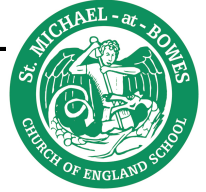


ST MICHAEL AT BOWES CE JUNIOR SCHOOL



PRIMARY SCHOOL SEND/INCLUSION POLICY (REVIEWED January 2022)

An inclusive Christian community building on firm foundations for successful lives.

Introduction

The SENCO at St. Michael at Bowes C.E. Junior School is Mrs Bridget Lennon. She can be contacted on 0208 8888 6100 or emailed at assistantheadteacher@smab.enfield.sch.uk.

Mrs Lennon is a member of the Senior Leadership Team.

We believe that all children need to feel safe, happy and valued at school in order to learn, progress and develop their well-being. Relationships are the key to the success of inclusion. Our Staff are committed to ensuring the above and work closely together with parents and professionals to ensure the best outcomes for our children.

As a Christian school, we aim to develop in every child the knowledge, concepts, skills and attitudes that will enable them to reach their full potential in relation to God and society. We give high priority to the quality of care and we nurture attitudes of mutual respect and responsibility within the school community and place the Safeguarding of Children in all its forms at the heart of our work (see Safeguarding Policy).

The policy can be accessed via our school website and copies are available in the office. Consultation with Staff and Governors was held during the Spring Term - 2022 via staff/Governor's meetings and we have used the NASEN (National Association for Special Educational Needs) guide to ensure we are compliant with the statutory requirements laid out in the new SEND Code of Practice, 0-25 guidance.

A child has special educational needs if he or she has learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014**

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Because the general level of ability within our school is high, we recognise that some children may feel disadvantaged working alongside high achieving children. They may be offered additional support, through small group or 1:1 activity, in order to boost their skills level and confidence.

The SEN policy details how, at St. Michael at Bowes C.E. Junior School, we will do our best to ensure that the necessary provision is made for any Child who has special educational needs is known to all who are likely to work with them. We will ensure that all teachers are able to identify and provide for those children with special educational needs allowing them to join in all school activities together with children who do not have special educational needs.

Aims and objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside children who do not have SEN
- To request, monitor and respond to parents/carers and children views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure high level of staff expertise to meet children need, through well targeted continuing professional development
- To ensure support for children with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in co-operation 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 raise the aspiration of and expectation for all children with SEN
- To provide a focus on outcomes for all children and not just hours of provision/support

Objectives

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance, provide in the SEND Code of Practice 2014

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- To operate a 'whole child, whole school' approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs children

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of children to ensure inclusion for all and that all children are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through equal access to succeeding in this subject.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teachers respond to children's need by:

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage and own their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school the governing body, the school's Headteacher, the SENCO and all other members of staff, particularly Classteachers and Support Staff, have important day-to-day responsibilities. All Teachers are teachers of children with special educational needs.

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The school will assess each child's current level of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's KS1 setting. If the child already has an identified special educational need, this information may be transferred from other partners and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on actions and outcomes to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

The role of the SENCO and what Provision looks like at St. Michael at Bowes C.E. Junior School

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with local secondary school so that support is provided for Year 6 children as they prepare to transfer
- Liaising with external agencies including the LA support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school-based strategies for the identification and review of children with SEN
- Making regular visits to classrooms to monitor the progress of children on the SEN register

Training and Resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development

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- All teachers and support staff undertake induction on taking a post and this includes meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children
- The school's SENCO regularly attend the LA's SENCO Conference and network meetings in order to keep up to date with local and national updates in SEND.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the child requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening
- Closes the attainment gap between the child and his peers
- Better the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

In order to help children with special educational needs, St. Michael at Bowes C.E. Junior School will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) and review sheet/provision map and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEN register with parental permission. Teachers are accountable for the progress and development of the

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children in their class, including where children access support from teaching assistants or specialist staff.

