

SEND Policy



| | Name | Date |
|----------------|------------------------|-------------------------------|
| Prepared by: | Suzie Ashworth (SENCO) | Interim review May 2023 |
| Approved by: | Governing Body | |
| Version number | 4 | Date of next review: May 2024 |

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

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The SEND Code of Practice states:

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives. (SEND Code of Practice, 2014, P.11)

This is a statement that we believe to be true and follow here at De Bohun

Definition of SEND

A child or young person has SEN 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 (SEND Code of Practice, 2014)

The Inclusion Team:

The Inclusion Team is comprised of:

- Suzie Ashworth – SENCo (National Award for SEND Co-ordination.)
- Jo Auvache- Assistant Head Teacher (Inclusion)

Assistant Head Teacher for each year group

- Sadie Moorhouse -Assistant Head Teacher (EYFS)
- Zaahirah Ali -Assistant Head Teacher (Yr 1,2,3)
- Amanda Jamil -Assistant Head Teacher ((Yr 4,5,6)

The Inclusion team meet on a regular basis to discuss any children who are being monitored or have been raised as a concern by their class teacher. The Inclusion team also support transitions of children with SEND starting at De Bohun.

Aims

To:

- To identify and provide for pupils who have SEND;
- Include all children in all aspects of school life regardless of Special Educational Need or Disability (SEND)

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- Promote successful learning to meet individual needs through a wide range of provision with access to resources to support a broad and balanced curriculum
- Equip and develop all staff, ensuring a high level of staff expertise in SEND 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 to enable good outcomes
- Ensure and continuously develop positive partnership with parents/ carers and outside agencies, allowing for a multi-professional approach to meeting individual needs of children with SEND.

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. Social stories are made to help support a smooth transition to school.

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. Social stories are made to help support a smooth transition to school.

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. Social stories are made to help support a smooth transition to school.

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 discussed with the SENCo at this stage. Parents would be invited to meet with a member of the Inclusion Team to discuss individual needs. A staggered start may be discussed with the parents to support a slower, more managed integration to a new school. If the child has attended school in the UK the SENCo would liaise with the previous school for

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information and strategies. Social stories are made to help support a smooth transition to school.

Admission to the Specialist Autism Provision

The school has onsite Specialist Autism provision. Entry to this is through the Local Authority (LA) consultation process. If there are spaces available, any child who is put forward by the LA to join the specialist provision is visited at their current setting by the SENCo. A report is completed after the observation of the child and discussion with the current teacher and/or SENCO. Parents are encouraged to view our Autism provision. After a decision is agreed with the consultation is returned to the LA with the decision. The LA makes the decision whether to place the child in our provision. Children who are accepted into the Autism provision are provided with a programme to aid transition and prepare them for their new school.

Identifying need.

The four areas of special educational needs are:

- Communication and interaction;
- Cognition and learning;
- Social, mental and emotional health; and
- Sensory and/or physical. (SEND Code of Practice 2014, p.85)

Children's needs are identified and potential concerns are monitored by ongoing teacher assessments and monitoring of behaviour. The Inclusion team meet on a regular basis and hold drop in afternoons for teachers to discuss any concerns about particular children. At Enhancing Outcome Meetings, the teacher raises any concerns they may have and strategies, resources or interventions are offered by the SENCo. We also make referrals to outside professionals and agencies if we continue to have concerns. Teachers can also complete a progress concern referral for the child to be discussed at the Inclusion Meeting.

Provision

We ensure children with SEND have access to a range of provision to support their additional needs. All children are supported through the following:

- Quality-first teaching;
- Differentiation of work;
- Targeted support within classroom;
- Selection of learning resources to cater for individual needs.

Pupils will be offered additional specialised support when it is clear that the well-differentiated curriculum and quality first teaching that is offered to all pupils is

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insufficient to meet their needs fully, (i.e. they have a special educational need as defined by the SEND Code of Practice 2014). This includes but is not limited to:

- Specialised interventions
- A specific and individual timetable
- Outside professional involvement
- Access to specialist equipment or resources
- Learning breaks
- Discussion around catering for specific needs for individual children
- Support from Inclusion team

Roles and Responsibilities.

The SENCo is the designated teacher with responsibility for SEND across the school 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 and support staff
- 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 of School who has overall responsibility for SEND within the school
- To provide an action plan which is reviewed termly
- To complete statutory paperwork such as EHC needs assessments and Annual Reviews
- Hold termly IEP meetings with parents and teachers to discuss targets
- Hold Inclusion drop in afternoons with the AHT for inclusion for staff to bring any concerns
- Overall overseeing of the running of our Autism provision
- Working closely with AHT for Inclusion.

