

LEAP FEDERATION



LEARNING EDUCATION ARTS PARTNERSHIP



Special Educational Needs and Disability Policy

LEAP Federation SEND Policy

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which calls for special education provision to be made for them.

Children have a **learning difficulty** if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special education provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language used at home is different from the language in which they will be taught.

Special educational provision means:

for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

Categories of SEN

The code says that although it recognises that each child is unique, they will have needs and requirements, which may fall into at least one of four areas:

- communication and interaction
- cognition and learning
- social, mental and emotional health
- sensory and or physical

The aims of our SEND Policy are to ensure that:

- All children are given equal access to the curriculum and that each child's achievements are valued.
- A safe, secure and supportive learning environment is provided.
- All procedures for identifying special needs are known and understood by everyone.
- We identify barriers to learning and there is identification, assessment and monitoring of a child's needs at the earliest possible stage.
- There is involvement of the parents at every stage.
- Pupils are involved, wherever possible.

- Reviews, records and assessments follow the child through and beyond the school which are clear, accurate and up to date.
- We provide differentiation within a broad and balanced curriculum in a way which supports pupils with special educational needs.
- Staff are kept informed and awareness and expertise in SEN developed through INSET.
- There are adequate resources for SEN.
- To develop and maintain links with external agencies and support services.

The Teams at the LEAP Federation schools

Inclusion is the responsibility of everybody in our schools. The following staff are members of the inclusion teams.

- SENCO and/or Inclusion manager
- Executive Headteacher
- Associate Headteacher
- Teaching Assistants supporting individuals or groups
- Learning Mentors
- Teaching and Learning Associates

The person responsible for co-ordinating the day-to-day provision of education for children with SEND:

Kingsmead School

Ruth Mackintosh (Deputy Head for Inclusion and SENCO)

Gayhurst Community School

Lorraine Karunaratne (SENCO) & Lisa Clarke (Deputy Head & Inclusion Manager)

Mandeville School

Francesca Slot (Assistant Head for Inclusion and SENCO)

Arrangements for co-ordinating provision for children with special educational needs

The SENCO/Inclusion Manager is responsible for:

- The management of the day to day running of the SEND policy
- Coordinating provision for children with Special Educational Needs and Disability
- Liaising with, and advising, class teachers, interventions teachers and support staff
- Maintaining SEN register and overseeing the records of children with SEND
- Coordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with SEND
- Coordinating the work of teaching assistants working with pupils with and without statements

- Contributing to the INSET for all staff and regularly briefing them on inclusion issues.
- Liaising with external agencies, including Educational Psychology Service, Speech and Language Therapists, School Medical Service, Social Services, Health Service professionals such as clinical psychologists, occupational therapists, physiotherapists,
- Monitoring SEND provision, interventions and differentiation
- Supporting class teachers with reviews and writing IEPs in consultation with other staff members and parents
- Maintain close links with parent/carers of pupils with SEND
- Coordinating Annual Reviews for pupils with Education and Health care Plans (EHC plans)
- Ensuring that all staff who work with SEN children are aware and meet the needs and targets of the children and their individual targets/education programmes.
- Attend termly SENCO forum meetings

The SENCO/Inclusion Manager is also responsible for Medical Needs

The Role of the Class Teacher

The class teacher has a key role in the special needs process as they are usually the first to become aware of any difficulties a child may be experiencing.

All class teachers should:

- Provide a differentiated curriculum and challenging learning experiences for all children
- Keep the SENCO/Inclusion Manager informed and work with them
- Participate fully in the SEN Support stage of the profiling system
- Liaise regularly with the parents of pupils with special needs
- Keep themselves informed of the individual needs of all pupils in their class; monitor, plan and review accordingly
- Put into action all IEPs
- Co-ordinate any support from individual support teachers, TAs etc in consultation with the SENCO/Inclusion Manager
- Attend staff training on SEN / inclusion issues.

Admission arrangements

The LEAP Federation schools' admission arrangements are in line with Hackney's Admission Policy.

