



Nancy Reuben Primary School

SEND Policy

September 2017

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1 Policy statement

- 1.1 We provide an environment in which all children whatever their age, gender, race, attitude or background, including those with special educational needs, are supported to reach their full potential and we aim to do this in a positive, confidential, sensitive and proactive way.
- 1.2 We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is Renee Sonenfield.
- 1.3 We have regard for the DfE Special educational needs and disability code of practice: 0 to 25 years (2016), which can be accessed via the DfE website.
- 1.4 We ensure our provision is inclusive to all children with special educational needs.
- 1.5 We ensure that all pupils receive a broad, balanced and relevant education through access to the National Curriculum and through Jewish ethos, values and teachings.
- 1.6 We support parents and children with special educational needs and disabilities (SEND).
- 1.7 We identify the specific needs of children with special educational needs and meet those needs through a range of SEND strategies.
- 1.8 We work in partnership with parents, stakeholders and other external agencies in meeting individual children's needs.
- 1.9 We monitor and review our policy, practice and provision and, if necessary, make adjustments.

2 Objectives

- 2.1 To ensure early identification of children with SEN and inform parents/carers.
 - All teachers (Secular and Kodesh) throughout EYFS and Key Stages 1 and 2 are responsible for identifying those children in their own class who are experiencing difficulties with any aspect of the curriculum.
 - All teachers (Secular and Kodesh) meet with the SENCo formally at least half termly– with an “Open Surgery” available from 8.15- 8.40am daily for any other issues that might arise. .
 - Parents are consulted at an early stage if their child is experiencing learning difficulties and informed regularly through IEP’s of children’s progress. –
 - Foundation Profiles are monitored closely by teachers and the SENCo to highlight any issues children may have later on in school.
- 2.2 To ensure children’s difficulties are met through ‘Record of Concern, ‘School Action - IEP’, School Action Plus and then Educational Health Carer Plans (EHCP)
 - Any initial concerns about a child are brought to the attention of the SENCo via the Record of Concern Forms (See Appendix 1).
 - Children are assessed and monitored over a period of 6 weeks where additional support/differentiation takes place.
 - After this if there is no improvement the individual is placed on an IEP which is agreed and written in collaboration with the individual’s parents, child’s class teacher and SENCo and if external agency help is required this will be sought and encouraged to take place at school to ensure consistency of approach.

- The IEPs are set and the targets are monitored weekly to see how the child is progressing, adjustments are made and targets changed as necessary and copies of all IEPs and changes are stored securely in school. IEPs are then reviewed termly with parents and further recommendations or interventions are put in place as necessary.
- Any external reports following outside agency report and assessment will lead to a meeting between the school and parents to discuss any findings and to discuss any further interventions that need to take place.
- If there is no real improvement after all of these steps then a meeting will be held with SENCo, class teacher, parents and relevant external agencies to discuss whether an EHCP is appropriate. This meeting may be called a MAM (Multi-Agency Meeting)
- If an EHCP is the best course of action, the SENCo will work with all stakeholders to complete the necessary paperwork and evidence gathering.

2.3 To provide all pupils with access to the National Curriculum; delivered in the most integrated way possible.

- Pupils with physical disabilities will be provided with appropriate specialist equipment and support.
- Staff will adapt their classroom organisation and range of teaching skills to meet individual needs.
- Staff will plan NC at appropriate level for individuals

2.4 To facilitate opportunities for pupils with SEN to negotiate and reflect upon their own learning and progress. Staff will involve the child and seek their views on progress, learning styles and new targets.

3 Transition:

3.1 The SENCo will meet with class teachers in the Summer Term Transition session to discuss the transfer of children to new classes, their needs and how these can be catered for in a new class.

3.2 The SENCo and Year 6 teachers also meet with the Secondary schools Head of Year 7 to ensure smooth transition between primary and secondary school.

4 School Admissions and Inclusion:

4.1 NRPS welcomes all pupils and endeavours to provide the appropriate provision for all children. Pupils with SEN will be treated as all applicants for admission to the school. (DFES)

4.2 NRPS, as an inclusive school, will endeavour to give all children equal opportunities to access the National Curriculum. NRPS has links with Norwood/Binoh who provide support and guidance for teachers where necessary, but we access external support from a range of organisations.

4.3 NRPS is a multi storey building where consideration is given to ensuring accessibility to all areas for all (Please see Accessibility Policy/Plan) .

5. Roles and Responsibilities

5.1 NRPS as a whole school is responsible for the provision for children with Special Educational Needs and any other additional needs not covered by differentiation in lesson time. The school plays a vital role in developing positive and constructive relationships with pupils, parents, carers and outside agencies.

5.2 The Governing Body

The Governing Body as a whole, alongside the Headteacher has responsibility for overseeing the provision of SEN at NRPS. The school has appointed Dr Daniel Ezra Chair of the Teaching and Learning Committee as SEN Governor who has specific overview of the school's provision for SEN. They will report to all Governors on the provision in school.

5.3 The Headteacher

The Headteacher will also be available to advise the SENCo and keep the governing body fully informed of all SEN issues. Through the Governors annual report to parents, the Headteacher will inform parents about the provision made for SEN children within school and any updates to the SEN policy.

