

TOTTENHALL INFANT SCHOOL



SEND POLICY Special Educational Needs and Disability Policy

September 2021

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written in reference to the following guidance and documents:

- Equality Act 2010 advise for schools DfE February 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEND Information Report Regulations (2014)

This policy was co-produced by the school's SENDCO in liaison with the Senior Leadership Team, Governors, staff, parents, and pupils with SEND.

The person responsible for managing the school's provision for pupil with SEND is Nina Dean.

Other policies referred to in this document including the SEND Information Report are available on the school's website <https://www.tottenham.enfield.sch.uk/>

VISION

Tottenham is an inclusive community where all pupils are nurtured and inspired to be the best they can be.

We ensure all pupils and staff learn together in order to aim high, persevere and achieve within a respectful setting.

Our school values actively promote the social-emotional skills of confidence, persistence, organisation, resilience and getting along as we believe that children will succeed if they have these skills.

AIMS

Tottenham aims to ensure that all teachers will identify and provide for pupils with special educational needs and/or disabilities. This will enable them to join with other pupils in all school activities, so far as is reasonably practical and compatible with the pupil receiving special educational provision and the efficient education of the other pupils in the school. We work in partnership with the local authority and specialist services as well as parents to provide support to meet the needs of our pupils.

This document sets out the policy of how Tottenham Infant School meets the legal requirements for SEND. It should be read alongside the SEND Information Report which details the day to day implementation of the policy.

OBJECTIVES

- To identify and provide for pupils who have special educational needs.
- To work with the guidance provided in the SEND Code of Practice, 2014.

- To operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with special educational needs pupils.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

As an Infant School, Tottenhall aims to identify the needs of individual pupils by considering the whole child as the earliest possibility and work with parents and staff to put in place effective provision to improve the outcomes for the child.

A pupil has special educational needs when 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.

It is also possible that pupils may need reasonable adjustments to allow them to access learning or school if they have a disability under the Equality Act 2010.

The SEND Code of Practice, 2014 has four broad areas of need:

1. Communication and Interaction

This includes difficulties with communicating with others - this may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

It may also be known as speech, language and communication needs (SLCN) and includes those who may have been assessed by a speech and language therapist.

Autistic children would be included within this area of need.

2. Cognition and Learning

This includes children who learn at a slower pace than other children of the same age even with appropriate differentiation. Cognition and learning needs may cover a wide range of learning skills including most of the curriculum (MLD, SLD or PMLD) or specific areas (SpLD). It can account for difficulties in reading, writing, spelling, maths, processing information, memory and other executive function difficulties.

3. Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which show in many ways such as becoming withdrawn or developing challenging behaviour. It also includes diagnoses such as ADHD or attachment disorder.

4. Sensory and/or physical needs

This area relates to children who need additional provision in relation to a hearing or vision impairment or a physical disability. They may require additional ongoing support and/or equipment to access all the opportunities available to their peers. This area also covers a wide range of medical conditions. Some children with physical disabilities may not have difficulties with learning and this needs to be considered.

As we consider the whole child when identifying individual needs, we recognise that children may have additional needs which may impact on progress and attainment that are not considered to be SEN.

These include

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for schools provided under the current Disability Equality legislation- this alone does not constitute SEN)
- Attendance and Punctuality

- Health and Welfare
- English As an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Child of Serviceman, woman

We recognise that identifying behaviour as a need is not an acceptable way of describing SEND. Any concerns relating to pupils' behaviour should be described as an underlying response or communication of a need which we aim to recognise and identify clearly alongside their parents.

A GRADUATED APPROACH TO SEND SUPPORT

Early Identification - A whole school community approach

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

At Tottenham, the quality of teaching and learning is regularly reviewed with on-going training and support to enable teaching staff to manage their responsibilities for SEN pupils.

We recognise that parents are experts on their children and have important knowledge and experience to contribute so that we build a picture of the whole child, not just how they present at school. At Tottenham we will work together with and support parents of SEN children to play an active and valued role in their child's education.

