

Learning Now for Future Success



CPD SCHOOLS
FEDERATION

Striving for Excellence

CPD SCHOOLS FEDERATION SEND POLICY

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Central Park Dersingham Schools Federation SEND Policy

SECTION 1

This document is seen as a working and developing policy liable to change in the light of evaluation of practice, and is reviewed. We follow the principles of inclusion as laid down in the Special educational needs and disability code of practice: 0 to 25 year (January 2015), which is endorsed by the London Borough of Newham.

School Aims and Implementation:

Central Park Dersingham Schools Federation (CPD Schools Federation) aims to enable all children the opportunity to achieve their best academically, emotionally and socially. Our aims are to ensure:

- All pupils are offered personalised access to a broad, balanced and relevant curriculum.
- All pupils will be given the opportunity to reach their full potential educationally, emotionally and physically irrespective of their individual differences.
- All staff have a duty to teach all children and are accountable for the teaching and learning of all children and those with Special Educational Needs and Disabilities (SEND).
- All pupils must have access to quality first teaching.
- Pupil's with SEND will have access to a balance of provision (see appendix 1).
- Pupils' views should be sought and considered
- Working in partnership with parents is vital to maintain effective relationships for all.

Definition of Special Educational Needs (Children and Families Act 2014)

A Child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her (20:1).

A child of compulsory school age or a young person has a learning difficulty or disability if he or she—

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (20:2).

Aims of the Inclusion Policy.

- To follow and work in line with the SEND COP 0 to 25 years (Jan 2015)
- To clearly outline provision for children with SEND (see appendix 1).
- To clearly outline early identification of pupils with SEND.
- To use 'the graduated approach' to identify, assess and monitor children's needs.

Roles and Responsibilities of School Staff.

The role of the Inclusion Lead:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- Liaising with SEND Teacher
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
- Contributing to and leading on staff CPD
- Liaising with class teachers/external agencies re. target setting

The Role of the SEND Teacher:

- Supporting teaching staff in the delivery of an appropriately differentiated curriculum and personalised learning journeys.
- Observations of children highlighted through concern forms and providing initial feedback.
- The management of support staff and the co-ordination of their timetables
- Contributing to and leading on staff CPD
- Liaising with parents of pupils with SEND
- Liaising with class teachers/external agencies re. target setting
- Delivering a personalised curriculum in the Nurture room for those children with complex learning needs.

The Role of the Class Teacher.

The class teacher is responsible for:

- The identification of a need
- Knowing the needs of each pupil and contributing to the Individual unique profile
- Seeking and taking account of the views of the pupil and parent/carer.
- Quality First Teaching (QFT); reflective in planning, differentiation, management and organisation.
- Knowing that they are accountable for ensuring the progress of children of SEND
- Ensuring outcomes of support are recorded and impact is measured.
- Keeping up to date assessments and records to demonstrate progress and attainment.
- Reviewing and setting targets for Individual Support Plans.

- Reviewing pupil progress on a Termly basis with parents at Parents Evenings or by other arrangement where necessary and by recording the outcome of these reviews in the agreed school format (Termly Review Record Sheets).

In fulfilling these duties staff will be supported by the Inclusion Lead, SEND Teacher and Senior Leadership Team.

The Role of The Teaching Assistant (please refer to Job description for clarification).

Teaching assistants primary role is to support children in the classroom under the guidance of teachers and Senior Leaders.

They support children and teachers in providing QFT and support personalised learning inside and outside the classroom. Our team of SEND Support Staff play a vital role. They work with the class teacher to ensure they have personalised learning journeys that meet their individual needs. Support Staff are involved in reviewing targets and attend review meetings when possible.

Specific responsibilities of the SEND Support Staff are:

- Assisting in areas of specific difficulty and supporting individuals with particular programmes set by the Speech and Language Therapy Service (SLT), the Language Communication and Interaction Service (LCIS), the Complex Needs and Dyslexia Service, the Sensory Service, the Occupational Therapy Service, Behaviour Support, the Physiotherapy Service and following any other advice relevant to the child
- Making and maintaining appropriate resources and scaffold to support learning and transitions
- Keeping a record of progress related to specific targets
- To assist the teacher in monitoring and recording the progress of individual pupils in accordance with school procedures, and reporting to class teachers.
- To have continual dialogue with teachers, parents and each other to support learning in the classroom
- To support teachers to identify and respond appropriately to pupils' individual needs, assisting pupils in areas of specific difficulty as directed by class teacher and SLT.
- To support the teacher (and school) in setting appropriate learning and behaviour expectations of pupils.
- To help promote and reinforce pupils' self-esteem and develop independent learners
- Under the direction of appropriate professionals, to support children with their self-care needs e.g. physical development, speech/language development, and medical needs identified.
- After adequate training, to carry out welfare duties in relation to the physical and care needs of the pupils, including dressing, feeding and toileting if appropriate, whilst enabling independence wherever possible.
- To supervise pupils during breaks and/or lunchtimes.
- To maintain confidentiality at all times with regard to both supported pupils and the wider school.
- Attend relevant training as identified to gain the skills and strategies in order to build confident and independent learners

The Role of the Pastoral/ Behaviour Team:

The CPD Federation aims to support children with social, emotional and mental health needs (SEMH), by providing a safe, secure and welcoming learning environment in which to learn.

