



Monkfrith Primary School

Special Educational Needs and Disability Policy

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

This policy should be read in conjunction with the following school policies:

- Inclusion, Equality and Diversity Policy
- Bullying and Harassment Policy
- Safeguarding and Child Protection Policy
- Pupil Premium Policy
- Behaviour Policy
- Accessibility Plan and Policy

Contact details for those responsible for managing our response to the provision we make for children with Special Educational Needs (SEN)

Head Teacher: Ms Jude Deasey

SENCO: Ms Hilary Whent

Ms Whent holds the NASENCo qualification in accordance with statutory requirements and is also a member of the Senior Leadership Team.

Governor with responsibility for SEN and Inclusion: Ms Louisa Tsipoura

School contact details:

Tel no 0208 368 6020

Email office@monkfrithschool.co.uk

School beliefs and values

At Monkfrith we believe that every pupil has an entitlement to achieve their full potential with appropriate support to meet their individual needs. Every teacher is a teacher of every child, including those with SEN (Special Educational Needs). Every pupil has a right to a broad, balanced, relevant and challenging curriculum, which is appropriate to individual abilities, talents and personal qualities.

Aims

We aim to:

- Provide a secure and caring environment, in which there is equality of opportunity for each child to develop his or her full potential.
- Provide appropriate learning opportunities, which help pupils to develop their personalities, skills and abilities.
- Secure positive academic, social and emotional outcomes for all pupils.

Objectives

- To ensure implementation of Government and LEA guidance.
- To identify barriers to learning and participation and provide appropriate support for pupils who have special educational needs.
- To provide a Special Educational Needs Coordinator to oversee, coordinate, manage, monitor and evaluate provision.
- To provide support and advice for all staff working with pupils with special educational needs.
- To work with parents to develop outcomes and support for children with SEN.

Identifying Special Educational Needs

We work to the SEND Code of Practice (Jan 2015) definition of SEND:- *A child 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

The teacher and SENCo will consider all information about the child;

- Concerns will be discussed with the pupil and family;
- Further assessments / observations may be carried out in school;
- Where necessary, and with parents' permission, further advice and assessments may be sought from external professionals.
- Where it is decided that a pupil does have SEN, the decision will be recorded in the school records and the pupil's parents will be formally informed that special educational provision is being made.
- Progress will be reviewed at least termly and adaptations or alterations made to the provision.
- A decision will be made about whether the school can meet the need from what is ordinarily available in the school, or whether additional provision is needed.

The SEND Code of Practice (2015) describes four broad areas of need:

Communication and interaction

Children may have difficulty communicating with others: saying what they want to, understanding what is being said to them or they may not understand or use social rules of communication. Children and young people with Autism are likely to have particular difficulties with social interaction.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Children may have difficulties with the skills needed for learning; for example attention, memory, auditory processing, visual processing and processing speed. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and Specific learning difficulties (SpLD), affecting one or more specific aspects of learning. This includes a range of conditions such as dyslexia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties, which may impact on learning. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. This includes children with vision impairment, hearing impairment or a multi-sensory impairment, who are likely to need specialist support to access education. Some children with a physical disability require additional ongoing support and equipment to access all the opportunities available to them. A child may have sensory processing needs, which

means they have difficulties processing information from their bodies and the environment through their senses. They may be oversensitive or undersensitive in a number of areas.

Children with SEN may have needs in a number of areas, described above.

Sometimes children's progress and / or attainment may be affected by issues that are not SEN. These include:

- Disability (schools are required to make "reasonable adjustments" for pupils with disabilities);
- Poor attendance and / or punctuality;
- Health and welfare, e.g. chronic health conditions such as sickle cell;
- Family issues such as bereavement;
- Children learning English as an additional language;
- Children known to be more vulnerable to underachievement including children in receipt of Pupil Premium and Looked After Children.

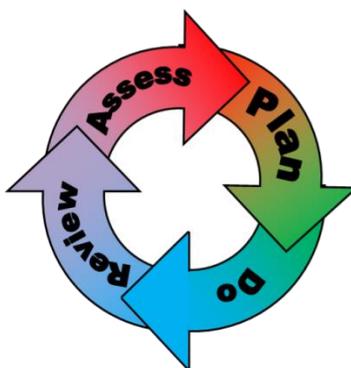
A Graduated Response to SEN Support

The school uses the **Assess Plan Do Review** model detailed in the SEND Code of Practice (2015).

High quality teaching, differentiated for all pupils, is the first step in responding to pupils who have or may have a SEN. 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. Any additional intervention or support works in conjunction with high quality teaching. The quality of teaching is regularly reviewed through lesson observations and staff performance appraisals, and the impact on pupil progress reviewed each term.

