

**Special  
Educational Needs  
Policy  
2018-  
2021**

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## Aims and Objectives

This policy accepts the definition of SEN as set out in the SEN Code of Practice. It reflects the new approach to and arrangements for SEN outlined in the Children and Families Act 2014

At Canonbury Primary School, all staff and governors are aware of the importance of identifying and providing for children who have SEND. Therefore we aim to:

- provide an inclusive environment, where children are able to access a curriculum that meets the needs of all learners
- meet individual needs through a wide range of provision
- map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention leads to good learning outcomes
- narrow the gap in attainment between vulnerable groups of learners and others
- identify the roles and responsibilities of staff in providing for children's needs
- work in partnership with the Local Authority and other outside agencies, including outreach support from Special Schools, to ensure there is a multi-agency approach to meeting the needs of all vulnerable learners
- work in partnership with parents and carers to ensure that parents are kept informed and are able to play their part in supporting their child's education
- inform parents annually on the policy and effectiveness of the school's work for pupils with SEND

This policy complies with the guidance given in the following documents and legislation:

The Education (Special Educational Needs) (Information) Regulations 1999: SI 1999/2506.

The Special Educational Needs Code of Practice

## Responsible Persons

The 'responsible person' for SEN is Patrick Mildren, Headteacher. The person coordinating the day to day provision of education for pupils with SEND is Deputy Headteacher and Inclusion Leader, Jo Davey.

## Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such Canonbury adopts a “whole school approach “to SEND that involves all staff adhering to a model of good practice based on the Quality First Teaching Model. Within this model teachers, with the support of relevant agencies, respond to children’s needs by:

- providing differentiated learning opportunities and materials appropriate to children’s interests and abilities
- planning to develop children’s understanding through the use of all their senses and of varied experiences
- planning for children’s full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy in line with the policies of Islington Local Authority. We respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences
- Special Educational Need might be an explanation for delayed or slower progress and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others
- English as an Additional Language (EAL) is not considered a Special Education Need
- differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners
- we focus on individual progress as the main indicator of success and strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs

It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers.

Therefore:

- schemes of work for pupils within class and year groups will reflect whole school approaches and learning and will take account of SEND
- there will be flexible grouping of pupils so that learning needs may be met in individual, small groups or whole class contexts
- curriculum tasks and activities may be broken down into a series of small achievable steps for pupils who have marked learning difficulties and may be supported with visuals
- children with significant learning needs will be supported during lunch breaks where appropriate

## Providing the graduated response: SEN Support

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy, presenting persistent behaviour emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follows an “Assess, Plan, Do, Review” approach. Assessments will allow the child to show what they know, understand and can do; as well identify any learning difficulties. The assessments may be very specific e.g. dyslexia screening tool, or may take the form of teacher assessments within class. Following assessment we will put a plan in place (Provision Mapping or a pupil passport) detailing appropriate interventions e.g. Dynamo maths or number box (numeracy programmes) phonics, 15 minutes a day, Nessy reading and spelling (Literacy programmes) Touch Typing, Speech and Language groups, Social Skills groups, handwriting groups, in class support by teacher, use of specialist equipment, alternative teaching strategies, etc.

The plans will be outcome focused.

The resources deployed to help the child achieve the agreed outcomes will be captured in the provision map or pupil passport.

The plan will also set out review arrangements

Where more than one agency is involved, the school, in discussion with the parents and other agencies will meet and plan together to assist assessment.

Identification, assessment, planning, intervention and review of children with SEN will be undertaken by all staff with advice and support from the Inclusion Lead where needed. Appropriate records will be maintained, including continuous assessment, standardised tests, and Key Stage attainment tests.

Additionally, the progress of any child receiving exceptional needs funding or with an Education Health and Care Plan will be reviewed annually.

## Involvement of pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all pupils by encouraging them to

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets; (for some pupils with special educational needs) monitor their success at achieving the targets

## Parent Participation

The school aims to work in partnership with parents and carers and encourages an active partnership through an on-going dialogue. We will:

- work effectively with all other agencies supporting children and their parents
- give parents and carers opportunities to play an active and valued role in their child's education
- encourage parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- have regular meetings to share the progress of vulnerable groups of learners with their parents/carers, focusing on the child's strengths as well as areas of additional need
- keep parents updated about the provision /interventions their child receives
- consult parents before seeking support from external agencies
- agree targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- provide all information in an accessible way, including, where necessary translated information for parents with English as an Additional Language

## Multi-agency working

Regular Liaison is maintained with the following agencies

- Outreach Support Services
- Educational Psychology
- Child and Adolescent Mental Health Services
- Health Service(School nurse, occupational therapists physiotherapists speech and language therapists)
- Families First

## Arrangements for the Treatment of Complaints

If you have a complaint about SEN provision, please tell us promptly by contacting the following people in this order

- the class teacher
- the Inclusion Leader
- the head teacher – using the main school number
- the SEN governor (a letter can be submitted through school office)

The SEN Governor will then refer to the complaints procedure to try and address the issue.

## Workforce Development

In service training needs related to special educational needs will be identified by the Head teacher in consultation with the Inclusion Leader and staff and will be incorporated into the staff development plan.

## Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition evidence will be gathered regarding:

- staff awareness of individuals needs
- success of early intervention
- academic progress of pupils with SEN
- improved behaviour of the children , where this is appropriate
- pupil attendance
- consultation with parents

## Inclusion of Vulnerable Learners

All pupils at Canonbury have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that bring feelings of success and achievement

We use a range of strategies to meet the needs of vulnerable learners. We strive to ensure that:

- all learners have access to quality first teaching
- assessments are used to inform the next stage of learning
- language acquisition is promoted through a range of good, inclusive strategies interventions and differentiation of the usual school curriculum
- intervention and support is provided for underachieving pupils to accelerate their progress

## Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan and School Information Report are integral to this policy.