



Garfield Primary School
Special Educational Needs Policy (SEND Policy)
September 2017
Ratified by Governors – Autumn Term 2017

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report) Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013 and the Early Years Foundation Stage Document
- Safeguarding Policy
- Behaviour Policy
- Single Equalities Plan
- Teacher Standards 2012

This policy was co-produced by the school's SENDCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND.

At Garfield we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required.

A pupil has SEND where their learning difficulty or disability calls for special educational provision. They will have

A significantly greater difficulty in learning than the majority of others of the same age
OR

Have a disability which prevents him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school.

(Code of Practice 2014 Page 4)

Special Educational provision is different from or additional to that normally available to pupils of the pupils of the same age.

At Garfield we focus on outcomes for children and how the provision made can support these outcomes.



This SEND policy details how, at Garfield, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Key Staff

Inclusion Leader/SENDCO: Marion Samuel (Assistant Headteacher)

Email: msamuel@garfield.enfield.sch.uk

Telephone: 02083684500

Our SENDCO has the National Award for SENDCO's (NASENCo award)

Our Inclusion Leader/SENDCO is a member of the School Leadership Team

Objectives of the Policy

- 1, To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs and Disability Co-coordinator (SENDCO) who will work with the SEND and Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

Partnership with Parents/Carers and children

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents.

We encourage parents to make an active contribution to their child's education and teachers have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-



making by providing clear information relating to the education of their child. Parents always have access to the SENDCO through a school email address. At Garfield we have copies of the LA local offer available for parents and they can access the school SEND information report on the website.

If parents are concerned about their child's progress at school they can speak to their child's class teacher. If they are not happy that the concerns are being managed then they can contact their child's Achievement Leader.

Early Years – Nathalie Ames
Year 1- Jo Choueke
Year 2- Seniz Selvi
Year 3 Margaret Walls
Year 4- Kathryn Getley
Years 5 – Jaqueline Warre
Year 6- Phil Flatley

If they still not happy then they can contact the Inclusion Leader/SENCO- Marion Samuel

If they are still not happy with the outcome then they can contact the Headteacher

Categories of Special Educational Need

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalized teaching (Pg. 88 Section 6.37 onwards). See later for Garfield's graduated approach

The SEN Code of practice 2014 has established a single category of support, **SEN SUPPORT**

The SEN Code of Practice describes the 4 broad categories of need. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

At Garfield we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The 4 areas for which children may be identified as having SEN are

- **Communication and interaction**
- **Cognition and learning**
- **Social, mental and emotional health**
- **Sensory/physical**

Please note the new Code of Practice does not identify challenging behaviour as a SEN. Any concerns relating to child or young person's behaviour will be described as an underlying response to a need which staff at Garfield will be able to recognise and identify through their good knowledge of the children and liaison with parents/carers.



The following are not considered to be indicators that a child has **SEND** but they may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A Graduated Approach to identifying SEND at Garfield

STEP 1

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

At Garfield we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. Additional intervention and support cannot compensate for a lack of good quality teaching.

When identifying whether a child has SEND the school uses an 'assess, plan, do, and review' cycle.

Termly progress meetings are held led by Achievement Leaders and attended by the class teacher, TA's and SENCO. If we are concerned about a child's progress in comparison to national expectations despite quality first teaching then the area of concern will be identified and possible interventions tried or additional focus group work for a specific time period. This information will be shared with parents at termly meetings.

Quality first teaching in the classroom

All children should receive consistently good teaching in the classroom which means



- Teachers have high expectations of children
- All teaching based on what children already knows and can do
- Teachers regularly check on the child's progress and ensure appropriate support is in place as necessary
- Different teaching methods are used so the child can be fully involved e.g. Pair work, group work, practical learning, mixed ability or independent work
- Specific strategies (which may be suggested by the SENDCO or outside agencies) are in place to support a child's learning

Some children will benefit from working in smaller groups on specific work to help them make progress.

- These are sometimes called intervention groups.
- They may take place in classroom or outside
- They may be run by a teacher or specially trained TA

Interventions tried will be individualised and selected from a range available. (See provision map in appendix)

Provision is reviewed half termly at progress meetings. The teacher is responsible for evidencing progress and planning for all the children. The teacher is led by the Achievement Leader.