Pupils are assessed on entry to the school in order to build on the patterns of learning and experience already established during the pupil's pre-school years. If a pupil already has an identified special educational need, the class teacher and SENDCO will use this information to:

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the pupil within the class
- use the assessment processes to identify any learning difficulties
- ensure that ongoing observation and assessment provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps of the pupil's learning
- involve parents in implementing a joint learning approach at home

The identification and assessment of SEN for children whose first language is not English requires particular care, particularly when they are young and new to learning English. Teachers will look at all aspects of children's progress to establish whether any difficulties are due to be in the early stages of learning English or from SEN.

1. Assess

Following the raising of a concern that a pupil may have a special educational need, the class teacher, parent and SENDCO consider all the information gathered from within the school and home about the pupil's progress, alongside national data and expectations of progress. This may include more specialised assessments from external agencies and professionals. Children will be added to the school SEN record as 'monitoring'.

Our initial starting point includes an early discussion with the pupil and their parents. These early discussions with parents help to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the pupil and the next steps.

Parents will be informed about the Local Offer and signposted to the website to ensure they are fully informed.

2. Plan

When planning any additional provision, we start with the key skills and abilities we want the pupil to develop (outcomes). This includes looking at expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's normal curriculum or whether something different or additional is required.

All teachers and support staff who work with the pupil will then be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

3. Do

When deciding the nature of the provision, care will be taken to ensure that time is taken to develop an understanding of how best the individual learns as well as their feelings. Provision / support could be delivered in the main class, small group or on an individual basis. For some pupils this may be a combination of all three.

In all cases the class teacher remains responsible for ensuring the progress and well-being of all of the pupil. Examples of evidence of progress made may be seen in pupils' work, questionnaires, observations, conversation records, photographs and the school's tracking systems.

It may be decided at this point to start an SEN support plan which will identify outcomes plus any provision needed to meet those outcomes. It will also feature an 'All About Me' section which highlights the child's strengths as well as the areas in which they require support.

4. Review

Where it is decided that a pupil does have SEND the pupil's name is placed on the school's SEND record as SEN support (SENS). Provision to support the pupil will be shared with parents and if it has not already been put in place, an SEN support plan will be created.

Parents will be invited to review the progress of their child usually termly, but this may be more frequent if deemed necessary. These discussions will be led by the teacher and supported by the SENDCO. The discussion will provide an opportunity to share concerns and agree, together with the teacher, the desired outcomes for the pupil and what will be done at home and school to provide the support. Provision will be reviewed each time to ensure it is still appropriate.

Outcomes are kept under regular review to ensure that they are: *Smart Measurable Achievable Realistic Time bound*

For a higher level of need, arrangements will be made for specialised assessments from external agencies and professionals. The pupil may require help over and above that which is normally available within the class. This may result in the application for an Educational Health Care assessment to inform an Education Health Care Plan.

Additional support from specialist services

The school has links with specialist support services which can be used for individual support, assessment and advice for teaching staff. Services are accessed through referrals.

This includes:

- Educational Psychology Service
- Inclusion Support Service
- Education Welfare Officer
- SWERRL
- Down Syndrome Network
- DAZU young carers service (subject to referral and external funding)
- Speech and Language Support Service
- School Nurse
- Consultant Paediatrician
- Hearing Impaired Advisory Teacher Service
- Joseph Clarke Advisory Service for the Visually Impaired
- LA Advisory Service
- Child and Family Services
- Autism Advisory Outreach Service
- Waverly Special School Outreach Service
- Early Years Social Inclusion Service
- Occupational Therapist
- Physiotherapist
- CAMHS (Child Mental Health Service)

The SENDCO will meet with parents to complete the appropriate referral form and support parents with appointments when arranged.

SUPPORTING PUPILS AND FAMILIES

Our SENDCO and SLT are happy to meet parents who have concerns regarding their children and to discuss the options of other specialist services which may be supportive. The school website contains up to date information for parents about what is available in Enfield including the Enfield Local Offer (on Enfield and school website) and aims to share other supportive information relating to SEN.

