



Special Educational Needs Policy

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Ratified by Governors: 23 October 2024

Next Review date: October 2027

Review cycle: Two years

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

- Equality Act 2010: advice for schools DfE Feb 2013
- Part 3 of the children and Families Act 2014
- The Special Educational Needs and disability Regulations 2014
- Keeping Children Safe in Education 2024
- Statutory Guidance on Supporting pupils at school with medical conditions 2015
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- **Behaviour for Learning Policy**

Bush Hill Park Primary School is a large vibrant and successful mainstream primary school with a nursery. We have high expectations for all children and through working in partnership with parents/carers and external agencies. We expect our children to grow into successful and responsible young people. Our aim is to identify children with special educational needs as early as possible and to provide appropriate support to maximise their future success and create an inclusive environment for all pupils.

DEFINITION OF SPECIAL EDUCATIONL NEEDS

A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age;
- b) Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local educational authority;

A child will not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is taught.

Children with social, emotional and mental health (SEMH) difficulties also need consideration when defining special educational needs, particularly if these difficulties hinder learning or the learning of other. Our approaches to these difficulties are clearly stated in our **Behaviour for Learning Policy**.

Our school beliefs and values around SEND

We value all children in our school equally

- We have a whole school commitment to identify and meet the special educational needs of children at the earliest opportunity. In this we can draw on the resources of the whole school and individuals' expertise and provide appropriate support
- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs
- All children have a full access to the school curriculum through excellent **quality first teaching**. Teachers provide adapted learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. SEND might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to adopt adaptations in order to support attainment between vulnerable groups of learners and others
- We focus on individual progress as the main indicator of success
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these pupils catch up
- Accurate assessment of need and carefully planned intervention programmes, which address the root causes of any learning difficulty, are essential ingredients of success for pupils with SEND
- Ensuring full access to a broad, balanced curriculum for all students.
- Promoting an inclusive environment that meets the academic, emotional, and social needs of SEN students.
- Identifying and addressing SEN as early as possible.
- Involving pupils and parents/carers in decisions about support.
- All staff will be trained in how to best support children with SEND in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development
- We will work together with parents, the Local Authority and External Agencies
- SEND Information report can be found on the school's website

The objectives of the SEN policy are to clearly establish how we as a school;

- Identify and provide for pupils who have special educational needs and additional needs
- Work within the guidance provided in the SEND Code of Practice, 2015
- Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- Provide support and advice for all staff working with special educational needs pupils
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND -*Every teacher a teacher of SEND*
- Help pupils with SEND fulfil their aspirations and give their best- *Be the best they can be*
- Help pupils with SEND become confident individuals living fulfilling lives.
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil

Identifying Special Educational Needs and Disabilities

There are four broad areas of SEND as described in the SEND Code of Practice 2015.

These are:

1. Communication and Interaction (e.g Speech & language difficulties, Autism /ASD)
2. Cognition and Learning (e.g Dyslexia, Moderate learning difficulties (MLD))
3. Social, Emotional and Mental Health Difficulties (e.g trauma, ADHD)
4. Sensory and Physical Needs (e.g Hearing impairment, Visual impairment)

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 we as a school need to take, not to simply fit a child into a category but to make the best provision available to help a child to succeed. At Bush Hill Park Primary School, we identify the needs of pupils by considering the needs of the whole child which will include not just their special educational needs but anything else that may be impacting on their progress.

This may include factors outlined below that are not considered to be SEND;

- 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

Bush Hill Park Primary School has developed a whole school approach to SEND. This involves identifying individual needs as early as possible and working closely with parents/carers. Information leading to the identification of children's SEND may come from a number of sources. These include:

- Information gathered before a child joins the school e.g. from pre-schools, nurseries, external agencies, and previous schools
- Parental concerns
- Observations of pupils and feedback from class teachers
- Assessments, attainment levels, progress made and termly pupil progress meetings
- Reports from external agencies, standardised screening and assessments

A Graduated Approach to SEN Support

Assess

- In the first instance class teachers are responsible for and accountable for the progress and development of the children in their class with SEND. High quality teaching is the first step in responding to children who may have SEND. Interventions cannot compensate for a lack of first quality teaching. This is ensured through the schools rigorous monitoring and evaluation schedule, including focused learning walks, book checks, observations and pupil conferencing, which all have a focus on the progress of children with SEND.
- Some vulnerable learners will have access to interventions as detailed on the whole school provision map. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with SEND.
- It may be necessary to discuss some children's progress (with parents'/carers consent) with an outside specialist e.g. an Educational Psychologist or a Speech and Language Therapist to further assess their needs.
- In deciding whether or not to make special educational provision the teacher will refer the child to the Inclusion Team via the school's internal referral system. The Inclusion Team will discuss the referral and arrange means to assess as to whether the child is added to the school's SEND register. All of the information gathered about the child's progress in class and when applicable, outcomes of interventions, advice from external specialists, alongside expectations of progress, internal and national data is taken into consideration.

