

## Special Educational Needs and Disabilities Policy

### **RATIONALE**

Courtland School recognises every child's right to a broad and balanced education, which gives them the opportunity to realise their full potential and achieve success. For some children this will mean the school overcoming barriers to their learning and making special provision within the curriculum to meet their individual needs. We are committed to providing full access to the curriculum through differentiation, varied teaching styles and the best learning conditions for each child according to their need. We believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference and recognises the achievements of all children.

Children may have special educational needs or a disability either throughout, or at any time, during their school career.

According to the Special Educational Needs and Disability Code of Practice: 0 to 25 years from the Department for Education, January 2015, Pages 15 & 16:

'A child or young person has SEN if they have a *learning difficulty or disability* which calls for *special educational provision* to be made for him or her.

A child of compulsory school age has a *learning difficulty or disability* 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 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.

For children aged two or more, *special educational provision* is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, *special educational provision* means educational provision of any kind.'

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new SEND Code of Practice (January 2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

### **AIMS**

To ensure:

- compliance with the Children and Families Act 2014 Part 3, the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice: 0 to 25 years January 2015
- all children have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- all children are given equality of opportunity to participate fully in school activities
- maximum opportunities for effective inclusion throughout the school to develop children's maximum independence, as appropriate to their level of need
- all children have opportunities to meet personal standards of excellence
- early identification of special educational needs and/or disability
- removal of barriers to learning and achievement
- effective assessment and monitoring of needs

- a relevant graduated response to children's needs (the Assessment, Plan, Do, Review cycle as set out in the 2015 SEND Code of Practice)
- appropriate provision for children with SEND (Special Educational Needs and Disabilities)
- all staff are clear about their roles and responsibilities in providing for children's special educational needs and work collaboratively to support children with SEND
- parents are able to play their part in supporting their child's education
- close and effective partnership between parents, school and outside agencies
- children's views are valued and listened to.

## **INFORMATION ABOUT SEND PROVISION**

The Class Teacher has the greatest contact on a day-to-day basis with children and must, in accordance with the SEND Code of Practice 2015, identify and make provision of those children with special educational needs or disabilities. All teachers are teachers of children with special educational needs or disabilities.

### **Inclusion Manager (also known as the SENDCo)**

In our school, the Inclusion Manager (IM):

- manages the day-to-day operation of this policy
- supports, liaises and advises colleagues
- manages learning support assistants
- co-ordinates the provision for and manages the responses to children's special needs
- oversees the records of all children with special educational needs or disabilities
- liaises with and supports parents/carers and is available to discuss their concerns
- liaises with external agencies
- monitors and evaluates the special educational needs or disabilities provision and reports twice a year to the SEND Governor
- contributes to the professional development of all staff.

### **Staffing in school**

The Inclusion Manager provides support for children with special educational needs or disabilities in a variety of ways which includes working alongside the Class Teacher in the classroom or by withdrawing a child or group of children.

All year groups are supported for part of their timetable by a Teaching Assistant who may also lead specific skills training outside the classroom with a mixed year group.

A child with a Statement of Special Educational Needs or an Education, Health and Care Plan is usually supported by a Learning Support Assistant: the amount and extent of the support is determined by the child's needs and the number of hours allocated by the Local Authority.

Note: All children with Statements of Special Educational Needs will be transferred to Education, Health and Care Plans by 2018.

See also Inclusion and Integration Arrangements.

### **The Governing Body**

The Headteacher and the Inclusion Manager are responsible for monitoring the implementation of the policy throughout the school. The Governing Body has the ultimate responsibility for monitoring the policy and the SEND Governor ensures that all governors are aware of the school's SEND provision. The IM and the named Governor meet twice a year.

See Appendix A

### **Admission arrangements**

Children with SEND are welcome at our school. The school makes provision for children with learning difficulties, communication problems and emotional and behavioural difficulties and, where the constraints of

the building allow, physical disabilities and sensory impairments. Successful inclusion is ensured by close liaison with parents and professionals in order to ascertain and meet individual need.