Pupils with an EHC Plan

Pupils with an EHC plan will receive notification from the Hackney Learning Trust that one of our schools has been named on their Plan as their proposed setting. The named school will assess whether:

- The placement is suitable for the child's age, ability aptitude and the special educational needs set out in the EHC plan.
- The attendance of the child at the school is not incompatible with the efficient education of the other children at the school.
- The attendance of the child at the placement is compatible with the efficient use of Hackney Learning Trust's resources.

Pupils with SEN but without an EHC plan

Where a place is available, all children who meet our admissions criteria are entitled to a place in the LEAP Federation schools.

We have agreed procedures to support 'Mid-term Entrants', which include an interview, with the parent/carer, who will be asked if their child has any special educational needs. Any information shared will remain confidential and will only be shared with the new class teacher and the Inclusion Team.

When children transfer to a LEAP Federation school from another school a routine request for school records is made. If there is any indication of a continuing special need, the school's SENCO/Inclusion Manager is informed and it is her responsibility to continue with the SEN process.

If the child is transferring from Special School then a series of liaison meetings with the new class teacher, SENCO/Inclusion Manager, parents/carers and other relevant professionals will take place. Initially, a programme of visits to the LEAP Federation school the child will be attending, of increasing length and with support, will be set up for the pupil, in accordance with the reintegration guidelines.

We follow the same admission procedure for children with statements/EHC plans. A planning meeting is held, involving relevant professionals. In some cases, an integration programme is agreed.

Facilities for children with SEND at the LEAP Federation schools

Kingsmead School currently has disability access to the main building via a ramp and a disabled toilet.

Gayhurst Community School currently has disability access to the main building via a ramp, and also disability access to the Nursery. There is a lift to all floors in the main building and a disabled toilet on the ground floor which has a hoist. The school also has a mobile hoist that can be used throughout the building.

Mandeville School currently has disability access to the main building via a ramp.

SEN Procedures

Identification, assessment and provision

Records are kept in the cycle of assessment, plan, do and review for each identified pupil. Short-term targets, written in an Individual Education Plan (IEP), used for children on the SEN registers whether they have an EHC plan, statement or are on SEN support. The aim of the IEPs is to provide a focused way of monitoring progress and building access to the curriculum.

Consultation with parents/carers at every stage of the process is vital. Pupils are involved wherever possible.

Raising attainment meetings are an integral part of the LEAP Federation schools' assessment cycle. Both formal assessments (of pupils' levels in comparison with age expectations) are used as well as ongoing teacher assessments.

Prior to going on the SEN registers

If a class teacher, parent or other professional involved with a child becomes concerned about that child's educational progress, the following can be carried out:

- Monitoring the child in their normal classroom context. Relevant tests or observations may be carried out to clarify the concern/s raised.
- Liaising with parents/carers for information about their concerns
- If concerns are raised about a child their class teacher will fill in a SEND referral form to be reviewed by the inclusion team
- Discussing the child with the SENCO/Inclusion Manager and other members of staff.

It is important that any medical concerns be highlighted and identified or eliminated at this stage. The class teacher should look at ways in which increased differentiation of class activities or re-deployment of class support staff could better meet the needs of the child.

If there is little or no significant progress after this and the class teacher and SENCO/Inclusion Manager feel additional support from external professionals is needed, the pupil moves onto SEN Support. At this point the child goes onto the school's SEN register.

SEN Support

At this point the class teacher and/or the pupil will receive additional support.

The class teacher should:

- Provide the SENCO/Inclusion Manager with as much information as possible, including assessment results, observations
- Plan provision to support the pupil, set targets and monitor the effectiveness of the extra support/provision.

The SENCO/Inclusion Manager should:

- Make sure the parents/carers are clear about the procedure
- Collate and file relevant information about the pupil
- Liaise with any outside agencies that may be involved with the pupil and collect any relevant information from them and share this information with relevant professionals
- Decide with the pupil's teachers and parents, and where possible, the child, on targets and provision

The outside agencies provide more specialist assessment and suggest new strategies.