A record of the progress meetings and planning of interventions is written by the Achievement Leader.

The plans will include reference to a provision map, the needs identified and how to remove the barriers to learning the child has. A clear time frame will be established. The teacher will be responsible for monitoring this half termly and tracking the progress the child is making.

STEP 2

For those children who have higher levels of need and are not responding to Quality First Teaching and the interventions and strategies put in place, referrals to external professionals may be made. This enables teachers and the SENDCO to seek advice and support.

To access support an Early Help Form is completed or an individual referral to a specific service will be made which includes records of the child's progress over time and evidence of interventions tried. If an Early Help Form is completed this is sent to the Local Authority in Enfield or the local authority in which the child is resident. The service that support is required from is identified and the form is forwarded to them. Parents and children are involved in completing the Early Help Form.

The professional may include Speech and Language Therapist (SALT) or the Educational Psychologist (EP), CAMHS. Child and Adolescent Mental Health Service, and CDT (Child Development Team) and Behaviour Support Service (BSS).

If child has autism diagnosis referral may be made to The Enfield Advisory Service for Autism
If visual impairment is diagnosed a referral may be made to Joseph Clarke School.

If a hearing impairment is diagnosed then a referral may be made to Blanche Neville School.



Permission is always sought from parents before a referral is made.

Once the professional has seen the child they may suggest

- Making changes to how the child is supported in class
- Support to set targets which will include their professional expertise
- Advice for staff
- A group run by trained school staff e.g. SALT intervention group
- A group or individual work with outside professionals.

There is an assessment period whilst the strategies are implemented which usually lasts up to 2 years. During this time the child may be put on the SEND Register.

This decision should involve the teacher, parents and SENDCO considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.

If on the SEN register as SEN Support, the child's needs should be met within the school and additional provision funded from the delegated budget.

More personalized plans are created during a Structured Conversation/LSP for children on School Support (SS). These are replacing IEP's from Spring 2015. They are written by the Class teacher in co-production with the parents and guided by the SENDCO.

STEP 3

Applying for an Education, Health and Care Plan (EHCP)

Some children may need some specific individual support beyond that already provided by the school as part of its core offer

This type of support is ONLY available to those children whose learning needs are

- Severe, lifelong and complex
- Need more support in school than the school budget can provide

This can be provided by requesting a statutory assessment from the Local Authority in which the child lives. Enfield Local Offer- www.enfield.gov.uk/SEND

From September 2014 this will be provided via an Education, Health and Care Plan (EHCP). This was previously known as a Statement of Educational Needs. This means a child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching. It means the school needs additional financial support from the Local Authority (LA) to help the child's need be met.

Procedure for requesting an EHCP

- The school or you can request that the LA carry out a statutory assessment of a child's needs. This is a legal process which sets out the amount of support that will be provided for a child to enable them to reach the desired outcomes.
- The school supported by parents will complete forms giving lots of information about the child and the work the school has already done with them.
- The LA will decide whether they think a child's outcomes are not being met (as described in the paperwork provided).
- If they decide that a child requires a statutory assessment then parents and all professionals who have been involved in working with the child will write a report outlining what will be required to enable the child to meet the desired outcomes
- The LA will then decide if the child's needs are severe, complex and lifelong and that they need additional financial supporting school to enable them to make good progress. If this is the case the LA will write an EHC Plan
- If the child is given an EHC Plan parents may be able to request a personal budget to support some of the outcomes of the plan as long as they meet the criteria detailed in the Enfield Local Offer. Enfield's Local offer lists the services parents may be able to access with a personal budget. The EHC Plan will outline the amount of personal budget a child will receive and whether it is being paid by education health or social care or school and how it will support the child's outcomes.

Managing Children with SEN

Provision is reviewed termly at progress/SEN review meetings. The teacher is responsible for evidencing progress and planning for all the children in their class. The teacher is led by the Achievement Leader.

A record of the progress meetings and planning of interventions is written by the Achievement Leader.

