



## HARRY GOSLING SCHOOL SPECIAL EDUCATIONAL NEEDS (SEN) POLICY 2018

Harry Gosling is an inclusive school. We aim to provide a welcoming and challenging learning environment, which promotes independent learning, enjoyment and confidence for all children and an environment whereby children are responsible for their own learning.

Our SEN Policy reflects the statutory duties included in the 'Special Educational Needs Code of Practice 2014', 'The Disability Discrimination Act' and 'National Curriculum'. All of the curriculum policies at Harry Gosling will reflect the schools inclusive ethos.

### WHAT IS SEN?

A child has SEN 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/hinders him/her from making use of facilities generally provided for others of the same age in mainstream schools.***

The revised Code of Practice identifies the four areas of SEN as:

1. Communication and interaction
2. Cognition and learning
3. Social, Emotional and Mental Health
4. Sensory and/or physical

A child's SEN may overlap between these categories.

### PARTNERSHIP WITH PARENTS/CARERS

We see parents/carers as partners in the education of their children and this is especially important for children with SEN. We believe that early intervention, for example sharing concerns and working towards solutions together, can help to promote successful outcomes for these pupils. If a parent has concern about their child's progress then they should speak to the class teacher about what can be done to help support their child. If appropriate, the class teacher or parent can then arrange a meeting with the Special Educational Needs Co-ordinator (SENCO) to discuss things further.

Independent advice for parent/carers of children with SEN can be obtained from the Parents Advice Centre (PAC) at 85 Harford Street, London E1 4PY. Telephone 020 7364 6489.

Parents of children with an Education Health Care (EHC) Plan - see below for more information on this - may wish to enlist the service of an Independent Supporter to provide advice on the EHC Plan process. Tower Hamlets works with Barnardo's to provide this service and they can be contacted at the following email address: [ISTowerhamlets@barnardos.org.uk](mailto:ISTowerhamlets@barnardos.org.uk).

## PUPIL PARTICIPATION

We aim to actively involve pupils in the SEN process by giving them opportunities to express their views and wishes. This may include children attending their review meetings and contributing to them. Children will be supported in this process by an appropriate adult. The purpose of any assessment or intervention will be explained to children and they will be helped them to present their own views. We believe that this helps them to feel that they have control over, and involvement with, their own learning.

## IDENTIFICATION AND ASSESSMENT

The progress of all children is closely monitored in school. If an area of the child's progress is causing concern then this should be brought to the attention of the (SENCO). Support will then be put in place to ensure that the child has the best possible chance of succeeding in their learning. Many children's needs will be met at this stage by the differentiated curriculum, groupings or teaching methods provided within the classroom. Not all children who receive additional support would be identified as having SEN, as some children just need a bit of extra help at times.

A small number of children who are still not making adequate progress may be put on the SEN Register and identified as needing 'SEN Support'. All children on the SEN Register have an Individual Education Plan (IEP) which is a document shared between professionals and parents. It identifies a child's area of need, their attainment and progress, what is working well / what is not working well and an overview of provision in place for the child. It is reviewed and updated termly.

These children may need support, intervention and additional resources within school or from specialist agencies, eg. from the Support for Learning Service at LBTH or the Educational Psychologist (EP). This will involve an assessment of need and, following this, advice will be given to the school and parents/carers.

A small number of children may require an Education Health Care Plan (which replaced Statements of SEN in September 2014) to help them to make progress. This is a legal document that will set out the child's entitlement to certain resources and any appropriate funding.

***For more information on the services offered by the school to support SEN, please see our School SEN Report.***

## STATUTORY ASSESSMENT FOR AN EDUCATION HEALTH CARE PLAN (EHC PLAN)

A small number of children will be referred for a statutory assessment to the LA and parents/carers are central to this process. To do this, the school requires evidence of a child's needs (supported by external agency reports), evidence of impact of intervention over time and evidence of Educational Psychologist (EP) involvement. The LA will review the evidence presented and make a decision on whether a statutory assessment is appropriate. If it is, then reports/advice will be requested from parents, the school, the EP, and any other relevant professionals. The child will also have a medical examination. If the LA agrees, a draft EHC Plan will be drawn up and sent to parents. This draft is then discussed further with the parent, the pupil, the school and any other relevant professionals. More information on EHC Plans are available on the LA website or via the SENCO in school.

Once a the final EHC Plan has been received by the school, a planning meeting will be held to set targets and strategies in line with the aims and objectives on the EHC Plan including any additional adult support. The EHC Plan will be reviewed annually in line with the recommendations in the revised Code of Practice.

