. Regular Enhancing Outcomes Meetings
 - b. Inclusion Team Meetings
 - c. Parents' Evenings
 - d. The Pupil Progress Concern Log system completed by teachers/TAs after consultation with parents or cares
 - e. Home School Liaison Book

Parents are able to raise concerns with their child's teacher at any time or make an appointment to speak to one of the Inclusion Team.

Assessment

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A member of the Inclusion Team will observe the child in class and discuss possible strategies with the class teacher. The child will be monitored over the term and progress reviewed after a term. Once progress is reviewed, parents will be consulted if the school feel it is advisable to request external advice. It is when external advice is requested that the child will be entered onto the SEND register by the SENCo.

Intervention

- a. The class teacher is responsible for all the children in their class and provides Quality First Teaching ensuring all needs are met during lessons, including adult support where necessary
- b. The Inclusion team are responsible for allocating children to specific interventions and catch up programmes which are led by TAs
- c. TAs have regular meetings with teachers and the Inclusion team to discuss progress in interventions

- **External Links**

The school maintains links with support agencies and other professionals. Assessment and support from these is accessed through the SENCo. These include:

- a. Educational Psychologist
- b. Speech and Language Therapist
- c. Social Services
- d. Child and Adolescent Mental Health Services (CAMHS)
- e. Behaviour Support Service (BSS)
- f. Occupational Therapy
- g. Physiotherapy
- h. Family Support Unit
- i. Parent Partnership
- j. SENDIASS
- k. Children's Centre
- l. School Nurse
- m. National Autistic Society
- n. Outreach (Enfield Advisory Service for Autism, West Lea, Waverley and Oaktree)
- o. Enfield Parents and Children
- p. Joseph Clarke Service for Visual Impairment
- q. Hearing Impairment outreach
- r. Early Years Social Inclusion (EYSI)
- s. Family Support Unit
- t. Education Welfare Office
- u. Child Development Team
- v. Great Ormond Street Hospital
- w. Social Services

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Complaints

If you have any complaints about the SEND provision, please follow the complaints procedure that can be found on the school web site. Complaints about the above procedures should be made following the process outlined in the policy.

Complaints which are not appropriate to be dealt with through the school's complaint procedure can be dealt with by the Information Commissioner. Contact details of both will be provided with the disclosure information.

Contacts

If you have any queries or concerns regarding these policies / procedures then please contact Dominic Smart, Head teacher.

