



The George Spicer SEN Policy 2015

George Spicer Special Educational Needs (SEN) Policy

Introduction

George Spicer Primary School has a named SENDCO (Special Educational Needs and Disability Coordinator) who has undertaken the new Government SENCO qualification, a named Governor responsible for SEN and a member of the headship team who oversees Inclusion.

Role	Name	Contact
SENDCO	Mrs Laura Thatcher	lfergus@georgespicer.enfield.sch.uk
SEN governor	Mrs Aimee Ramiah	office@georgespicer.enfield.sch.uk
AHT for Inclusion	Miss Angela Eberle	aeberle@georgespicer.enfield.sch.uk
Head teacher	Mrs Hilary Ballantine	headteacher@georgespicer.enfield.sch.uk

They ensure that the George Spicer's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Authority and other policies current within the school.

Aims and Values of George Spicer

We aim to provide a broad, balanced relevant and inclusive curriculum and to identify and support those children who have special educational needs in order to ensure that they gain maximum access to all areas of school life.

We aim to create an atmosphere of encouragement and support in which self-confidence and self-esteem can grow, where individual needs are met sensitively and achievements are acknowledged, so that all children feel valued and able to risk making mistakes as they learn, without fear of criticism.

As a school community we have three core values that we believe are essential to developing well rounded citizens. These are **Respect, Responsibility** and **Perseverance**.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners - specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Our SEN policy was initially created by the Assistant Head teacher for Inclusion and the SENDCO. We then consulted with parents and the governor for SEN at George Spicer before ratifying the policy with the governing body.



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Aims and Objectives of the SEN Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parents and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To work within the guidance provided in the SEN Code of Practice 2015.
- To provide a special Educational Needs Co-ordinator who will work with the SEN policy.
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2014).

Identifying and Defining Special Educational Needs

All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised - identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. (SEN Code of Practice 2015) This is fundamental belief here at George Spicer.

The definition of a child with SEN :

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEN Code of Practice 2015)

A pupil with medical condition is not seen as a special need if it does not impact on that pupils learning.



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Before we explain how we identify children with SEN here at George Spicer we believe that there are other factors that may impact on a child's progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

These factors are investigated carefully before the school makes a decision to consider a child having SEN.

At George Spicer we follow a graduated approach to SEN support.

Stage 1:

At George Spicer every pupil has access to a well-differentiated curriculum, quality first teaching, and where appropriate, the use of small group interventions which are reviewed and monitored regularly.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum - not a special intervention for pupils with SEN.

Identification and Assessment at Stage 1

At George Spicer we use the following to begin to identify underachieving children and children who potentially could have SEN.

- The analysis of data including entry profiles, Foundation Stage Profile scores, other whole-school pupil progress data.



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- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- Following up parental concerns.
- Tracking individual children's progress over time.
- Liaison with feeder nurseries on transfer.
- Information from previous schools.
- Information from other services.
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENDCO.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Stage 2:

At George Spicer, children who are identified as requiring intervention that is 'additional to' or 'different from' the well-differentiated curriculum offered for all pupils according to the SEN Code of Practice 2015, are entered onto the school's SEN register.

The Code of Practice, 2015 defines four broad areas of need in regards to SEN:

- **Communication and interaction**
- **Cognition and learning**
- **Social, mental and emotional health**
- **Sensory/physical**

It is not our role to label or diagnose children, however identifying the child's area of need allows us to plan what action the school must take. When planning we consider the needs of the whole child not just the Special Educational Needs of the child.

- Underachieving pupils and pupils with EAL who do not have SEN will **not** be placed on the SEN register.
- In keeping with all vulnerable learners, intervention for pupils on the SEN register will be identified and tracked through regular meetings, year group provision maps, meetings with parents and external agencies and data analysis.



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- A small number of children on the SEN register have an individualised Progress Passport. This allows us to set targets specific to each child's needs and includes the child, teacher and parent voice in line with the Code of Practice, 2015. The targets will be 'additional to' or 'different to' that which is already in place in the classroom. Progress Passports are created collaboratively and reviewed termly by the class teachers, SENDCO and parents.
- There are occasions where the school will require support from external agencies. These include:
 - Behaviour Support Service (BSS)
 - Educational Psychology (EP)
 - Child and Adolescent Mental Health (CAMHs)
 - Parent Support Service (PSS)
 - Speech and Language Therapy (SALT)
 - Occupational Therapy (OT)
 - Physical Therapy (Physio)(Please see the SEN Information Report for more details)

When external agencies are required to support a child the parents will be informed and invited in for a meeting to discuss this prior to any assessments or plans being implemented. Recommended targets or programmes created by external agencies will be communicated to parents by the agency and implemented during the school day.

Stage 3:

At George Spicer it may be decided that a very small number (but not all) of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN register (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Plan



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and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

- Our review procedures fully comply with those recommended in the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Roles and Responsibilities

Head teacher

- the Head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Inclusion Manager and Special Educational Needs and Disability Coordinator (SENDCO)
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENDCO)
 - pupil progress meetings with individual teachers
 - regular meetings with the SENDCO
 - discussions and consultations with pupils and parents

SEN governor

- The SEN governor is responsible for ensuring that the necessary support is provided for any child who has SEND through termly meetings with the SENDCO and termly reports from the Head teacher.