More personalized plans are created during a Structured Conversation/Learning Support Plan for children on School Support (SS). They are written by the Class teacher in co-production with the parents and guided by the SENDCO.

The plans will include reference to a provision map, the needs identified and how to remove the barriers to learning the child has. A clear time frame will be established. The teacher will be responsible for monitoring this on an ongoing basis and tracking the progress the child is making.

Provision in place to support pupils with SEND?

See Provision map in appendix

Speech and Language Group 'Lift Off Language'

Place 2 Be

1:1 and small group support.

Pupil premium funding for SEND children on Free School Meals

Learning Mentor Team

Tiger Teams

Criteria for exiting the SEND register



If a child is making adequate progress in line with National expectations then they will be taken off register but closely monitored in half termly progress meetings

Admission arrangements

Admission arrangements are on the school website and in the Admissions policy

SATS arrangements

We ensure SEN children are able to access SATS and other assessments. The Achievement Leaders and Assessment Leader are responsible for this.

We apply for extra time as necessary for children with additional needs

Transition Arrangements for children with SEND

When a child joins Garfield

- All children entering early years at the beginning of the academic year are home visited and offered a programme of induction visits and open evenings.
- If a child joins mid year in any year group and has SEND we will ensure all provision needed by a child is in place before they start and where possible staff who will be working with the child will conduct home visits.

If a child is moving to another school

- If the child has a statement then their current supporting adult will visit the new school with them during the Summer term and Garfield school staff and the secondary school staff will meet together to plan the transition.
- The child will have the opportunity to visit the new school more than once.
- The child will do focussed learning about aspects of transition to support their understanding of changes that will take place.

When a child moves to another class in school

- In the Summer term the current staff and all new staff for September will be at a LSP review meeting where all the information regarding the child will be discussed
- If the child would benefit from a book including photographs of staff and information about the new class, then this will be made.

In Year 6

- A member of the Inclusion Team will invite the secondary staff in to discuss the child and share strategies.
- The child will attend a small group in school, to support their understanding of the changes ahead. This may include a 'Passport' of transition book about themselves for their new school. If they have 1:1 support their assistant will visit the school with the child during the Summer Term
- Several visits are made to the new school and if possible staff from the new school will visit the child in their current school.
- The Learning Mentor Team will be involved in specific transition programmes



Supporting Pupils with medical conditions

The school recognizes that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a Statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The whole family context is taken into consideration when supporting and communicating with parents/carers regarding their child. Confidentiality is kept at all times.

Procedure

- If a child has any medical needs the School Welfare Officer will invite the parent into school to create a care plan.
- The plans will be updated regularly and parents are able to contact the school Welfare Officer at any time.
- Parents are encouraged to share information about their child's social and pastoral care with their Class Teacher/ Learning Support Assistant.
- All medicines are carefully monitored and recorded.
- If there are any concerns the School Welfare Officer will ring parents and discuss any issues. If needed the School Nurse will be contacted.
- Your children will access all the assessments held in school and if there are any concerns you will be informed.
- Dietary needs are discussed and any allergies shared with relevant staff. If needed a food diary may be kept to support programmes given by a dietician.

Monitoring and Evaluation of SEND

The Leadership team conducts regular and carefully monitoring and evaluating the quality of provision that is offered to all pupils (See School Self Evaluation Policy and monitoring documents)

The SENDCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers in the drawing up of personalised plans for children. The SENDCO and the Headteacher hold regular meetings to review the work of the school in this area. In addition the SENDCO and the named governor with responsibility for special needs also hold regular meetings.

We also conduct annual audits, sampling of parent views, pupils views, and staff views.

Funding and Resources

SEN is funded through the school budget received from Enfield Local Authority, includes money for supporting children with SEND.



The Headteacher decides on the budget for SEND in consultation with the school governors, on the basis on the needs of the school. From September 2014 parents whose children have an EHC Plan or statement will be involved in discussions about how the funds can be best used to support their child. Intervention groups are costed.

The Headteacher and the SENCO decide on what support is needed by considering all the information the have about SEND in the school. This includes

- The children getting extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as expected.

