

**Special  
Educational Needs  
Policy  
2021-  
2024**

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Checked and Reviewed by:			
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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.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the headteacher or the appropriate governor has been informed that a child has SEND, those needs will be made known to all who are likely to teach them.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

The Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with SEND. (This is mandatory).

All staff will ensure children with SEND can join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources

## 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 Sandy Fazio, SENDCO.

## 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.

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. All children with SEND are afforded the same rights as other children in terms of their admission to school.

## Specialist Provision

Canonbury Primary School has a flat site at pavement level with 3 playgrounds. 2 are at the same level and the third is at a slightly lower level accessed by a small slope. The school building consists of a main three-storey block with a single-story extension. Nursery, Reception and both Year 1 classrooms are on the ground floor. All other year groups are on the middle and top floors. There are 4 separate flights of stairs but no lifts. There is a disabled toilet on the ground floor.

Equipment available in our school to support when needed:

- Laptops

- iPads
- Communication books (for home and school)
- Sensory Room
- Sensory equipment
- SEN software - Communication in Print and Widgit Online to produce printed matter with visual prompts, specific maths and English computer programmes including Nessy.

The school will consider purchasing other equipment if there is an agreed identified need. We will normally consider this at the pupil's termly or annual review.

## Access to the Curriculum

The Curriculum will be made available for all pupils, including those with predictable SEND. Where pupils have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

The school will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the pupils' SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

## 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. Following assessment, we will put a plan in place (Provision Mapping or a pupil passport) detailing appropriate interventions such as;

- Classroom organisation and management
- In-class support by teacher
- Small group work
- Home/school reading schemes
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies

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. Parents and children will be involved in developing the plan.

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 Team 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.

## Resources

The school is allocated a notional SEN budget (a combination of funding streams specifically to support SEND children and a proportion of other income is assumed to be used to support SEND pupils). In addition, additional funding is sometimes awarded to support pupils with higher needs.

## Parent Participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEN where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with Parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

## 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)
- Bright Start

## 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
- Children's awareness of their targets and achievements

## 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.