The Classteacher after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and the child.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Reasons for a child being added to the SEN register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing English or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behaviour difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress

Criteria for exiting the SEN Register/Record

- In discussion with parents, class teachers, teaching assistant and SENCO
- Where the child is meeting IEP targets and are achieving at national expectation levels

Partnership with parents

Partnership plays a key role in enabling children with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be

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encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENCO through a school email address. We also give parents and children access to the SENCO through our on-line communication system - Class/Whole school Dojo.

The Nature of Intervention

The SENCO and the child's Classteacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Differentiated/scaffolded learning materials or specialist equipment
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO; or, with (TA) Teaching Assistant support or Wave 3 intervention
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- Staff development and training to introduce more effective strategies

After initial discussions with the SENCO, the child's Classteacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the Classteacher and SENCO and they will have specific time slots to discuss Individual Educational Plans and progress with the SENCO on termly basis.

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The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum expectations substantially below that expected of children of a similar age
- Continues to have difficulty in developing English and Mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his/her peers

School request for Statutory Assessment or Education, Health and Care Plan - September 2014

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the child

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- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- National Curriculum expectations in English and Mathematics
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- View of the child/parents

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENCO from the secondary school will be informed of the outcome of the review.

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- How the targets will help the child in their learning?
- What they are responsible for
- How the child can be successful?
- The review-date
- Mid-point review sheets are stored on the school system and updated regularly by teachers and teaching assistant
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next steps of learning all staff have received training on Teaching and Learning styles, brain smart learning, WalkThru and this has led to members of staff planning lessons that incorporate the different learning styles which employ a small-step approach. All children receiving SEND provision, have an Individual Education Plan with individual targets.

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We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children work in small groups, or in a one-to-one situation outside the classroom.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with special educational needs and those with Education, Health and Care Plans.

The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCO meet annually to agree on how to use funds directly related to EHCPs.

The role of the Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any child identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review finding. The Headteacher reports the outcome of the reviews to the governing body.

Monitoring and Evaluation

The SENCO monitors the movement of the children within the SEN system in school and provides Staff and Governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting Teachers and in drawing up Individual Education Plans for children. The SENCO and the Headteacher hold regular meetings to review the work of the school in this area. In addition, the SENCO and named Governor (Mr Lawrence DeSouza) with responsibility for special needs also hold regular meetings.

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Supporting children and families

- Guide parents/children towards the LA local offer (Regulation 53, Part 4)
- Direct link to St. Michael at Bowes C.E. Junior School's statutory requirement to provide SEN Information Report; Regulation 51, Part 3, section 69(3) (a) of the Act
- Links with other agencies to support the family and child
- Through Admission arrangements - website/school office
- Special provision made during SATs to enable children to access the tests - English/Mathematic co-ordinators and SENCO are responsible for this in school
- Transition process - from class to class, across Key Stage 1 (Tottenham Infant School) and across Key 3 (Secondary School)
- Link to St. Michael at Bowes C.E. Junior School policy on managing medical conditions of children (September 2014)

Supporting children at school with medical conditions

- We recognise that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions maybe disabled and where this is the case we will comply with its duties under the Equality Act 2010
- Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed
 - Parents will meet with the Welfare Officer and the SENCO to write a care plan
 - School Nurse provide training for all staff annually on medical needs (i.e. Epi-Pin)
 - It will be review annually unless there is a change in the child's medical condition
 - See Policy - <http://www.smab.enfield.sch.uk/media/downloads/medical-policy-la.pdf>

Storing and managing information

- All children's SEND information is stored in a locked cupboard in the SENCO's Office
- When a child leaves the school, their information is forwarded onto their school in a confidential envelope

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Dealing with complaints - See Policy

<http://www.smab.enfield.sch.uk/media/downloads/complaintpolicy-smab---1413276503.pdf>

Bullying - See Anti-Bullying Policy

<http://www.smab.enfield.sch.uk/media/downloads/behaviour-policy-smab-updated-2014.pdf>

Updated: January 2022