Staff Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

The SENCO in liaison with the Deputy Headteacher arranges specific training for class teachers on specific aspects of SEND.

The school is a member of NASEN and lots of information is accessible on the their website which can be used for training purposes

There are also local schools and agencies that are available for staff to access through the Enfield Local Offer.

Roles and Responsibilities

The class teacher is responsible for

- Checking the progress of all children and identifying, planning and delivering any additional help SEN children may need.
- Holding Structured Conversations with parents each term to set goals and put plans in place to meet these goals
- Ensure all staff in school are supported to deliver the planned work or a special programme for the SEN child. This may involve the use of additional adults or support from outside agencies which will be overseen by SENCO.
- Ensuring school SEND policy followed in their classroom

The SENCO/INCLUSION LEADER is responsible for

- Developing the school SEND policy and coordinating all the support children get to ensure their needs are met



- Ensuring that parent/carers are
 - involved in supporting their child's learning
 - informed of the support their child is getting
 - involved in reviewing their child's progress termly with the staff who work with the child.

The Headteacher is responsible for

- The day to day management of all aspects of the school, this includes the support for children with SEND
- She will give responsibility to the SENCO and class teachers but is still responsible for ensuring your child's needs are met
- She must ensure that the Governing Body is kept up to date about any issues relating to SEND

The SEN Governor is responsible for:

- Ensuring the necessary support is provided for any child who has SEND, through termly meetings with the SENCO and termly reports from the Headteacher

Safeguarding

Name of Designated Adult with specific Safeguarding responsibility

Marion Samuel- Assistant Headteacher

Name of Deputy Designated Adults with specific responsibility for Safeguarding

Karen Khwaja – Headteacher

Margaret Walls- Deputy Headteacher

David Newson- Assistant Headteacher

Ellie Partridge- Assistant Headteacher

Name member of staff responsible for managing PPG/LAC funding

Margaret Walls- Deputy Headteacher

Name of member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils

Marion Samuel- Assistant Headteacher

Storing and Managing Information

SEN records are stored in a locked filing cabinet in the Inclusion office. All documents are confidential to the child and family.

Garfield follows the Policy and Procedures set by Enfield Local Authority on Information Management which includes details of how long to store documents, when they should be destroyed, what should be kept and where.

Accessibility



See Single Equality Plan

Dealing with Complaints

The method for making a complaint is detailed in the Complaints Procedure. Details available from the school website or school office.

This policy is reviewed annually

Signed:

Date: October 2017
Review September 2018

GARFIELD PS Individual Pupil Provision Map

Name: _____ **Class:** _____ **SEN Stage:** _____ **SEN Type:** _____ **Date:** _____