Additional support or interventions may be put in place for children making slower than expected progress or who are underachieving before a SEN is formally identified.

The decision to make special educational provision involves the teacher, SENCo and parents, considering all information regarding the pupil's attainments, progress, strengths and difficulties. This information will be used to decide on outcomes and plan how best to meet the pupil's needs. Provision will be implemented and outcomes reviewed according to specific criteria.



Children with SEN are identified as early as possible using the approach above.

For a higher level of need, the school has access to a range of external specialists who can offer additional support and advice, including health agencies, educational psychology, occupational therapy, speech and language therapy and Child Adolescent Mental Health Service in Schools support.

Managing Pupils' Needs (SEN Support)

There is a single category of support, SEN Support. Outcomes and interventions are recorded on an Individual Support Plan (ISP), which is reviewed termly. This will detail:

- Pupil's strengths and needs
- Other professionals involved and reference to their reports, advice and input
- Outcomes to be achieved
- Provision to support achievement of outcomes
- When we will monitor and review the plan
- Pupil's views
- Parents/carers' views

We aim to provide interventions, which have been found to have a positive impact. We ensure staff are trained to deliver the interventions. Examples of interventions currently used include:

Toe by Toe, Better Reading Partners, Reading Comprehension booster, Reading Inference, Maths Booster, Wordshark, Catch Up Numeracy, Gross Motor Skills, Fine Motor Skills, Speech and Language Toolkit, Social and Emotional Understanding, Language for Thinking, Lego Therapy, Social Skills. In addition we implement interventions recommended by other professionals and we employ a part-time SEN intervention teacher with a specialism in Specific Learning Difficulties (Dyslexia), who delivers and oversees literacy interventions.

Monkfrith works within Barnet's Local Offer, which is a description of what is ordinarily available in local schools to support children with a range of SEN. The school receives funding to provide additional support from its delegated budget, which we can use to meet the needs of the majority of children with SEN. For a minority of children, we may be unable to fully meet their needs through the provision ordinarily available in the school and it will be

appropriate to make a request for an Education and Health Care needs assessment. This may be because:

- They need a higher level of support than we are able to provide, e.g. if they have severe difficulties with learning or need a high level of supervision;
- They need support from specialist professionals, e.g. if they have a hearing or visual impairment;
- They are not making sufficient progress despite high quality teaching, involvement of other professionals, evidence of appropriate intervention and support over time.

Involving external agencies

Where the school considers that an external professional or agency should be involved, this will be discussed with the family. No referral will be made to any agency without the agreement of the family. Contents of referral forms and letters will be shared with parents prior to referral. The school may request permission to refer to one or more of the following agencies:

Health – child development clinic, speech and language therapy, occupational therapy, physiotherapy, CAMHS, CAMHS in schools.

Education – Educational Psychology team, Specialist Team (advisory teachers for SEN eg Autism, Inclusion, Physical Disabilities, Visual and Hearing Impairments).

Social Care – Children and Families, Intensive Family Focus Team, Early Help team, PAC-UK.

Referral processes vary between agencies and across boroughs. Some require the completion of a single referral form, while others need additional evidence or require the completion of an Early Help Assessment (EHA). Other services often have specific criteria, which need to be met before a referral can be made. Any advice received will be shared with the family and staff working with the child, and incorporated into the provision for that pupil. The impact will be measured through Individual Support Plans and pupil progress meetings.

As stated above, a small minority of children have needs that cannot be fully met from the school's available resources. In these cases the school or parent can make a request for additional funding from the local authority's high needs block funding via an Education and Health Care needs assessment. Requests must include:

- A detailed description of the child's strengths and difficulties;
- The impact the difficulties are having on their progress and achievement;
- What additional support has been provided in school, and what the impact has been;
- Which external professionals or agencies have been involved, and how their advice has been implemented;
- Views of the child and family;

- What additional support is necessary and how this will impact on the outcomes for the child.

Criteria for Exiting SEN Register

Some children may need support as a result of a SEN throughout their school careers. Others may need support for a shorter period of time. Children may be removed from the school's SEN register if:

- Concerns about their progress or attainment are no longer present, e.g. if they have caught up with peers, or if they are making progress in line with or at a faster rate than their peers;
- Strategies put in place have sufficiently reduced or removed the barriers to learning, e.g. strategies to support learners with dyslexia;
- There has been a change in the child's needs, e.g. their difficulties are no longer impacting significantly on their learning.

