

SEND Policy and Information Report

Beit Shvidler Primary School



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Approved by:	Belinda Gabriel (SEN Governor)	Date: To be ratified
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Next review due:	April 2019
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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Beit Shvidler is an inclusive school that continually strives to ensure the best possible provision for all its pupils who have Special Educational Needs (SEND). We provide a broad and balanced curriculum for all pupils. The National Curriculum is our starting point for planning that meets the specific learning needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Where children have barriers to their learning, the school will take particular actions to help them overcome those barriers.

We aim to ensure planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child, thus supporting their learning and developmental needs.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

3. Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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 schools

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 by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO will:

- Work with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned.
- Work with the Head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The Head teacher

The Head teacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties.
- **Cognition and learning**, for example, Dyslexia, Dyspraxia, Dyscalculia.
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), phobias, anxieties, behaviour difficulties and social skills needs.
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. 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.

This may include progress in areas other than attainment, for example, social needs.

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parents/carers when identifying whether a child needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents/carers' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress, attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents/carers.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly – termly in Pupil Progress meetings and in between where necessary.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and schools

When a pupil moves from our school to another setting, we will share information about that pupil with the new setting. This includes transitions to Secondary school, Special school or another Primary school. We will inform the pupil's parents/carers about which information will be shared as part of this.

All year 6 SEN pupils will be discussed with the SENCO from the receiving Secondary school at transition meetings held in the summer term of year 6. Our year 6 pupils with SEND can be given the opportunity to pre-visit their prospective Secondary school and meet with a member of staff, if beneficial to that pupil.

Our Admission policy which includes information about admitting children with Special Educational needs is available to see on our website. Transitions into our school are arranged where pupils can spend some time with their new teacher and classmates prior to starting. The Head teacher, SENCO and class teachers are always willing to meet with parents/carers prior to their child joining Beit Shvidler by arrangement.

Where a pupil may have more complex needs, a separate meeting may be arranged with the secondary school, SENCO, the parents/carers and where appropriate, the pupil to plan for secondary transfer.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We expect our class teachers to plan lessons according to the specific needs of all groups of pupils in their class, and will ensure that the children with SEND needs are met.

In class intervention can take the following forms:

- Class work differentiated in small groups and individually when required.
- Teaching assistants work alongside the class teacher to support children with SEN individually or in small groups
- Links are forged between class work and interventions to ensure continuity of provision and to enable children to apply taught skills in all areas of their learning
- Use of specific resources and strategies to support children individually and in groups such as concrete/physical resources, use of a laptop, specially designed equipment, ear defenders etc.
- Personal workstation in the classroom.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 15 teaching assistants who are trained to deliver evidence-based interventions such as:

- Nessy Learning - spelling and reading program
- Write Away Together – creative writing program
- Dynamo Maths - maths assessment and tailored learning program
- Precision teaching for sight word reading and spelling
- Read Write Inc – reading and phonics program
- Developing Social and Communication skills - social skills program
- Number Box – for developing early maths concepts
- Talk Boost – Early language and social skills program
- Lego therapy – to develop social competence and collaborative play
- Typing Club – touch typing program

Our teaching assistants will support pupils on a 1:1 basis when the pupil requires such a focused level of adult support or teaching. Teaching assistants will also support pupils in small groups inside and outside the classroom.

We work with the following agencies to provide support for pupils with SEND:

Barnet's and Norwood's educational psychologists, CAMHS (Child and Adolescent Mental Health Service), Barnet's family resilience well-being team, Pre-school teaching team, Barnet's inclusion team, Social care, School nursing, Barnet's and Norwood's speech and language therapists, BEAM (Specialist pre-school Autism provision - Barnet Early Autism Model), Autism advisory teaching team, Visual impairment advisory teaching team, Hearing impairment advisory teaching team, Physical/Medical disability advisory team, Occupational therapy, Binoh primary teaching unit, Beanstalk Reading charity, Barnet CAMHS Primary Project.

5.9 Expertise and training of staff

Our SENCO has the qualification National Award for Special Education Needs Co-ordination PG Cert. She has 15 years of experience being a primary teacher and extensive experiencing working with SEN children age 3-11.

The SENCO works full time in the school to manage the SEND provision in the school. She manages a team of teaching assistants (TAs) and higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in recognising and raising a concern about a pupil, Specific Literacy Difficulties (Dyslexia), Talk Boost program (Reception and year 1),

We use specialist staff for Speech and Language therapy, Art Therapy, Occupational therapy, The Pyramid Club and the Beanstalk Reading program.

5.10 Securing equipment and facilities

The school uses its own budget to provide the majority of resources and facilities that are needed to provide for the pupils. Some specific resources come through outside agencies ie equipment such as standing or walking frames to support those with significant physical difficulties. Sometimes the school will secure resources through making applications to charitable organisations.

Where children have an Education, Health and Care Plan we allocate resources appropriately and carefully in accordance with the provision stated in their plan. This may also include specialist support from outside agencies, for example, Speech and Language Therapy.

We have a toilet with disabled access on the ground and top floor of our school building. The toilet and shower room can be accessed easily. We consider carefully how to accommodate the children with SEN each year when children move classes and take necessary action when required. We also make appropriate accommodation to include children who have short-term access challenges eg following an operation.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term in Pupil Progress meeting. These involve the class teacher, head of teaching and learning, SENCO and Head teacher.
- Reviewing the impact of interventions after 10-12 weeks.
- Using pupil questionnaires.
- Monitoring by the SENCO.
- Using intervention provision maps to measure progress.
- Holding annual reviews for pupils with Education Health and Care plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Pupils with SEND are encouraged to be part of the school council and are encouraged to go on our residential trip in years 5 and 6. All pupils are encouraged to take part in sports day, school plays, special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.13 Support for improving emotional and social development

We provide support for pupils with SEN to improve their emotional and social development in the following ways:

In school support includes: social skills groups run by TAs for years 2-5, Lego therapy groups, 1:1 support provided by a specified adult as a learning mentor where necessary and The Pyramid Club run by Norwood for years 3-6.

The school also uses a range of external professionals for support such as: art therapy via The Charity Art Therapies for Children, Child and Adolescent Mental Health (CAMHs) tier 3, Primary Project (six sessions provided by a family therapist - part of CAMHs tier2), educational psychology, the Specialist Teacher Advisory Team, counsellors from Grief Encounter (a bereavement group).

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. Following this, parents are welcome to raise their concerns with the SENCO. The full Complaint Policy is available for parents on the school website.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

5.16 Contact details of support services for parents/carers of pupils with SEND

Barnet Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) offers free, confidential, impartial information, guidance, advice and support for parents/carers of children with special and additional educational needs via telephone or face-to-face meetings.

Address: North London Business Park (NLBP), Oakleigh Road South, London N11 1NP
Tel: 020 8359 7637 Fax: 020 8359 2480
Email: SendIASS@barnet.gov.uk

5.17 Contact details for raising concerns

We actively encourage parents in the first instance to talk to their child's class teacher.

For children with SEND, further information and support can be obtained from the the SENCO, Beverley Benjamin, who can be contacted on 020 8238 2746 ext. 3 or by email at senco@beitshvidler.org.uk.

5.18 The local authority local offer

There is a link on the school's website to the local authority local offer.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions