

Tottenham Infant School



SEND Policy – Special Educational Needs & Disability Policy

Member of staff responsible	Nina Dean
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All children have a human right to be educated alongside their peers. At Tottenham Infant School we are committed to meeting the needs of pupils with Special Educational Needs so far as is reasonably practicable and compatible with the efficient provision of education for other pupils. In meeting our responsibilities we have due regard to the Special Educational Need and Disability code of Practice: 0 to 25 years (Jan 2015) and the Equality Act, 2010.

The person responsible for managing the schools provision for pupils with SEND is Nina Dean, the SENDCO who holds NASENCO accreditation.

VISION

Working in partnership with parents, families and the community, Tottenham Infant School inspires pupils through an inclusive curriculum “To be the best they can be.”

- All pupils will be fully included in every aspect of school life whether or not they have any special educational needs or disabilities that may affect their progress or attainment
- All pupils will be recognised as successful learners whose strengths are valued and whose needs are supported
- All members of the school, adults and pupils, accept the differences in others and work together to develop success and achievement for all
- Every teacher is a teacher of every pupil including those with SEND

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 are committed to raising the aspirations of and expectations for all pupils with SEND and we provide a focus on outcomes for pupils-not just hours of provision and support
- We request, monitor and respond to parent/carers and pupils views in order to evidence high levels of confidence and partnership

- We ensure support for pupils with medical conditions are fully included in all school activities through successful partnerships with health and social care professionals
- We identify the roles and responsibilities of all staff in providing for pupils with special educational needs
- We work in cooperation 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

OBJECTIVES

- We identify and provide for pupils who have special educational needs
- We work with the guidance provided in the SEND Code of Practice, 2015
- We operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- We provide support and advice for all staff working with special educational needs pupils

ADMISSIONS

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.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A pupil's learning difficulty or disability calls for special educational provision, namely provision different from or additional to that is normally available to pupils of the same age.

A pupil has a significantly greater difficulty in learning than the majority of others of the same age.

A pupil has a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Tottenham identifies the needs of individual pupils by considering the whole child not just their special educational need.

Pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions/adjustments and first quality personalised teaching.

Less than expected progress given age and individual circumstances results in:

- significantly slower than that of their peers starting from the same baseline
- failing to match or better child's previous rate of learning
- failing to close the attainment gap between the child and their peers
- widening the attainment gap

In accordance with the SEND Code of Practice, 2015, there are four broad areas of need:

Communication and Interaction

- Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others
- Pupils with Autism (ASD) are likely to have particular difficulties with social interaction

Cognition and Learning

- Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation
- Includes moderate, severe, profound or specific learning difficulties
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

Social, emotional and mental health difficulties

- Pupils may experience a wide range of social and emotional difficulties which may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour

Sensory and/or physical needs

- Pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided
- Pupils with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers

The following list is **NOT SEND** but may impact on pupil progress and attainment:

- 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
- Looked After Child
- Child of Service forces

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 to a need which we aim to recognise and identify clearly alongside their parents.

THE PROCESS OF MANAGING SEND

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

At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of pupils. The majority of pupils will learn and progress within these arrangements. Those whose overall attainment or attainment in specific subjects fall significantly outside the expected range may have Special Educational Needs.

The Senior Leadership Team (SLT) regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The school regularly assesses each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established. Where progress continues to be less than expected the class teacher, working with the SENDCO, will assess whether the child has SEND. Special educational provision is provided when the teacher, parent and the SENDCO consider all the information gathered about the pupil's progress, alongside national data and expectations of progress.

We will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

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 particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate.

EARLY IDENTIFICATION

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

Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the pupil'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 pupil's behaviour

WHOLE SCHOOL PROVISION

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.

We regularly review the quality of teaching for all pupils, including those at risk of underachievement. On-going training and support enables teaching staff to develop their understanding of strategies to identify and support vulnerable pupils.

PARENT PARTNERSHIP

Partnership with parents and carers plays a key role in enabling all pupils to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them.

Where it is decided to provide a pupil with SEND support, the parent will be formally notified although they will have been involved in the forming the assessment of their child's needs. All parents of children with Special Educational Needs and/or Disabilities will be treated as equal partners and supported to play an active and valued role in their child's education.

The views of pupils with Special Educational Needs and/or Disabilities will be taken into account when planning support reviewing and making decisions that will affect them.

ASSESS-PLAN-DO-REVIEW CYCLE

Assess:

Following the raising of a concern that a pupil may have a special educational need, the class teacher, parent and SENDCO consider all of 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.

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 then be informed about the Local Offer and signposted to the website in order to ensure they are fully informed.

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.

Do:

An Individual Education Plan (IEP) 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.

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 pupils. Examples of evidence of progress made may be seen in pupils' work, questionnaires, observations, conversation records, photographs and the school's tracking systems.

Review:

Where it is decided that a pupil does have SEND the pupil's name is placed on the School SEND Register 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 Individual Education 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 aspirations for the pupil. (SEND Code of Practice 2015). Outcomes are kept under regular review to ensure that they are: *Smart Measurable Achievable Realistic Time bound*

Parents will have the opportunity to help devise ways to support their child at home

At all subsequent review meetings a child's outcomes will be reviewed to see if the provision in place is appropriate to ensure that the desired outcomes can be met.

Individual Education Plan (IEP)

Strategies employed to enable the pupil to progress will be recorded within an IEP. This will include information about:

- the long-term targets set for the child
- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- how the targets will help the child in their learning
- when the plan is to be reviewed
- parent and child views
- **Review outcomes – the benefit or difference made to an individual as a result of an intervention (SEND Code of Practice 2015)**

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four targets that match the pupil's needs and have been discussed with the pupil and the parents.

For example:

- different learning materials, resources or special equipment
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies
- access to LA support services for one-off or occasional advice on strategies or equipment

A pupil with SEND should generally take part in lessons in the classroom with their peers but separate provision may be necessary for specific purposes as a short term solution to enable their needs to be met.

This separate provision may include:

- Pupil identified with developmental co-ordination delay may be assessed for inclusion in Tiger Teams.
- SEND Teaching Assistant to provide extra support within class
- Small group focus work for short periods of time to develop Literacy and Numeracy skills within a quieter environment where work is targeted and modified for a specific group of pupils e.g. pupils with ASD.
- Speech and Language Group to develop expressive and receptive language as well as social interaction skills
- a key person is identified to support identified children at key times e.g. lunchtimes

All pupils routinely have learning targets set by their class teacher and those recorded on an IEP are additional targets set when necessary. IEP targets will be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

IEPs are linked to records of identified needs which clearly explain how barriers to learning will be effectively managed. Clear outcomes within an agreed time frame will be established.

The class teacher will be responsible for maintaining and updating the IEP with support from the SENDCO if/when needed. The teacher is responsible for evidencing progress according to the outcomes described in the plan. The IEP will be reviewed termly with the class teacher and parent and outcomes fed into Pupil Progress Meetings with SLT.

If the school refers a pupil for an Education, Health and Care needs assessment, the school will provide the LA with a record of work with the pupil including the arrangements already made.

When school seeks the help of external support services, these services will need to see the child's records in order to establish which strategies have already been employed and what targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly.

EDUCATION, HEALTH AND CARE PLANS (EHCPs)

Where, despite relevant and purposeful action to identify, assess and meet the SEND needs of the pupil over time, the pupil still has not made expected progress or met their outcomes, the school or parents should consider requesting an Education, Health and Care needs assessment. More information can be found on the website <https://www.enfield.gov.uk/services/children-and-education/local-offer>

The Statutory assessment process co-ordinates across Education, Health and Care. The EHC plan will reflect the views, interests and aspirations of children, young people, and their parents.

Applying for an EHCP involves consideration by the LA, working co-operatively with parents, the school and, as appropriate, other agencies, as to whether a statutory assessment of the pupil's Special Educational Needs is necessary. A pupil will be brought to the LA's attention as possibly requiring an assessment through a request by the school, from a parent or a referral by another agency.

Where the evidence presented to the LA suggests that the pupil's learning difficulties have not responded to relevant and purposeful measures taken by the school and/or external specialists Special Educational Provision may be called for which cannot reasonably be provided within the resources normally available to mainstream schools and will be set out in a EHC Plan.

All plans must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the Special Educational Provision specified. The pupil will also be invited to give his/her opinions about his/her schooling in an appropriate way. The annual review should focus on what the pupil has achieved as well as on any difficulties that need to be resolved.

In most instances it is unlikely that a 1:1 TA will be necessary to meet a child or young person's special educational needs. However, there may be some cases where there is a high level of physical need, attachment and/or safeguarding need which will require higher levels of staffing.

ADDITIONAL SUPPORT

The school receives an allocation of visits for the year, from both the Educational Psychologist and Speech and Language Therapist.

The SENDCO will make an appointment with parents to complete a referral form (In most cases to seek specialised support a referral to the appropriate service will be completed).

Once a referral has been received, professionals may:

1. Meet directly with parents
2. Meet/observe children
3. Assess children
4. Meet school staff
5. Provide suggestions, advice or a programme for school staff to deliver
6. Review suggestions and re assess children where necessary.

LINKS WITH OTHER PROFESSIONALS

The school maintains extensive links with support agencies and other professionals. It uses them for individual support and to advise teaching staff. Professionals currently involved with the school include:

- Educational Psychology Service
- Education Welfare Officer
- Behaviour Support Service (SWERRL)
- Speech and Language Support Service
- School Nurse
- 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)

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.

The SENDCO liaises with the SENDCO at St Michael at Bowes Junior School with specific attention given to the transfer of year 2 pupils. Pupils who have EHCPs have individual visits to the junior school with opportunities to meet the staff they will be working with. This reduces anxiety and ensures a successful transition for the most vulnerable pupils.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

Tottenham recognises that pupils with medical conditions will be supported so they can 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 2015 is followed and staff will endeavour to access training and advice from the relevant professionals.

The SENDCO supported by parents and professionals will draw up a Health Care Alert which will be updated annually, or more frequently should there be a change in circumstances.

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 is a document which reflects our provision for families and pupils. It 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.

The SENDCO regularly attends Network Meetings and SENDCO Conferences in order to keep up to date with local and national updates in SEND.

ROLES AND 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.

The **SEND Governor** works with the Head Teacher and SENDCO to ensure that relevant information is communicated to the Governing Body to enable the Governing Body to fulfill 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.

CHILD PROTECTION

We have a duty of care to all the pupils. Any person employed by a Local Authority has a statutory obligation to follow Child Protection Procedures.

As a school within the Enfield Local Authority, the School follows the Local Safeguarding Children Board Procedures. The LSCB have adopted the London Child Protection Procedures.

The Designated Safeguarding Lead (DSL) for Child Protection is

Sian Mainwaring – Head Teacher

The Designated Safeguarding Officers (DSO) are

- 1.Zaheen Younis –Deputy Head Teacher
- 2.Nina Dean – SENDCO
- 3.Colette Edwards – Attendance Officer

There are four categories of abuse; physical, emotional, neglect, and sexual.

Where there is ‘reasonable cause’ to suspect significant harm, the school will follow the agreed procedures. The staff initially involved will log a concern with one of the designated teachers who are responsible for recording the information. After a discussion with another designated teacher a decision will be made to refer to Social Care immediately or store recorded information confidentially in school and monitor the situation.

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.

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

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.