5.4 The SENCo

The SENCo will be responsible for:

- Co-ordinating SEN provision within the school through School Action, School Action Plus and EHCPs.
- Support staff in producing and reviewing IEPs, and EHCPs.
- Liaise with TAs about their responsibilities and progression of children they are working with.
- Observing TAs on a regular basis to monitor and enhance CPD
- Be available to advise staff on SEN issues
- Be available for parents/carers to discuss their children's SEN and subsequent provision.
- Liaise with outside agencies where appropriate and enhance cooperation between professionals, parents/carers and pupils.
- Meet termly with Headteacher to review SEN issues within school.
- Will plan input with the Educational Psychologist in line with pupils individual needs.
- Monitor the impact of the Inclusion Policy annually alongside the SEN Governor and Headteacher.
- Report to Governing Body about SEN issues as requested by the Headteacher.
- Oversee all SEN records, including IEPs.
- Be responsible for organising and conducting all annual EHCPs.
- Liaise with secondary and special schools when pupils are preparing for transition.
- Deliver/arrange appropriate SEN inset to school staff as requested by the Headteacher
- Keep abreast of new and current SEN issues and pass on to relevant people.
- Ensure progress is regularly assessed and recorded in the SEND file.
- To arrange an annual review for all EHCP pupils following code of practise guidelines and liaise with all Involved.

5.5 The Class Teacher

The Class Teacher will be responsible for:

- SEN identification and informing parents/carers in association with the SENCo,.
- Record in daily/weekly plans the periods of time when specific support is given to a pupil and when a pupil is working on IEP targets. This is identified in planning and children's books.
- Involve parents/carers in targets setting process.
- Involve the pupil in setting of targets and in subsequent reviews of their progress
- Review (½-termly) the provision for children with SEN.
- Differentiate the curriculum for pupils with Special Educational Needs.
- Ensure all children's needs are met
- Direct and manage the daily support of SEN pupils by support teachers, TAs and classroom assistants.
- Liaise with SENCo during IEP reviews, as well as transition meeting at the end of the year, to update class SEN list.

5.6 The Special Needs Assistant and Teaching Assistant

The Special Needs Assistant and Teaching Assistant will be responsible for:

- Work alongside the class teacher supporting children in their learning
- Help children access Maths/Literacy and the wider curriculum.
- Establish and maintain relationships with individual/groups of children.
- Promote children's social and emotional development.
- Plan and evaluate learning activities under the guidance of the class teacher (planning and observation sheets to be kept on clipboards/TA files)
- Contribute to maintaining records of the children.
- Observe, assess and report on the children's performance.
- Assist in preparing and maintaining the learning environment.
- Contribute to the management of children's behaviour.

6. SEN Complaints Procedure

6:1 If any parents/carers have any concerns about the education of their child with special educational needs and/or disabilities they should contact school immediately. Any concerns regarding a child's progress should initially be discussed with the class teacher and/or SENCo. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the attention of the Headteacher in line with the school's Complaints Policy. If the Headteacher is unable to resolve the difficulty, the concerns of the parents/carers should be put in writing to the SEN Governor. Where necessary the Chair of Governors should be involved to help resolve the issue.

6:2 If the LEAs decision is not to implement a EHCP for a pupil after the Statutory Assessment the parents/carers must be informed by the LEA of the reasons for such a decision and of their right to appeal to the SEN Tribunal. This right also applies if there is a complaint about the provision detailed in a EHCP.

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7. Assessment Arrangements

Classroom teachers are continually assessing the children on a daily/weekly basis and any concerns about individual children are brought to the attention of the SENCo.

Assessments will be completed as required depending on the individual child.

Reading ages for all SEN children are assessed and recorded twice a year using the Schonell Reading Test.. Where it is needed the SENCo will discuss with class teachers any concerns they have. In some cases the SENCo will refer children to the Educational Psychologist (EP), any assessments from the EP will be held in the children's individual file.

8 New Members of Staff

All new members of staff will meet with the SENCo within the first 2 weeks of their start as part of the induction process.

9 Policy Evaluation

The school's SEN Policy should be evaluated annually by the Governing Body, Head Teacher and SENCo.

It will be deemed successful if:

- The school ensures that any child's SEN are identified early.
- The culture, practice, management and deployment of resources designed to ensure all children's needs are met.
- The school exhibits 'best' practice.
- Those responsible for SEN provision take into account the views of the parents and the child.
- IEP targets are 'SMART' and displayed in the classroom.
- SEN provision is recorded in teachers' weekly or daily teaching plans and this is reflected in the children's books.
- Provision and progress is monitored and reviewed every term.
- There is co-operation between all agencies.
- Statements are clear and detailed, specify monitoring arrangements and are reviewed annually.
- SENCo and staff receive appropriate inset training.
- The Governing Body is kept informed of SEN issues through termly reports.
- Additional Interventions are put in place if progress is not adequate.
- There is a positive and effective partnership with parents.
- Pupils are involved in setting IEP targets and subsequent reviews.

10 Policy Review

DATE CREATED: SEPTEMBER 2016

REVIEWED: SEPTEMBER 2017

NEXT REVIEW: SEPTEMBER 2019

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APPENDIX 1: RECORD OF CONCERN FORM

**NANCY REUBEN
PRIMARY SCHOOL**

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Record of Concern

Child:	Year:
Present:	
Date:	
Teacher's concerns:	
Parental input:	
Strategies suggested:	
Follow up:	
Signed (Teachers):	
Signed (Parents):	