Prior to admission, it is our school's policy to contact relevant outside agencies to obtain as much information as possible so as to successfully integrate all children into a supportive environment. Home visits are carried out prior to children entering the Reception Class in September.

### **Inclusion and integration arrangements**

The school is committed to inclusion and aims to provide equality of opportunity for all pupils. All teachers are teachers of children with special educational needs or disabilities.

Work is differentiated by task, support, input or outcome to meet the child's individual needs. This applies to the entire spectrum of children with SEND.

Teaching Assistants and Learning Support Assistants work closely with Class Teachers to ensure that all children can access the curriculum at their level. Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times, though, when to maximise learning, the children work in small groups, or in a one-to-one situation outside the classroom.

### **Complaints Procedures**

If a parent has a complaint about the SEND provision for their child they should:

- firstly meet with the class teacher at a mutually convenient time
- if the situation has not been resolved, meet with the Inclusion Manager and Class Teacher
- if the situation remains unresolved, an appointment should be made with the Headteacher.

We will endeavour to act swiftly and positively to address the issue directly.

See Complaints Policy

### **Procedures for monitoring and reviewing provision**

Strategies employed to enable the child to progress are recorded within an SEN Support Plan (SSP). It may also be known as an Individual Education Plan - see Appendix B. The SSP only records interventions which are additional to, or different from, the differentiated curriculum and focuses upon two or three specific outcomes that match the child's needs and have been discussed with the child and their parents. The SSP is reviewed formally at least twice yearly and the parents' view on their child's progress is sought. The child also takes part in the review process and is involved in setting the outcomes. In between these reviews the Class Teacher continues to monitor and review how the child is progressing.

The ongoing regular review of outcomes throughout the year enables the Class Teacher to assess how a child is progressing: successfully achieved outcomes over a sustained period will mean an SSP is no longer necessary. The child would continue to be monitored by the Class Teacher in order to ensure their progression within the differentiated curriculum. However a child who does not meet their targets would need their SSP outcomes to be changed. Regular and rigorous review ensures children's needs are being most effectively provided for and that they are identified at the appropriate stage within the Code of Practice. Continuous monitoring and systematic review enable children to move flexibly across the stages (see detail of stages under Identification, Assessment and Provision Arrangements - Provision section).

### **Special facilities within the school**

There is a ramp leading up to the main entrance. A path across the front of the school enables wheelchair access into the Year 2 and 3 classrooms and the playground. There is a disabled parking bay in the school car park. There is a ramped double door entrance from the Infant corridor to the playground. A disabled toilet was built on the ground floor in August 2002. However, the school is on two storeys with several parts of the building linked by stairs and steps. There are steps leading down to the playground at the back of the school.

## **DESCRIPTION OF PRACTICE WITHIN THE SCHOOL**

## **Allocation of resources to pupils with SEND**

Funding for SEND is through the borough formula, on the basis of the special need audit, and is allocated according to need. The school's delegated budget for SEND assists with employment costs of the Inclusion Manager. Support and resources for children with Statements of Special Educational Needs or Education, Health and Care Plans are in accordance with the individual Statements or Plans. In addition an amount is allocated each year for the purchase of resources.

## **Identification, assessment and provision arrangements**

The school maintains a list of children with additional needs. Staff are given information about children on the list and the nature of their needs at the beginning of the academic year, at meetings with the Inclusion Manager and then throughout the year on an ongoing basis. This information is also stored in the 'Information for Supply Teacher' folder in each classroom and is updated termly.

## **Identification**

Early identification is vital. Children with SEND may be identified through parental information, the Class Teacher's observations, records and assessments, information from other teachers and adults in the class or through referrals from outside agencies.

Initial concerns voiced by the Class Teacher are shared with the Inclusion Manager and parents. This involves describing the nature of the concern and recording the parents' views. Relationships with peers and adults together with input from all relevant staff are also noted. The Class Teacher and Inclusion Manager will decide a course of action in consultation and agreement with the parents and a review date will be set.