The pastoral team will liaise with parents and teachers to facilitate support that will build on the child's strengths and support them in managing any emotional and behavioural difficulties they may be experiencing.

The Role of the Family Support Worker/Early Intervention Lead:

Their role is to provide support, advice and information to the families/carers within our school community. They are able support with issues in relation to child's education, behaviour and wellbeing. They have a good knowledge of local agencies and charities and is able to point families in the right direction for support from outside agencies if need be.

The Role of Senior Leaders/ Head Teacher:

- To ensure the policy is being administered within the Federation
- To support all staff in the administration of the policy
- Review impact of policy in line with new legislation
- Review training needs for all staff
- Report to governing body

The Role of the Governing Body:

- To support the Senior leaders and head teacher in implementing the new Inclusion policy
- To ensure the school acts on the new Children's and Families Act/ COP 2015
- That COP 2015 is reflected in the day to day procedures in school
- Update policy as and when needed

Admissions for Pupils with SEND

Children are admitted to the federation through the normal school procedures and in line with LA guidelines and procedures. Information regarding admissions can be sought on the Newham website.

Children who require EHC Plans and support for SEND will be supported and monitored as stipulated in this policy and SEND COP (Jan 2015).

The School Federation Sites

Central Park Primary School:

Our site comprises a single storey building and a three-storey building. In the main building there is a lift from the ground floor to the top floor for those who are unable to climb the flights of stairs and for those who are wheel chair users. Wheel chair users can also gain access into temporary mobile classrooms using ramps.

There are disabled toilets on each floor in the three-story building and a toilet and changing area in the single-storey building. (links to accessibility plan).

Dersingham Primary School:

Dersingham Primary's site comprises of a single storey building in the Foundation Stage and a two-storey building for key Stage 2. In the main KS2 building, there is a lift from the ground floor to the second floor for those who are unable to climb the flights of stairs and for those who are wheel chair users. There are disabled toilets on each floor (links to accessibility plan).

SECTION 2

Identification/ Assessment/ Review (the 'graduated approach')

Children can be identified with having SEND in many different ways; these could be:

- Through outside agencies (medical, learning pre-school teams)
- Through parental/ child concern
- Through school monitoring and assessing procedures
- Arriving from a different school (mid- phase)

The 'graduated approach'- as outlined in the SEND Code of Practice (COP, Jan-2015), stipulates that there are four actions:

1. **Assess:** the class teacher and SENDCO should clearly analyse a pupil's needs before identifying a child as needing SEND support
2. **Plan:** parents must be notified wherever it is decided that a pupil is to be provided with SEND support
3. **Do:** the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1-1 teaching away from the main teacher, he/she should still retain responsibility for the pupil
4. **Review:** the effectiveness of the support should be reviewed in line with the agreed date

In clarification; SEND Support:

Assessment: will mean reviewing how the class teacher/ school has supported the child and impact of this.

Plan: will mean putting actions in place to support the child in school

Do: will mean putting plan into action

Review: How effective the planned support, intervention has been, focussing on impact on the child.

All of above are accessed through different mediums of consultations within the school. Some examples of these are:

- Pupil progress meetings- reviewing class data and levels of achievement
- Parents evening- informal and formal discussions with parents
- Planning meetings in year groups
- Meetings with Inclusion leader and team

Children who are identified as having or needing SEND support will be reviewed through the procedures stated above and through meetings held by Inclusion Lead/ class teachers.

Outside agencies will continue to liaise and support children in school using the 'graduated approach' to support.

The engagement model will be used to assess pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1. Pupils within the CPD Federation who have been identified at this stage will be assessed using the 5 areas of engagement, these are

- exploration
- realisation
- anticipation
- persistence
- initiation

For clarification on support for children please refer to appendix 1

Education Health Care Plan

With reference to the SEND Code Of Practice: 0 to 25 years (2015), Education, Health and Care Plans will replace 'statements'. Children who require EHC Plans will have been identified through the Local Authority (LA) or from parents/ agencies contacting the LA.

The school will liaise with the LA and other relevant agencies (health and social care) to draft a plan. The school will help collate evidence, comments and actions to ensure the plan meets the needs of the child. Dialogue with parents, child and/or young person is essential.

Disability and Discrimination Act

The schools within the federation comply fully with all requirements of the Disability and Discrimination Act.