Plan

- If it is then decided that a child has SEND their name will be added to the school's SEND register under the code SEN Support. The parents must be formally notified that special educational provision is being made, even though they have been involved in forming the assessment of their child's needs
- All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, BHP Whole School Teams – Inclusion Channel- Pupil profiles, and will be made accessible to staff in a Learning Profile 'My Learning Journey'
- Support and intervention should be selected to meet the desired outcomes based on reliable evidence of effectiveness. They are delivered by staff who have sufficient skills and knowledge to be effective.
- Plans should seek parental involvement to re-enforce the child's learning. This might be done through information sessions, meetings or attendance at groups.

Do

- The class teacher will remain responsible for working with the child on a daily basis. When interventions involve time away from the class, the class teacher still retains responsibility for the child's progress. They will work closely with any, **HLTA**, support assistant or specialist staff to assess the impact of support and how they can be linked to classroom teaching. The SENCo will support the class teacher in problem solving and the implementation of effective support.

Review

- The impact of support and interventions on pupil progress should be reviewed in line with the Learning Profile
- The parents/carers and child's views on the quality of the intervention must be taken into account
- The class teacher in partnership with the parent/carer and SENCo should revise the support in light of the child's progress and development.

SEN provision and Support

Every child recorded on the SEN register under SEN Support will have a Learning Profile. These will be living records which tell us exactly what the child's needs are and outline strategies to remove their barriers to learning. They will be reviewed regularly throughout the year and detail clear outcomes to be achieved within a given timeframe. A named member of the inclusion team will have responsibility for maintaining and updating the plan in partnership with parents, class teacher and pupil, under the leadership of the **Deputy Headteacher Inclusion/SENCo**. The class teacher will evidence progress made according to outcomes described in the plan. A written record will be kept of all discussions and a copy given to parent/carers.

At times it may be necessary to seek additional specialist advice or support to remove barriers or accelerate learning. If this is necessary in most cases the appropriate referral form will be completed with parents' consent and referred to the appropriate agency.

- **In-Class Support:** High-quality teaching, with adaptation in lessons, is the first step in supporting SEN students.
- **Interventions:** Additional interventions such as small-group work or targeted programs like phonics support, Speech & Language interventions, Reading, maths, Learning Mentor 1:1/group work, PSA/Counsellor individual sessions, Emotional Literacy Support Assistants (ELSA) individual
- **Individual Support:** For students with more complex needs, 1:1 support or specialist interventions may be required.

Education Health and Care Plans

If a child's barriers to learning,

- are severe and or complex long term needs that affect everyday life
- require provision and resources that are not ordinarily available
- require intensive help from more than one agency
- are preventing them from making progress despite high levels of support

We may decide in partnership with parents to apply for an Education Health or Care Plan. The application process, additional information regarding the process and statutory timeframes will be discussed fully with parents at each stage of the process. This will be completed through Enfield's Local Offer for SEND <https://www.enfield.gov.uk/services/children-and-education/local-offer>

Supporting children with Medical Conditions

Bush Hill Park School recognises that pupils 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 children with a medical condition may also have Special Educational Needs (SEN) and may have Education, Health and Care plan which brings together health and social care needs. In this case the school will ensure the SEND code of Practice is followed.

The procedures for supporting children with medical needs can be found in the ***'Supporting Children with Medical Conditions'*** Policy.

Monitoring and Evaluation

The Headteacher and the governing body have delegated the responsibility for the on-going implementation of this policy to the Special Educational Needs Coordinator (SENCo). The SENCo is responsible for reporting regularly to the Head and the governor with responsibility for SEN on the effectiveness of this SEND policy.

The Role of the SENCo

- The SENCo has day to day responsibility for the operation of this policy and co-ordination of support for individual pupils with SEN, including those with an Education Health Care Plan.
- The SENCo will provide professional guidance to colleagues and work closely with staff, parents/carers and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively – support staff
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- They will regularly attend local network meetings, keep up to date with SEND up dates, initiatives local & National.
- Ensuring appropriate training for staff
- Liaising with external agencies & outreach support

In accordance with Section 6 of the SEN Code of Practice 2015, the Special Educational Needs Coordinator will be a qualified teacher and if they have not previously been a SENCo for a period of more than twelve months they must achieve The National Professional Qualification (NPQ) for Special Educational Needs Co-Ordinator's (SENCO's), which is mandatory from September 2024, within three years of appointment.

Partnership with Parents/Carers

Bush Hill Park School aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their

child's education

- making parents and carers feel welcome
- encouraging 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
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing 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
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.
- holding regular SEND coffee mornings
- Sharing information about Enfield's local offer, parent training opportunities, Our voice www.ourvoiceenfield.org.uk

Involvement of Pupils

Bush Hill Park School recognises that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. 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 'My Learning journey'
- 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 on their Learning Profile

Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCo, then, if unresolved, by the Headship Team. The governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

Review

This policy will be reviewed every two years, in co-production with parents, children, school staff and Governors. It will also be updated if any changes to the information are made during the year.