SUPPORTING PUPILS WITH TRANSITIONS

We understand that changing classes and moving on to Junior school can be additionally challenging for pupils with SEN. We take great care to ensure successful transitions for children. Meetings are held between staff in the summer term to share information. The SENDCO liaises with the SENDCO at St Michael at Bowes to share information and additional visits are arranged. Some pupils may also receive transition books for them to refer to during the summer holidays.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

Tottenham recognises that pupils with medical conditions may need support to enable them to have full access to education, including school trips and physical education. When a pupil with a medical condition may be disabled, we comply with the duties under the Equality Act 2010.

If a pupil has an Education, Health and Care Plan (EHCP) the SEND Code of Practice 2014 is followed and staff will endeavour to access training and advice from the relevant professionals.

The SENDCO will work with parents and medical professionals to write a health care plan and a medical alert card which will be shared with relevant staff (in some cases the whole staff team). These will be updated at least annually and more often if needs change.

MONITORING AND EVALUATION OF SEND

Careful monitoring and evaluating the quality of provision for all pupils is reviewed regularly through staff, parent and pupil views, audits and Governors.

The SEND policy and School Information Report are documents which reflects our families and pupils. They will be regularly updated should the need arise as well as being available for parents to comment and review.

Staff, parents, pupils and professionals contribute towards this process through:

- Evaluating and tracking attainment and progress
- Parent and pupil questionnaires
- Pupil discussions and circle times
- Observations and looking at pupil's books
- Feedback from visitors and professionals
- Staff and Governor meetings
- External audits and accreditations

We continually monitor, evaluate and review our provision for all pupils. This enables us to make changes to improve outcomes for all pupils.

TRAINING AND RESOURCES

The local authority sets the annual SEN budget for the school which is then used for provision that is additional to, or different from the educational provision made generally.

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are directed to undertake training each school year. This will be based on the needs of the whole school and tailored to the individual needs of staff.

All teachers and support staff undertake induction when they first join the school, and this includes a meeting with the SENCO to explain the systems in place for SEND provision and practice and to discuss the needs of individual pupils.

The SENDCO regularly attends Enfield's Network Meetings to keep up to date with local and national updates in SEND.

ROLES AND RESPONSIBILITIES

The **SEND Governor, Alexia Ioannou** works with the Head Teacher and SENDCO to ensure that relevant information is communicated to the Governing Body to enable the Governing Body to fulfil its role in evaluating success of the education provided for pupils with Special Educational Needs and/or Disabilities. The SEND Governor also assists and advises the Governing Body on fulfilling its special education responsibilities.

The **SENDCO** is Nina Dean. The SENDCO's overarching responsibility is to overseeing the day-to-day operation of the school's SEND policy and coordinate provision for children with Special Educational Needs and/or Disabilities. For further explanation of the role please see the SEND Information Report.

ADMISSIONS POLICY

Pupils with special educational needs and/or disabilities will be admitted to the school in accordance with the requirements of the 1996 Education Act and the LA Admissions Policy.

STORING & MANAGING INFORMATION POLICY

Our data protection policy is available on our school website and details the arrangements for the confidential management of information.

ACCESSIBILITY POLICY

Tottenham has a fully equipped sensory room on the premises which is accessible by all pupils as necessary. The school is compatible with the standards set down by the Disability Discrimination Act. There is also an Accessibility Plan available on the school's website that has a further breakdown of what is accessible across the school.

ANTI-BULLYING POLICY

A copy of the school behaviour policy is available on the school website and in the school office. This document acknowledges the need for staff and parents to be aware of the particular vulnerability of children with SEND and the importance of promoting and respecting individual differences as well as safeguarding children with SEND.

REVIEWING THE POLICY

This policy and related SEN Information Report is reviewed throughout the school year and annually evaluated to ensure it is compliant with statutory requirements and reflects the best practice of the school.

COMPLAINTS PROCEDURE POLICY

In the first instance any complaints or concerns about the provision made for SEND will be discussed with the class teacher and the SENDCO. If the matter is not dealt with satisfactorily the matter will be referred to the Head teacher and in exceptional cases to the Governing Body via the SEND Governor if necessary.

Please contact Nina Dean if you would like to discuss any information contained in this policy.