Please see below names and designations of members of Staff in the CPD Federation:

CPD Schools Federation Executive Head teacher: Darren Williams

Central Park Primary School:

- Headteacher: Paul Taylor has overall responsibility for SEN/D provision within the school
- The SEN Inclusion Link Governor: Gazala Raja
- Inclusion Lead: Sarah Hodges
- SEND teacher: Miguel Navarro
- Family Support Worker: Nazima Kassam

Dersingham Primary School:

- Headteacher: Lando Du Plooy has overall responsibility for SEN/D provision within the school
- The SEN Inclusion Link Governor: Gazala Raja
- Inclusion Lead: Dawn Holmes
- SEND teacher: Diana Crichlow
- Early Intervention Lead: Varsha Patel

REVIEW DATE

The implementation of this policy will be monitored regularly by the Inclusion Lead of each Federation School who will report back to SLT. This policy was written in June 2021. It will be reviewed in line with the School Plan requirements in June 2023, by the Inclusion Lead and a member of the Leadership Team. Any recommendations will be taken back to the Learning, Teaching and Safeguarding Committee. The review may take place earlier should policy require changing to keep in line with any local or national requirements.

Appendix 1- The Central Park Primary School Offer

The following diagram illustrates the schools graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs



<p><u>ALL pupils will access (Universal):</u> (Formal Learner- <i>Pupil is accessing mainstream learning. Pupil is working at age related expectation</i>)</p> <ul style="list-style-type: none"> • High quality teaching and learning • A differentiated curriculum that is challenging and offers enjoyment and motivation. • Assessment for learning • Personalised target setting • Teacher parent feedback through regular progress reports, coffee mornings and parent's evenings. • Enrichment opportunities including: culturally diverse celebrations throughout the year. • After school clubs and educational visits • A nurturing environment • EAL • Pastoral Support 	<p><u>Some pupils with identified SEND will have</u> (Semi-Formal Learner- Stage 1- <i>Pupil is accessing mainstream learning with some additional support. Pupil is working at age related expectation</i>)</p> <ul style="list-style-type: none"> • An adapted timetable to incorporate all aspects of their specific learning needs and recommendations from other agencies. • Targeted interventions and support matched to needs delivered by teachers • Personalised progress tracking and assessment of need • Access to specialist programmes e.g Box clever, SEALS, Language Enrichment groups, individual speech and language programmes, colourful semantics • Access to some specialist services and therapists • Access to some additional adult support/small group working • Enhanced access to Speech and Language Therapy • Reasonable adjustments to the environment and equipment for pupils where needed (visual timetables, objects of reference, writing boards, pencil grips, assisted ICT) • Support from our learning mentor and pastoral team (including - 1:1 support, Circle time, Anger management, Bereavement/Loss, Circle of friends, SEALS (EYFS), Friendships, Choices)
<p><u>A few pupils with more complex/high level of needs will access</u> (Semi-Formal learner- Stage 2- <i>Pupil is accessing some mainstream teaching with additional support. Pupil is working significantly below age related expectations</i>)</p> <ul style="list-style-type: none"> • Interventions additional to, or different from, those provided as part of the school's usual differentiated curriculum • An individual program that consisting of: personalised timetable, Individual targets and continuous monitoring and recording of progress. • Specialist programmes and resources that challenge and improve outcomes. • SEND Support adults that are trained in delivering specialist programmes, either 1:1 or small group e.g SALT programmes, O.T Programmes, LCIS recommendations, Attention Autism, Movement and Turn Taking groups, Food groups, Action time, life skills groups. • Access to specialist services and therapists • Enhanced provision- including swimming, soft play, local visits • Enhance opportunities for Speech and Language Therapy and occupational therapy. • An increased parental involvement through: regular communication, termly meetings, parents evenings, coffee mornings and person centred annual reviews. 	<p><u>A few pupils with more complex/high levels needs will access</u> (Individual Learner- <i>Pupil has an individual approach to learning with adult support. Pupil is not engaged in subject specific study</i>)</p> <ul style="list-style-type: none"> • Personalised communication strategies e.g Vocabulary core board, signing, visual timetables • Multi-sensory teaching approaches. • Personalised curriculum • Personalised learning environment • Specialist programmes, either 1:1 or small group e.g SALT programmes, O.T Programmes, LCIS recommendations, Attention Autism, Movement and Turn Taking groups, Food groups, Action time, life skills groups. • Access to sensory and soft play area • Access to specialist services and therapists • Skilled support from well-trained SEND Teacher • Visual Aids to support independent learning • Enhanced provision- including swimming, soft play, local visits • increased parental involvement through: daily communication, termly meetings, parents evenings, coffee mornings and person centred annual reviews.

Appendix 1- The Central Park Primary School Offer