

# Glade Primary School

## Special Educational Needs and Disability Policy 2021/22





## **Glade Primary School Special Educational Needs & Disability Policy**

### **1. Introduction**

Our guiding principle at Glade Primary School is one of Inclusion. Inclusion in education aims to ensure the full participation of learners in the curriculum and in the life of the school. We aim to provide Quality First Teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

This SEND policy details how we ensure that the needs of all our pupils with special educational needs and disabilities are met.

When carrying out our duties towards our pupils with SEND, we have regard to the New (SEN) Code of Practice, for 0-25 years, 2014.

### **2. Principles**

- We value all children in our school equally.
- All pupils are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- Good special needs practice is good practice for all pupils.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.

### **3. Aims**

- To ensure that we take the views of the child into account when planning and evaluating their SEND provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.

- To ensure that pupils with SEND engage in all the activities of the school alongside pupils who do not have SEN.

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment, planning and review.

#### **4. Definition of special educational needs and disabilities (SEND)**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision or physical provision/arrangements to be made for him or her.

A child of compulsory school age or a young person 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 educational facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post-16 institution
- See also support for pupils with social, emotional and mental health difficulties on page 5

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. The needs of these pupils are explained in our Equality policy.

#### **5. Identification and assessment of pupils with special educational needs and/or disabilities.**

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers starting at the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality and family circumstances. Therefore, we do not immediately assume that a child has special educational needs or a disability.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will raise the concern with the SENDCo. They will work together to assess the child's needs and look at strategies that have been used to support the child. After that additional or alternative interventions will be put in place. The child's progress will be monitored for six weeks and after this time it may be necessary to trigger a SEN Support response. Discussions will be held with the pupil and their parents/carers as soon as possible, in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. Parents will be asked to give permission for their child's name to be added to the SEND register. They may also be asked to give consent for their child to be observed by the Educational Psychologist or other appropriate professional.

Special educational needs and disability can be categorised under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

- **The Engagement Model**

This year, the Government have introduced a new form of assessment for pupils with the most complex needs. The creation of the Engagement Profile enables home and school to build a full picture outlining when a pupil demonstrates the highest level of engagement. This will involve careful planning and delivery of tasks set to capture a child's exploration, realisation, initiation, anticipation and persistence. These pupils will not always show progress in a linear way but by using video and photographs and additional learning logs to capture evidence, schools can clearly demonstrate their progress.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from teaching assistants or specialist staff.

## **6. SEN Support**

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place – SEN Support. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four-part cycle of 'assess-plan-do-review' as recommended in the SEN Code of Practice. In successive cycles, the SEN Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress, it will be necessary to create an Individual Education Plan (IEP) which involves

setting personalised targets aimed at addressing the child's needs and raising self-esteem. These targets will be reviewed termly. Parents/carers and children will be invited to regular review meetings with the SENDCo, Class teacher and often the learning support assistant and any representatives from outside agencies that are involved with the child. Achievements will be celebrated and (new) targets will be agreed upon and the IEP will be updated.

These review meetings are child centred and designed to encourage parents/carers and their children to be involved in reviewing the learning and setting and maintaining their targets. Parents/carers input is encouraged and valued.

Following the meeting, the parents/carers will receive a copy of the child's new IEP and review notes. We work in partnership with parents/carers and encourage them to reinforce work carried out in school and to support their child to achieve his/her targets.

Some pupils will make accelerated progress and cease to require SEN Support after a period of targeted intervention and these pupils will then be removed from the school's register of SEND pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

## **7. Education, Health and Care Plans**

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEND pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

## **8. How Glade School adapts the curriculum and learning environment for pupils with SEND**

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEND to access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the SEND pupils in their class and know a range of strategies that can be utilised to support pupils. Our teachers gain this understanding through their own areas of expertise, inset and other types of training. They are able to draw on the expertise of the SENDCo, Outreach teachers and professionals from other external agencies for advice as needed. E.g. The SEaTSS (Special Education and Training Support Service) which has drawn together Joseph Clarke Service for the Visually Impaired, Redbridge Service for Deaf and Hearing Impaired Children, Newbridge and Hatton Outreach Services, The Early Years Advisory Service, SERC and Churchfields Language Facility.

## **9. Additional support for learning available to pupils with SEND**

The SENDCo.ensures that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school.

Interventions available include:

Healthy Hands (fine and gross motor programmes)

Precision Teaching

Language for Thinking

Rainbow Arc

Colourful Semantics

Box Clever

Power of 1, Power of 2 (Maths)

PM reading scheme

Social Skills groups

Wellbeing Club

Play Therapy

Black Sheep Narrative

Lexia

P.A.T. (Phonological Awareness Training)

Touch Type

Typing Club

Lego Therapy

Art Therapy

ELSA

Creative relaxation in the Sensory Room

Personalised Programmes and interventions.

Some interventions are delivered by trained Learning Support Assistants (LSAs) under the direction of the teacher and/or the SENDCo. Other interventions are delivered by teachers. Children with an EHC Plan that mentions Speech and Language Therapy are monitored termly by a Speech and Language Therapist. Their Speech Therapy programmes are delivered by Glade staff.