Statutory assessment

The special needs of the great majority of pupils should be met effectively within mainstream settings through SEN Support, however, in a very small number of cases, the LEA will be requested, by the SENCO/Inclusion Manager to make a statutory assessment of special educational needs and decide whether or not to issue an EHC Plan.

Statutory assessment itself will not always lead to an EHC Plan. For an EHC Plan to proceed, the LEA has to be satisfied that the child's learning difficulties:

- are significant or complex
- have not been met by measures taken by the school
- need resources which cannot reasonably be provided within the budget of the mainstream school.

A statutory assessment may be requested by the school or by a parent.

When the school makes a request for a statutory assessment, they need to state clearly the reasons for the request and submit the following evidence:

- Copies of IEPs
- Evidence of progress, or lack of progress, over a period of time
- Advice, if appropriate, from health or social services
- Involvement and views of professionals with relevant specialist knowledge and expertise
- Evidence that the school has followed the advice provided by the professionals with relevant specialist knowledge.

Education Health and Care Plan

Following a statutory assessment, the LEA decides whether or not to issue an EHC Plan. If agreed, the LEA will issue a proposed EHC Plan, and (subject to parental agreement) a final EHC Plan, which outlines the additional support that the child will receive from the LEA. The school continues to provide resources from the SEN budget. Targets are set and reviewed termly.

There must be a review of the EHC plan every year. The SENCO/Inclusion Manager organises the annual review, inviting all professionals involved to the meeting with the parents/carers and the child.

The integration of children with Special Educational Needs within the school as a whole

At the LEAP Federation schools we are committed to Hackney's policy of inclusion where we believe that we can cater appropriately for a child's special educational needs. We are always keen to ensure that a child with special educational needs has the right adult support and we believe in strong lines of communication between the child's home, school, the Local Authority (Hackney Education) and other relevant agencies.

Evaluating the success of the school's SEN policy

The policy is reviewed annually, although is seen to be a working document and is open to comment.

Various INSET needs are reviewed regularly during Headteacher and SENCO/Inclusion Manager meetings and in SLT meetings. Staff are also invited to submit suggestions and training needs. The SEN Governor visits each of the LEAP Federation schools to monitor the SEN process and provide feedback to the governing body. The governor's report on the success of the SEN policy and its practice is shared in the annual report to parents.

Monitoring will consider the following:

- There is effective communication between staff, parents and SENCO/Inclusion Manager
- IEPs address the needs of the children
- Children's difficulties are identified early and quickly
- We make full use of our resources
- Parents are happy with the provisions for their children
- IEPs being delivered within the classroom and are considered in teachers' planning
- IEPs are regularly reviewed and children are sufficiently monitored through the profiling system

Arrangements for considering complaints about special educational provision within LEAP Federation schools

- We aim for a close working partnership with parents and, if parents are anxious about any aspect of their child's education, they can approach the school.
- Informal complaints can be discussed with the class teacher.
- Formal complaints can be discussed with the SENCO/Inclusion Manager and/or the Head teacher.
- The Governor with responsibility for SEND may be consulted.
- A committee of the Governing Body may be convened to hear the complaint if it has not been resolved through the Principal Complaints and Exclusions Officer.
- If parents are dissatisfied after these stages they can make a written complaint to the school governor or they can contact the school officer at Hackney Technology and Learning Centre.

Links with External Support Services

An essential part of our support for children with SEN is liaison with various external agencies. These include:

Educational Psychology Service [The Learning Trust]

Our Educational Psychologists attend termly planning meetings with the SENCO/Inclusion Manager.

Our EPs visit the LEAP Federation schools to observe children, make individual assessments, meet with parents/carers and discuss individual children with the SENCO/Inclusion Manager.

They can also deliver INSET to teaching and support staff.

Speech and Language Therapy

Our link Speech and Language therapists comes into the LEAP Federation schools for a designated number of days per term depending on the current needs of the children in each of our schools.

The Speech and language therapists supports pupils with statements, assesses the children's speech and language development, develops individual programmes and/or or helps to set up a language group, run by school staff, usually teaching assistants. They

help each school to identify targets and develop strategies for their IEPs. They attend and give advice for the children's Annual Reviews. They offer support and advice and deliver INSET to teaching and support staff.