An Inclusion Meeting is held alternate Tuesdays at 8.30am for Teachers and Teaching Assistants to share their concerns regarding individual children. The meeting is not usually concerned with learning difficulties of individuals but with other matters such as changing family circumstances, behaviour or playground issues. If there is a pressing concern the issue is also raised and minuted at either the Key Stage or Teacher Learning Communities (TLC) Meetings held alternate Tuesdays at 8.30am. Class photographs, updated regularly, are displayed in the Foyer to enable all staff to identify those children mentioned. Concerns are recorded by the Inclusion Manager in a book which is readily available to all staff. The Welfare Officer then shares the minutes of the Inclusion Meeting with all the Meal Time Supervisors.

## **Assessment**

Early intervention is very important. Our approach to assessment of need involves observation of the child in all normal school situations, liaison with parents/carers and some standardised testing if we feel this is appropriate to both the age of the child and the difficulties they are experiencing. The Inclusion Manager uses a variety of assessment tools e.g. Neale, Access and Group Reading Tests, Nelson Graded Word Test, Parallel Spelling Tests, WRaPS (Word Recognition and Phonic Skills assessments), SNAP (Special Needs assessment Profile) and Lucid Dyslexia Screening programmes.

Curriculum records kept by Class Teachers provide a profile of a child's learning and highlights areas in which a child may be experiencing difficulty.

Thorough and ongoing teacher assessments in Reception and Year 1 enable early identification of children with SEND. The Early Years Foundation Stage Profile and Baseline Assessments are added to as the Reception year progresses building into a comprehensive assessment record for each individual child.

A structured phonics programme is delivered in Reception and Year 1 and reinforced in Year 2. The visual, auditory and kinaesthetic content of the scheme enables the Class Teachers to identify children with potential learning difficulties early on in the programme. At the end of Year 1 all children sit the Phonics Screening Test. End of Key Stage 1 Assessments (i.e. at the end of Year 2) highlight strengths and weaknesses of individual children and can be used to identify need.

Class Teachers assess children at the end of each half-term in English, Mathematics and Science.

Children in Years 3, 4 and 5 are tested on their Reading, Spelling, Writing and Arithmetic and Written Mathematics skills in May. Year 6 sit end of Key Stage 2 Assessments in May.

The school uses a tracking system which enables us to follow the children's progress from year to year. We also track the children's progress using Fischer Family Trust data.

## **Provision**

The school, in line with the Special Educational Needs and Disability Code of Practice 2015, adopts a graduated response (delivered through the Assessment, Plan, Do, Review cycle) in order to help children with SEND. Parents knowledge, views and experiences are highly valued and parents are involved at all stages. If the school feels it is necessary to consult with other agencies or professionals, parents' are consulted and consent requested before any action is taken.

High quality first teaching, appropriately differentiated for individual pupils, is the first step in responding to possible special educational needs. A child is referred to being at SEN SUPPORT when he/she needs help that is additional to or different from that usually provided in the classroom. An SEN Support Plan may be drawn up which could have two or three outcomes, tailored specifically to the child's needs. A group Plan may be written for a number of children with similar needs. An SEN Support Plan is reviewed formally twice a year.

It may be considered necessary to refer the child to an outside agency if their progress or behaviour continues to be a concern. These other professionals would advise on the SEN Support Plan, suggesting appropriate outcomes and ways in which school staff can support the child.

In a very few cases, when there is a significant concern about the child, the decision may be made that much more detailed information is needed. This could lead to a request for an EDUCATION AND HEALTH CARE NEEDS ASSESSMENT. The Local Authority looks at the evidence and decides whether the assessment is needed. If an assessment is agreed, it may lead to an EDUCATION, HEALTH AND CARE PLAN being issued.

## **Arrangements for Annual Reviews of pupils with a Statement of Special Educational Needs or an Education, Health and Care Plan**

An Annual Review takes place within one year of the date of the Statement of Special Educational Needs/Education, Health and Care Plan. The procedures for inviting professionals to the meeting and the distribution of advice etc are followed as is written in the Local Authority guidance.