Some pupils are supported in class for part of the school day with an LSA, either individually or in a small group. These pupils continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. LSAs understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed.

## **10. Support for pupils with social, emotional and mental health difficulties**

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant outreach services and health professionals as appropriate. We have an allocation of hours per week from SEaTSS, as allocated by the London Borough of Redbridge. We employ the services of a school counsellor who is a qualified Play Therapist and we also employ a Learning Mentor. Both of these provide their services for half a day each week. Ten members of staff are trained as Mental Health

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To be reviewed annually by SENCo.and Governors

First Aiders and two members of staff are trained as Emotional Literacy Support Assistants. (ELSA) The SENDCo is the designated leader for Mental Health and Wellbeing.

### **11. Specialist provision, equipment and facilities**

There are handrails at each set of stairs. Outside stairs have yellow; high visibility strips on each step. There is a ramp to the side of the school to allow access for wheelchair users. There are disabled toilets in the main school and in the Nursery. There is a lift at the front of the building to allow access for people with disabilities and a marked parking space in the car park at the back of the school.

If a child needs specialist equipment due to physical or medical needs, the SENDCo will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use. E.g. Physiotherapy, Occupational Therapy and the SEATSS Service.

### **12. How Glade School evaluates the effectiveness of its provision for pupils with SEND**

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support. Our monitoring process involves:

- Target Tracker Programme
- Progress Meetings
- Tracking the progress of individual children.
- Regular review meetings with children and their parents.
- Annual review meetings for children with EHC Plans.

The success of the education offered to children with SEND will be judged against the aims of the SEND policy and will be reviewed annually by the Governing Body

### **13. How Glade School assesses and reviews the progress of pupils with SEND**

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEND. Pupil progress meetings are held regularly, attended by the class teacher, SENDCo and Assessment coordinator, at which action is planned to address any lack of progress identified.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

The progress of pupils with SEND in relation to the objectives in their Education, Health and Care Plan are reviewed annually. A child's objectives or outcomes are broken down into smaller steps and recorded on the child's Individual Education Plan. These shorter term targets are reviewed at least termly. We involve the child and family fully in the planning and review process.

### **14. Admissions**

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Pupils with SEND are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

### **15. Roles and responsibilities**

Provision for pupils with special educational needs and/or disabilities is a matter for the school as a whole. However, some key individuals and groups have particular areas of responsibility:

### **16. Governing Body**

- To ensure that the necessary provision is made for any pupil who has special educational needs and/or disability.
- to consult the local authority and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- to ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- to ensure that pupils' needs are made known to all who are likely to teach them
- To ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs and/or disabilities.
- to ensure that a pupil with special educational needs and/or disability joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision that their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- to review the SEND policy annually and to report annually on the allocation of available resources and the success of the policy in meeting the needs of pupils with SEND
- To appoint a member of the Governing Body to have special responsibility for SEND within the school who will meet regularly with the SENDCo and conduct visits to the school on a planned programme.

### **17. The Headteacher**

- to manage all aspects of the school's work, including provision for pupils with SEND
- to keep the governing body fully informed
- to work closely with the school's SENDCo
- to seek out and share best practice with the LA and other schools

### **18. The Special Educational Needs Co-ordinator**

The Special Needs Co-ordinator is Mrs Jones. She is a full time member of staff and her key responsibilities include:

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- to work in collaboration with the Head teacher, school governors and staff to develop a clear strategic direction for SEND
- to oversee the day-to-day operation of the school's SEND policy
- to coordinate and develop high quality provision to meet the needs of pupils with SEND
- to work in partnership with parents/carers of pupils with SEND to develop and review effective support for their child
- to work with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEND
- to liaise with the relevant Designated Teacher where a looked after pupil has SEND
- to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- to liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented
- to liaise with other schools to ensure that pupils make smooth transitions between school placements
- to work with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- to promote the inclusion of pupils with SEND in the school community, ensuring they have access to the school's curriculum, facilities and extra-curricular activities
- to ensure that the records of pupils with SEND are maintained and kept up to date
- To support and advise teachers about differentiated teaching methods appropriate for individual pupils with special educational needs and disabilities.
- to coordinate the effective deployment of learning Support Assistants (LSAs), providing support and training as needed
- to contribute to the in-service professional development of staff in relation to SEND

## **19. Teachers**

- to provide Quality First Teaching for all the pupils in their class
- to provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate
- to be accountable for the progress of all their pupils, including those who receive additional support from LSAs and specialist teachers
- to work with the SENDCo to monitor the effectiveness of interventions and the progress made by pupils with SEND

## **20. Learning Support Assistants**

- To support pupils with their learning under the direction of the class teacher and/or the SENDCo. Implementing strategies recommended by the teacher, SENDCo. or professionals from external agencies
- to develop the independence of the pupils with whom they work

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- To provide feedback to the teacher and/or the SENDCo. on the progress of the pupils with whom they work to inform planning and review

At Glade Primary School the SENDCo. Is Mrs Susan Jones. The SENDCo reports directly to the Head teacher, Mrs Farzana Hussain.