Specialist teachers

Specialist teachers for Complex Needs, Autistic Spectrum Disorder, Language and Communication Difficulties, and Emotional Difficulties work with pupils with EHC plans. They may also be commissioned to carry out assessment at SEN Support. They can also be commissioned to run training sessions for school staff on different aspects of Special Educational Needs.

Peripatetic Teachers

Specialist teachers for children with visual and hearing impairments liaise with the SENCO/Inclusion Manager and class teacher, observe pupils and offer strategies.

Child Health Services

The school nurse will make referrals to outside agencies where concerns are noted at medicals.

The school nurse is based at each of our schools on a three week basis. He/She visits the schools to screen any children who need to be seen. He/She arranges yearly screening of reception and year 6 children. He/She writes Health Care Plans for children with medical needs in consultation with parent/carers and the SENCO/Inclusion Manager. The safeguarding nurse is involved in the care of children who have involvement by social services, and may be subject to a child protection plan or are a child in need.

Occupational Therapy

Children are usually assessed at school or at the Ark.

Occupational Therapists visit pupils at school to monitor progress, offer advice and strategies, liaise with the SENCO/Inclusion Manager, class teacher and teaching assistant and attend review meetings, when appropriate. A teaching assistant may support a pupil in carrying out an individual programme.

Physiotherapy

Children are usually assessed for and given physiotherapy at the Ark. Physiotherapists visit pupils at school to monitor progress, offer advice and strategies, liaise with the SENCO/Inclusion Manager, class teacher and teaching assistant and attend review meetings, when appropriate. A teaching Assistant may support a pupil in carrying out an individual programme.

Child and Adolescent Mental Health Services (CAMHS)

Clinical psychologists, psychiatric social workers, psychiatrists or psychotherapists work with children and families who have emotional, social and behavioural difficulties and offer short-term counselling, family therapy, psychotherapy. They are also able to diagnose older children with autistic spectrum disorders. The professional working with the child may meet the SENCO/Inclusion Manager, class teacher and observe the child in school as well as meet with the parents and child at the centre. They also attend review meetings, when appropriate.

Pupil Referral Unit

This is available to children on a short or permanent basis who have had a number of exclusions and are at risk of continued or permanent exclusion from school.

Social Services

They are involved with the families of some children with special educational needs. Referrals are made and the designated teachers for child protection attend case conferences, core groups and meetings.

Partnership with parents

Parents are partners in their child's learning and are invited to attend review meetings. We believe it is essential to have a good dialogue with parents of children with particular needs and value the information and insight they can provide us with.

Where necessary we arrange for interpreters to attend meetings or to have written notices translated into other languages.

We encourage parents to contact us with details of any medical conditions which might affect their child's education and to plan with us to meet any such needs. We particularly ask parents to contact us after their children have had hearing or vision tests or school medicals.

Links with other mainstream and special schools, including arrangements when pupils change schools or leave schools

The LEAP Federation has established links with a number of primary and secondary schools, some of which are special schools.

Secondary Transfer

Children who have special needs without an EHCP will have any SEN records forwarded along with routine records to their secondary school. In the summer term, local secondary schools send along representative teachers to meet with Year 6 teachers and to discuss the needs of individual pupils. The SENCO/Inclusion Manager liaises with the SENCO from the secondary school, and the parents and children with EHC Plans in the summer term. The SENCO/Inclusion Manager and Learning Mentors support parents/carers of children with SEN with visits to secondary schools. Learning Mentors support pupils who may find the transition to secondary school difficult.

Secondary transfer is discussed at the Annual Reviews of children with EHC Plans in Year 5.

Transfer to other schools

When a child transfers to another Primary school the SEN profiles are passed on. The SENCO/Inclusion Manager will make contact with the SENCO of that school if further information is needed.

Local authority guidance can be found at the following website:

[Special educational needs and disabilities | Hackney Education](#)

[Policy to be reviewed in **September 2023**](#)