## ALLOCATION OF RESOURCES AND BUDGET

The school's SEN budget provides resources including the SENCO, teachers, teaching assistants, external specialists and teaching equipment. Some EHC Plans / Statements provide additional funding for a pupil to help meet their individual needs.

## ORGANISATION OF RECORDS AND INFORMATION

The SEN records are kept in a lockable filing cabinet. Teachers keep SEN information and IEPs in their class files in their classroom. Information on general issues and courses are displayed in the staff room and/or can be obtained from the Inclusion office.

## MONITORING MEETINGS

Termly meetings (Pupil Progress Meetings / IEP Meetings) with class teachers and the Intervention & data AHTs/SENCOs take place to review progress and discuss strategies for pupils who are already identified or who are starting to cause concern. At these meetings, class teachers need to bring evidence of concerns and share their perception of the child's needs. Advice is shared and decisions made on any action that needs to be taken. This is then discussed with parents by the class teacher or the SENCO.

## GOVERNORS

Governors publish information and report on the school's SEN policy and the effectiveness of the school's work with pupils with SEN.

## COMPLAINTS

Parents/carers should ask to meet with the SENCO if they have any concerns over SEN. This can be done by making an appointment via the school office. The school aims to deal with complaints promptly and sensitively. If the issue cannot be resolved at the initial meeting the way forward can be discussed. A copy of the school's formal complaint procedure is available from the school office.

## TRANSITIONS

Children with SEN may need extra support during times of transition, for example from Nursery to Reception or from Key Stage 1 to Key Stage 2. For pupils with Statements/EHC Plans, transition to secondary school must be discussed during their Year 5 Annual Review. If a child with SEN is transferring to or from the school it is important that a planning meeting is held to discuss their needs before they arrive or leave.

## ACCESSIBILITY

The entrance hall, office, EYFS, Yrs 1,2 and 3 classrooms are all on the ground floor. There is a lift allowing access to key stage two classrooms on the top floor. There are accessible toilet facilities on the ground and top floor. See the school's Accessibility Plan for more information.

## CHILDREN IN PUBLIC CARE (LAC – Looked After Children)

All children who are looked after by the local authority will be given a personal education plan (PEP) stating their educational needs whether or not they have any SEN. The child's Social Worker has the responsibility to ensure this is in place.

## MEDICAL NEEDS

It is very important that all staff working with children are kept aware and up to date on any medical needs they might have and appropriate treatment, if necessary. Any relevant medical details are kept in Deputy Head Teachers' office and shared with class teachers/relevant staff. See the school's Medical Policy for more details.

## ROLES AND RESPONSIBILITIES

### -CLASS TEACHER

- ◆ To observe and assess all the children in their class and bring any concerns to the SENCO;
- ◆ To meet children's varying needs by differentiation, teaching styles and grouping;
- ◆ To provide evidence of concerns;
- ◆ To provide evidence of strategies used within the classroom to help the child's progress;
- ◆ To attend and contribute to planning meetings on children in their class with SEN;
- ◆ To attend termly meetings with SENCO to discuss SEN and pupils with other additional needs;
- ◆ To attend meetings with other professionals as necessary;
- ◆ To support the SENCO in writing Individual Education Plans and review them;
- ◆ To discuss IEPs with parents;
- ◆ To provide written reports on child's progress if requested;
- ◆ To keep confidential SEN information in a secure and safe place.

### -TEACHING AND LEARNING LEADERS

- ◆ To ensure that each policy and scheme of work promotes the inclusive ethos of the school;
- ◆ To ensure that there are enough appropriate resources to meet the varying needs of the children within the school;
- ◆ To offer advice and expertise within their area for staff on individual children.

### -SENCO

- ◆ To provide advice and expertise for any member of staff who requests it;
- ◆ To have termly meetings with staff to discuss SEN and additional needs;
- ◆ To liaise with outside agencies to provide additional support for staff and children where possible;
- ◆ To meet with, and support, parents of children with SEN;
- ◆ To write and update the SEN policy;
- ◆ To order appropriate resources;
- ◆ To keep staff up to date with relevant SEN issues;
- ◆ To ensure that all IEPs and IEP reviews are up to date;
- ◆ To ensure that all Annual Reviews and planning meetings take place;
- ◆ To provide reports and assessments on children as requested;
- ◆ To provide training as necessary;
- ◆ To report to the Head Teacher and Governing Body on SEN.

**The school's SENCOs are Emma Brown (Yrs 2-6) and Jo Potkins (EYFS-Yr1). The Assistant Headteachers for Data & Intervention are Miriam Wolfe & Jo Potkins. They can be contacted via the school office with any further queries relating to SEN.**

**The school's SEN Governor is Abul Hussain.**