Special Educational Needs and Disability Coordinator

In line with the recommendations in the SEN Code of Practice 2015, the SENDCO will oversee the day- to-day operation of this policy in the following ways:

- in accordance with Section 6 of the SEN Code of Practice 2015, if appointed after September 2008, our Special Educational Needs and Disability Coordinator will be a



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qualified teacher working at our school and will have statutory accreditation. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment.

- maintenance and analysis of whole-school provision map for vulnerable learners identifying on this provision map a staged list of pupils with special educational needs - those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for all pupils on the SEN register.
- monitoring the school's system for ensuring that Progress Passports, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils.
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENDCO to ensure that these meetings occur).
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENDCO network meetings and training as appropriate.



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- liaising with the school's SEN Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners.

Class teacher

- liaising with the SENDCO to agree :
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map - but do not have special educational needs.
 - which pupils require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, a Progress Passport to address a special educational need (this would include pupils with statements/EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities, ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2015)
 - ensuring effective deployment of resources - including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Other roles and responsibilities within George Spicer and who is responsible:

Role	Named person
Designated Lead for Safeguarding	Angela Eberle
Pupil Premium and LAC	Angela Eberle & Laura Thatcher
Medical Needs	Angela Eberle & Esther Campbell

Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:
 - The school's generic processes for tracking the progress of all pupils
 - Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)



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- At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
- Twice yearly meetings with parents at parent consultations.
- Review meetings with outside agencies such as the Educational Psychologist and Speech and Language Therapist on a regular basis.
- Annual review of Statements/Education Health and Care Plans are prescribed in the SEN Code of Practice (September 2015).

Exiting the SEN register

Children are removed from the SEN register at George Spicer when they are able to access the mainstream curriculum at an age appropriate level without any intervention that is additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies.

Partnership with Parents

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents opportunities to play an active and valued role in their child's education
- making parents feel welcome
- encouraging parents to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets (Progress Passports)
- keeping parents informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Information on the LA offer can be found at: www.enfield.gov.uk/SEND



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The schools SEN Information report can be found at: www.georgespicer.enfield.sch.uk

Involvement of Pupils

- We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:
 - state their views about their education and learning
 - identify their own needs and learn about learning
 - share in individual target setting across the curriculum **so that they know what their targets are and why they have them**
 - self-review their progress and set new targets
 - (for some pupils with special educational needs) monitor their success at achieving the targets on their Progress Passports.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*).

Monitoring and Evaluating the Quality of Provision

As a school we regularly review all interventions that are taking place. If a child is found to be succeeding within an intervention then they are 'graduated' and no longer receive that intervention.

As a school we:

- Observe and give feedback on interventions at least twice a year.
- We review the attainment and progress of the children as a Senior Management team every term
- We attend courses and training about new and relevant interventions.
- We hold pupil conferences with children twice a year to get views on how to move children's learning forward



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Training and Resources

Funding:

Directly funded by the School:

- Booster teachers in a various year groups to support learning.
- Where possible 1 TA for every class in the school to enable intervention work and groups to take place.
- Full time Welfare Assistants who will administer medicines as required in accordance with school policy and with parents' consent
- LASS Language and Social Skills in Reception
- Additional Educational Psychologist visits
- Full time Speech and Language Teaching Assistant
- Part time maths intervention Teaching Assistant

Paid for centrally by the Local Authority but delivered in school:

- Autism Outreach Service
- Educational Psychology Service
- Behavioural support services
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- EYSI Team - Early Years Social Inclusion

Provided and paid for by the Health Service (Enfield and Barnet NHS Trust) but delivered in school:

- School Nurse who can advise about medical needs of the children
- Occupational Therapy
- Physiotherapy

Provided and paid for by the LA and also Health and provided outside of school:

- CAMHS Child and Adolescent Mental Health Service.

Training:

- The SENDCO's job is to support the class teacher in planning for children with SEN and in accordance with Section 6 of the SEN Code of Practice 2015, if appointed after September 2008, our Special Educational Needs and Disability Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment.



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- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Makaton provided by the EYSI team.
- We run whole school training on SEN issues such as ASD, specific learning difficulties and speech and language difficulties.
- Outside experts such as EP, OT, SALT provide teachers with expert advice to help support children who have been assessed in school.
- As part of staff induction the school ensures that all teachers and TA's have a meeting with the SENDCO to explain all provision, practice, provision and structures around SEN.

Accessibility

Please see the schools Equality and Community Cohesion policy.

Dealing with complaints

Please see the schools complaints policy and procedures.

Reviewing the SEN policy

The SEN policy will be reviewed by the governing body every three years or sooner if a change in government reform requires it.

- This policy was updated in April 2015
- This policy will be reviewed in April 2018

Headteacher:..... Chair of Governing Body:

Signed / Date : Signed / Date:.....

All school policies are available on the school website or from the school office.