Supporting Pupils and Families

The school works closely with families and other agencies to ensure the child and family are supported. The Barnet Local offer details what support and provision is ordinarily available in Barnet schools for children with a range of SEN. Further information about the school's provision can be found in Monkfrith's SEN information report on the school website (required by Regulation 51, Part 3, section 69(3) (a) of the Children and Families Act). Details of admission arrangements can be found in the directory of Barnet schools. We operate an inclusive admissions policy. Barnet Special Educational Needs and Disability, Information, Advice and Support Service (SENDIASS) provides free confidential and impartial information, advice and support to parents and carers of children with SEN or disability.

Bullying

The health of the school as a place of learning and development depends on the control of bullying and harassment as a vital and central issue. We take steps to ensure that all children feel safe and secure at school. We have an inclusive ethos where everybody feels valued and accepted. We take any incidents of bullying seriously and deal with these. For further information see Bullying and Harassment policy.

Access Arrangements

Access arrangements for national standardised assessments tests (SATs) are arranged according to the needs of individual children and according to Government policy. In Year 2, access arrangements are made internally. In Year 6 a number of access arrangements may apply; including additional breaks, time extensions and access to a scribe. Access arrangements are overseen by the Headteacher and Deputy.

Transition

In order to ensure a smooth transition to each phase of education, we have a number of

systems in place.

In addition to Transition arrangements from preschool to Reception at Monkfrith, children with identified SEN may have the following provision as appropriate: additional access visits, a transition meeting, staff to visit the child in their pre-school setting, liaison with other professionals (eg Speech Therapist, Pre-school teaching Team), who are involved with the child.

From class to class – a handover meeting is held to share information about all pupils. Pupils have the opportunity to participate in a session to meet their new teacher before the end of the academic year. Additional visits for the pupil and receiving staff may be arranged if appropriate. Some children may also be given a Transition book with pictures of staff and their new classroom to look at over the summer.

Most secondary schools have transition plans for Year 6 pupils, including visiting pupils in primary school and opportunities to meet their new tutor and form at the receiving school. For some children, additional transition activities and visits may be arranged. Where appropriate, secondary school staff will be invited to Annual Reviews of children in Year 6 who have Education, Health and Care Plans (EHCPs). Information relating to the SEND of pupils is shared with the new school.

Supporting Pupils at School with Medical Conditions

The school supports pupils with medical conditions, 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 an EHCP which brings together health and social care needs, as well as their special educational provision.

Arrangements for pupils with medical conditions are dependent on the individual needs of the child. The school liaises with health professionals to ensure that medical care plans are up to date and medication is available in school. We have a large number of staff who are trained First Aiders and staff will undertake additional medical training as required. Further information is provided in the Supporting Pupils with Medical Conditions policy..

Training and Resources

Provision for SEND is funded in several different ways. The school receives funding as part of its delegated budget which is used to fund “ordinarily available” provision. This may include additional teaching or support staff, equipment or training for staff. The school receives additional funding for children who have an EHCP from the local authority, where the child lives. Funding in these cases is attached to the particular child and is spent in a way that supports them appropriately.

The school also receives Pupil Premium funding for looked after children, and children in receipt of free school meals. Some of these children also have SEND, so part of the Pupil Premium funding is used to enhance the provision the school is able to offer.

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 required to undertake training and development. Some training is generic, and addresses high incidence needs such as speech and language difficulties; other training is bespoke to meet the needs of individual members

of staff and the children they are working with or is specific to the delivery of an intervention.

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 SENCO attends Barnet's SENCO network meetings on a termly basis in order to keep up to date with local and national updates in SEND, in addition to other events such as conferences and seminars.

Roles and Responsibilities

SEN Governor: Ms Louisa Tsioupra

SENCo: Ms Hilary Whent

SEN specialist teacher: Ms Karen Stoll

Responsibility for Safeguarding: Ms Jude Deasey (Head Teacher), Mrs Caroline Sutton (Deputy Head Teacher) Ms Hilary Whent (SENCo)

Storing and Managing Information

All written information including reports from outside agencies are stored in a locked filing cabinet in a locked room.

Monitoring and Evaluation of SEN

The school regularly and carefully monitors and evaluates the quality of provision offered to all pupils, including those with SEN. This is done in a variety of ways including lesson observations, pupil progress reviews, parent consultation, termly ISP reviews and through annual reviews of pupils with an EHCP.

Dealing with Complaints

Please see the school complaints procedure, which is on the school website.

Accessibility Statutory Responsibilities

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

For further information see Accessibility Plan and Policy on the school website.

Reviewing the Policy

This policy was written in response to the new SEND Code of Practice 2015. It was updated in February 2021 and will be reviewed annually.