There is a Lead LSA, Mrs. Denise Graham along with a team of Learning Support Assistants and a Learning Mentor, Mr Samuel Gardener, they report directly to the SENDCo. Mrs. Susan Jones

## **21. Arrangements for training and staff development**

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs. Particular support is given to Newly Qualified Teachers and other new members of staff.

## **22. Arrangements for partnership with parents**

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs and/or disabilities will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEND provision.

A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

Parents of any pupil identified with SEND may contact the Parents in Partnership Service of Redbridge for independent support and advice. (RIASS)

## **23. Pupil participation**

Pupils and young people with special educational needs and/or disabilities often have a unique knowledge of their own needs and circumstances and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our pupils with SEND to express their views.

## **24. Storing and managing information**

See Data Protection Policy which is on the Glade website.

## **25. Links with other mainstream schools and special schools**

Advanced planning for pupils in Year 5 or for those at alternative Early Years Settings is essential to allow a smooth transition to Glade School or to secondary school. The

SENDCo.will liaise with the SENDCo of the Secondary School or Early Years Provision to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000 and Data Protection Guidance 2018.

Glade Primary School has good links with local special schools as well as outreach services.

## **26. Links with other agencies and voluntary organisations.**

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs and/or disabilities.

The school receives regular visits from the nominated Education Welfare Officer for the area.

The SENDCo works closely with the Educational Psychologist assigned to the school and meets with her at the beginning of each term to plan her work in the school for the term.

Other agencies and outreach services that the school works with include:

- SEaTSS
- Speech and language therapy service
- Occupational therapy service
- Physiotherapy service
- CAMHS (Child and Adolescent Mental Health Service)
- Redbridge Child Development Centre
- Virtual School for Looked After Children
- Social Care services

In addition to this, Glade School employs a Play Therapist and Learning Mentor.

## **27. Complaints procedures**

The schools' complaint procedure is set out in the school prospectus.

Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

## **28. Glade School's Local Offer**

Further information on Glade School's arrangements for supporting pupils with SEND can be found in the school's Local Offer which can be accessed via the FIND website: <http://find.redbridge.gov.uk>. Our School Local Offer forms part of the local authority's Local Offer, which is also available on this site and provides information for parents/carers on SEND services available within Redbridge and neighbouring boroughs.

## **29. Legislation and guidance relevant to this policy**

Children and Families Act 2014, Part 3  
New (SEN) Code of Practice: 0 to 25 years 2014  
Equality Act 2010  
Education Act 2011

## **30. Related school policies**

Equality Policy  
Accessibility Plan  
Health, Safety and Welfare Policy  
Medicines in School Policy  
Mental Health and Wellbeing Policy

## **SEN Information Report**

When carrying out our duties towards our pupils with SEND, we have regard to the Special Educational Needs Code of Practice 2014. This policy conforms to the requirements for publishing the SEN Information Report as set out in chapter 6 of the SEN Code of Practice.

Further information on Glade School's arrangements for supporting pupils with SEND can also be found in the school's Local Offer which can be accessed via the FIND website <http://find.redbridge.gov.uk>. Our School Local Offer forms part of the local authority's Local offer, which is also available on this site and provides information for parents/carers on SEND services available within Redbridge and neighbouring boroughs.

## **Additional information following the Coronavirus (Covid-19) Lockdown**

At Glade school, we are aware that on return to school in September our pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with special educational needs, a social worker or young carers. It is important for us to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.

## **Reintegration to school after a long absence due to illness, shielding or school closure (e.g. Pandemic)**

We understand that re-integration back in to school and/or transition to a new class or school is going to be made even more challenging following the current situation. Furthermore, we know that children's reactions to returning to school will vary greatly and some children will need much more additional support. As such, our aim is to plan

carefully for transition and reintegration and work closely with the parents/carers to help prepare your child/children and guide them through these transitions carefully.

Pupils with SEN/EHC Plans have allocated key support assistants, who understand their needs and will provide additional resources such as Social Stories, visual timetables and resources and practical ways of working that will support their transition back into school. Staff are trained and aware of signs of trauma. We have a 'Ready to Learn' curriculum in place to support children's social and emotional wellbeing on their return.

Please read this policy in conjunction with the school 'Health and Safety Action Plan September 2021' as some aspects of the school's practices and protocols have been affected by the ongoing restrictions following Covid-19 Pandemic

**As an accredited Rights Respecting School, we are a community where children's rights are learned, taught, practised, respected, protected and promoted. Through the SEN policy, pupils will develop a deeper understanding of the UN Convention on the rights of the Child.**

**This policy has been reviewed in conjunction with the Glade Mental Health and Wellbeing Policy.**

**At Glade Primary School we aim to promote and protect the mental health and wellbeing of all of our stakeholders.**

Date adopted by the Governing body