<p>Quality First Teaching – Whole School (WAVE 1)</p> <p>School Policies –consistent approach Assessing Pupil Progress Targets (APP Reading Writing and Maths)-planning, focus group work, TA support and shared with pupils and parents EYFS Curriculum – Development Matters Positive Behaviour Policy (Rewards and Sanctions) Conditions for Learning Visual Timetables Place to Be/Talk Assemblies and Attendance Awards School Council Induction of new pupils Parent Consultations termly Website and Friday Flyer information Children Centre and parent links</p>
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Quality First Teaching Strategies for Differentiation				
English Support	Maths Support	Speech and Language Support	Behaviour Support	Other Support
<ul style="list-style-type: none"> Opportunities for oral rehearsal Provide scaffolding Writing frames and Word mats prompt sheet Train to use visual support in class if stuck Partner work Modelling by adult Opportunities to work independently White boards to have a go Use word processing for writing difficulties Use of scribe if necessary adult or other pupil Teach strategies to help pupils find their place in text eg highlight, underlining Spelling strategies eg mnemonics, chunking and words within words ASD pupils – avoid empathy or imaginative writing (use scaffolding) 	<ul style="list-style-type: none"> Visual support eg number lines, squares Concrete apparatus Provide pre-prepared graphs, charts if necessary opportunities to consolidate number facts Teach and practise strategies 	<ul style="list-style-type: none"> Visual prompts Now next reminder Use pupil's name before speaking to him/her Clear simple instructions with eye contact Check pupil understanding Discuss changes in routine in advance Use of real objects Role play activities Use of pole bridging Use of recordings/ Dictaphone eg for instructions, homework Modelling and use of role models Makaton symbols Pre-teaching of topic words and concepts Revision of previous learning Word mats Role model talk partner Teach task and give consolidation work Class vocabulary chart for topics 	<ul style="list-style-type: none"> Seating position Positive use of role models Model expectations Clear instructions Pupil repeats back instructions Reminders and expectations Peer support Opportunities for pupils to make themselves clear Timers ensure pupil aware of timescale Isolation area and privacy board Home-school book Parent liaison Physical objects to help focus eg squeeze ball Task breaks Opportunities to work independently on previously modelled work Adult to give time to talk if necessary Opportunities to have responsibilities Organisation skills taught eg homework/reading diary Timetabled lunchtimes or playtimes to provide structure 	<ul style="list-style-type: none"> Teach self-help skills Provide additional/alternative resources eg sloping board, seat cushion, CCTV, magnifiers, text trackers, triangular grips, alternative coloured paper, templates, post it, colour coding and pens Enlarge texts Use black felt tips and darker lined paper for VI pupils Provide verbal information if necessary Additional time to complete tasks Personal copy IWB teaching resources Avoid copying from board if a difficulty Position of adult and pupil to support HI pupils Opportunities for pupil with pupils to make themselves understood Mind maps and visual revision Use of video for teaching concepts and revision (including homework

Additional Provision (WAVE 2/3)

English Support	Maths Support	Speech and Language Support	Behaviour Support	Other Support	Outside Agency Involvement
ADDITIONAL INDIVIDUAL READING WITH ADULT X mins weekly	SPRINGBOARD MATHS X mins weekly	INDIVIDUAL SALT PROGRAMME X mins weekly	P2B ONE TO ONE X mins weekly	PHYSIOTHERAPY EXERCISE X mins weekly	EP ASSESSMENT
SMALL GROUP CATCH UP PHONICS Phase: X mins weekly	NUMICOM SMALL GROUP X mins weekly	GROUP SALT PROGRAMME X mins weekly	BEHAVIOUR TA INDIVIDUAL SUPPORT X mins weekly	TIGER TEAMS X mins weekly	CAMHS
ONE TO ONE PHONICS CATCH UP Phase: X 10 mins weekly	SMALL GROUP MATHS SUPPORT X mins weekly	PRE-TUTORING X mins weekly	BEHAVIOUR TA GROUP SUPPORT X mins weekly	INDIVIDUAL VISUAL TIME	VI OUTREACH SERVICES
SMALL GROUP LITERACY SUPPORT X mins weekly	INDIVIDUAL MATHS SUPPORT X mins weekly	SOCIAL COMMUNICATION GROUP X mins weekly	INDIVIDUAL SUPPORT PLAYTIMES X mins weekly	INDIVIDUAL MAKATON PROGRAMME	HI OUTREACH SERVICES
INDIVIDUAL LITERACY SUPPORT X mins weekly	LUNCHTIME READING CLUB X mins weekly	INDIVIDUAL NUMBER CONSOLIDATION X mins weekly	INDIVIDUAL SUPPORT LUNCHTIME X mins weekly	ICT PROGRAMES	RUSSETT HOUSE OUTREACH SERVICES
ADDITIONAL COMPREHENSION GROUP X mins weekly	HOMEWORK CLUB X mins weekly		CIRCLE OF FRIENDS	SCHOOL NURSE	OAKTREE OUTREACH SERVICES
HANDWRITING PRACTICE X mins weekly			PARENT SUPPORT	SOCIAL CARE	SALT
ONE TO ONE TOE BY TOE PHONICS X mins weekly			BEHAVIOUR SUPPORT SERVICE	CAF COMPLETED	OCCUPATIONAL THERAPIST
EARLY ENGLISH PROJECT X mins weekly			LEARNING MENTOR SUPPORT		CHILD DEVELOPMENT TEAM