We place great importance on the transition of pupils with special educational needs or disabilities to secondary school. Dialogue (telephone conversations and/or meetings) between parents, the 'intended' secondary school and Courtland in the run up to a child leaving Courtland helps to ensure a smooth transition between schools.

## **Information regarding training for staff**

The Headteacher and the Inclusion Manager have responsibility for the co-ordination of the in-service training of staff with regard to SEND. Whole school training is delivered where and when appropriate. All staff have access to all SEND courses held at the Barnet Education and Skills Training (BEST) Hub in Colindale. Individual Teachers and Teaching Assistants are encouraged to attend courses relevant to the current needs of children in their class.

## **Arrangements for monitoring individual progress**

At each stage, the Inclusion Manager together with the relevant teacher(s) ensures SMART (Smart, Measurable, Achievable, Realistic and Time Related) outcomes are set for children with SEND. These outcomes, together with appropriate teaching strategies used to support the child, form part of an SSP that is regularly monitored and reviewed by the Class Teacher, Inclusion Manager and other support staff. Formal reviews with parents are held twice a year. Clear records are kept of the outcomes with details of further action to be taken. Within school, in-depth and frequent liaison between Class Teachers, Teaching Assistants, the Welfare Officer and Inclusion Manager ensures all adults working with a child have a thorough understanding of the child's needs. Regular liaison between the Inclusion Manager and external agencies ensures we have up to date information about a child. Visits to school by other professionals enables us to increase our expertise delivering individual programmes and assess progress.

## **Information on how parents are consulted**

The school works closely with parents and their involvement is valued and encouraged. When a concern is first expressed in school, parents will be contacted by the Class Teacher or Inclusion Manager and asked for their views. Thereafter parents are consulted at all stages. We encourage an active partnership through an ongoing dialogue with parents. Parents of children at the SEN SUPPORT, Statement of Special Educational Needs or Education, Health and Care Plan stages of the SEND Code are invited to attend Education Plan Review meetings in the Spring and Summer Terms.

The Inclusion Manager welcomes meeting parents to discuss their concerns and endeavours to see parents as quickly as possible. Parents have much to contribute to our support for children with special educational needs or disabilities. A paper record of contact is completed after all meetings or telephone calls to ensure clarity of agreed actions.

## **Information on how pupils are consulted**

Children with SEND often have a unique knowledge of their own needs and their own views about what sort of help they would like to make the most of their education. We encourage children to participate, where possible, in decision-making processes including the setting and reviewing of personal outcomes, discussions about choice of schools, contributing to the assessment of their needs, attending their review meetings and being involved in transition processes. We believe children must feel confident that they will be listened to and that their views are valued. Children at the SEN SUPPORT stage of the SEN Code of Practice or with a Statement of Special Educational Needs or with an Education, Health and Care Plan attend their Education Plan Review meetings in the Spring and Summer Terms.

## **In-school specialist service purchased by the school**

- Health, Emotional & Well-being Service (known as HEWS & part of CAMHS)

## **External professional services used by the school**

We currently work with the following specialist services:

### **Barnet Children's Service**

- Multi Agency Safeguarding Hub (MASH): the single point of entry for all children and young people who may need a service from Children's Social Care. This includes The Disabled Children's Social Work Team and the Looked-After Children Team.
- Specialist Teams
- Educational Psychologist Team

### **NHS**

- Speech and Language Therapy Service
- Occupational Therapy/Physiotherapy Service
- CAMHS including Primary Project
- School Health Team (School Nurse)

### **Other agencies**

- Southover Partnership
- Interpreter Services

The Educational Psychologist for Courtland School (see Appendix A) meets annually with the Inclusion Manager and Headteacher for a planning meeting, usually at the beginning of the academic year, at which the needs of individuals and the school are discussed and planned for.