Role of SEND Governor

The SEND Governor is responsible for:

- Collaborating with the Head of School 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

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- 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 an adapted, 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
- Know the children's outcomes from their EHCP and Passport (IEP)
- Take an active role in reviewing and setting targets with the SENCo
- Ensure any children with SEND have equal opportunities to learning and experiences
- Ensure children have the appropriate tasks and resources.

Role of Support Staff

- Be aware of this policy with regard to procedures for identifying, monitoring and supporting children with SEND
- Have an awareness of any particular difficulties and current targets.
- Have an awareness of children's Educational Health and Care Plans.
- To plan and resource designated interventions
- Give feedback to teachers and the Inclusion Team about pupil's 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. Some children have a Home School Liaison Book which 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 Passport (IEP) with the class teacher and SENCo. Parents of children with an Education Health and Care Plan (EHCP) have an Annual Review Meeting where the child's progress against their current outcomes are discussed and the appropriate paperwork is 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.

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Allocation of Resources

Training

- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND
- Individual teachers and support staff to attend training courses that are relevant to the needs of specific children
- Training is provided to build the expertise of staff as part of continuous professional development. Staff attend INSET about new initiatives and guidance about SEND
- Internal training is provided to introduce new techniques to support learning and share good practice
- External professionals are invited in to deliver specific training.
- 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:

- Regular Enhancing Outcomes Meetings
- Regular book looks
- IEP meetings and target settings
- Informal feedback from teachers
- Inclusion Team Meetings
- Parents' Evenings
- The Progress Concern Referral completed by teachers after consultation with parents or carers and given to SENCo
- Home School Liaison Book where appropriate

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

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

- 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 adapting support where necessary
- The Inclusion team are responsible for allocating children to specific interventions and catch up programmes

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- Class teachers report back to the Inclusion team on the effectiveness of any interventions in place.

Outside Professionals/External Links

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

- Educational Psychology Service
- Educational Welfare Officer
- Behaviour Support Service (SWERRL)
- Speech & Language Services
- Occupational Therapy
- Physiotherapy
- School Nurse
- Child Development Team
- SENDIASS
- Great Ormond Street
- Parent Partnership Services
- National Associations such as the National Autistic Society
- Outreach Services - Enfield Advisory Service for Autism
- Outreach services provided by special schools in Enfield.
- Social Services
- Children and Adolescent Mental Health Services (CAMHS)
- Early years Social Inclusion (EYSI)
- Family support unit
- Children's Centre
- Joseph Clarke Service for Visually Impaired
- Hearing Impaired outreach
- Early help
- Cheviots

Complaints

If you have any complaints about the SEND provision, please follow the complaints procedure that can be found on the school website. 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 Zoe Ansell, Head of School .

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Useful links for parents

Useful links for SEND to support Parent/carers

National Autistic Society -<https://www.autism.org.uk/>

Autism Education Trust - <https://www.autismeducationtrust.org.uk/>

Enfield Advisory Service for Autism - <http://enfieldasa.org.uk/>

Information about EHCP's in Enfield - <https://new.enfield.gov.uk/services/children-and-education/local-offer/education/education-health-and-care-plan-ehcp/>

Dyslexia support - <https://www.bdadyslexia.org.uk/dyslexic>

Support for Mental Health -<https://www.mentalhealth.org.uk/>

Our voice Enfield <https://www.ourvoicenfield.org.uk/>

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Services) <https://epandc.org.uk/services/sendias/>

To view the SEND code of practice please go to:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

To view the local offer please go to:
<https://new.enfield.gov.uk/services/children-and-education/local-offer/>



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Please see below for a list of abbreviations

| <u>Abbreviation</u> | <u>Meaning</u> |
|---------------------|---|
| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit Hyperactivity Disorder |
| ASC | Autism Spectrum Condition |
| ASD | Autism Spectrum Disorder |
| ARP | Additionally Resourced Provision |
| CAMHS | Child and Adolescent Mental Health Services |
| CI | Communication and Interaction |
| CoP | SEN Code of Practice |
| CL | Cognition and Learning |
| DfE | Department for Education |
| EAL | English as an Additional Language |
| EP | Educational Psychologist |
| EHCP | Education, Health and Care Plan |
| HI | Hearing Impaired |
| IEP | Individual Education Plan |
| MLD | Moderate Learning Difficulties |
| LD | Learning Difficulties |
| MSI | Multi-sensory Impairment |
| OT | Occupational Therapist |
| PECS | Picture Exchange Communication System |
| PD | Physical Difficulties |
| PEP | Personal Education Plan |
| PMLD | Profound and Multiple Learning Difficulties |
| QFT | Quality First Teaching |
| SaLT | Speech and Language Therapy |
| SEMH | Social, Emotional and Mental Health Needs |
| S&P | Sensory/Physical Needs |
| SLD | Severe Learning Difficulties |
| SpLD | Specific Learning Difficulties |
| SLCN | Speech, Language and Communication Needs |
| VI | Visually Impaired |

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