We have a named School Nurse for our school (See Appendix A). We work collaboratively with the NHS and the Local Authority Children's Service. These Services are a vital link with the child's home, particularly with pre-school children and can contribute greatly to early identification and practical support for those children who

may have SEND. All reports/information regarding children are sensitively handled and confidential and shared only with relevant professionals on a 'need to know' basis.

The school has established links with Barnet Children's Service and works closely with the Multi Agency Safeguarding Hub, particularly if a child is deemed to be 'in need' (Section 2 of the Children's Act) or is at risk of significant harm (although this would not necessarily mean that the child has SEND). The Head Teacher, Inclusion Manager, Welfare Officer and Teacher Governor are the Designated Teachers for Safeguarding and Child Protection.

## **Evaluating Effectiveness of the Policy**

Our success criteria are as follows:

- All staff aware of the contents of the policy and the procedures contained within it
- Children with SEND will be identified early and correctly
- Effective provision made for all children with SEND
- Continuous monitoring of children's progress in relation to targets set
- All children will be given equality of opportunity to participate fully in school activities
- All staff will work collaboratively to remove barriers to learning and raise levels of self-esteem and achievement
- All children will meet personal standards of excellence
- Children will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- There will be effective partnership between parents, school and outside agencies
- The views of children will be valued and considered
- Governors will understand their role and responsibilities for children with SEND.

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## **LINKS WITH OTHER POLICIES**

This policy should be read in conjunction with the following policies:

- Inclusion Statement
- Teaching and Learning
- Equalities
- Safeguarding and Child Protection
- Behaviour
- Anti-Bullying
- Gifted and Talented

### Special Educational Needs and Disabilities Policy

**Reviewed:** December 1997 - M Gate and M Payne  
January 2003 - G Kikuchi and staff  
September 2007, February 2008, February 2011 - G Kikuchi and staff  
October 2014, September 2015, July 2017 - G Kikuchi and staff

**Next Review:** October 2019

## Appendix A

### Personnel

Inclusion Manager/SENDCo

Mrs Kikuchi

Teaching Assistants

Mrs Hodis

Mrs Kortach

Mrs Pathak

Mrs Plaistow

Mrs Scott

Mrs Shamia

Mrs Violino

Welfare Officer

Mrs Brown

Educational Psychologist

Dr Robinson

School Nurse

Ms Bell

SEN Governor

Mr Howell

Teacher Governor for  
Safeguarding and Child Protection and  
Looked After Children

Mrs Swinburne

## Appendix B

### Courtland School Everybody Can Be Somebody SEN SUPPORT PLAN

Level of Need:

SEN Support/Statement of Special Educational Needs/Education, Health & Care Plan

<b>Name:</b>	<b>D.O.B:</b>	<b>Parents/Carers:</b>
<b>Date Plan written:</b>		
<b>Plan written with:</b>		<b>Current Year Group:</b>
<b>All About Me</b> What is important to me:		
What is working well:		
What is not working so well:		
How best to support me:		
My life aspirations are:		
<b>My family</b> Our child's story so far:		
What is important to our family now:		
What our family want our child to achieve in the future:		

<b>My Special Educational Needs:</b>						
<b>Area of Difficulty</b>		<b>Description</b>				
Communication and Interaction						
Cognition and Learning						
Social, Emotional and Mental Health						
Sensory and/or Physical						
My Health Care Needs are:						
My Social Care Needs are:						
<b>Outcomes Sought</b>					<b>Review</b>	
<b>Provision</b>						
<b>Focus</b>	<b>Start date</b>	<b>End date</b>	<b>Adult responsible: CT/TA</b>	<b>Group size</b>	<b>Duration of session</b>	<b>Number of sessions per week</b>
<b>Advice and Information</b>						
Professionals advice and/or other adult involvement that have been included when writing the Support Plan:						
<b>Name</b>	<b>Type of Advice/Involvement</b>				<b>Date of Advice/Involvement</b>	
<b>Agreement</b>						
What has been written here has been shared with:			<b>Signed</b>	<b>Print Name</b>	<b>Date</b>	
the family who agrees with what has been written.						
the child who agrees with what has been written.						
The School agree with what has been written.						

