

Colvestone Primary School

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

Policy updated: September 2023

Adopted by Governing Body:

Chair of Governors: Rosie Condon

SEND Link Governor: Tara Mack

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Introduction

Colvestone Primary School aims to promote equal access to learning by catering for and integrating pupils with Special Educational Needs and Disability (SEND) into the academic and social life of the school. We recognise that children have different educational, communication, emotional and social needs and we work together to enable pupils to maximise their attainment and progress. Children may have SEND either throughout or at any time during their school career. The SEND Policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.

Every teacher at the school is a teacher of every child in their class, including those with SEND. Quality First Teaching is central to the school's provision.

Definition of Special Educational Needs (SEN)

Defining SEND from the new Code of Practice, 2014:

'A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.' (P15-16)

Below is a summary of the changes to the new Code of Practice 2014:

- Clearer focus on the participation of children and young people (CYP) and parents in decision-making at individual and strategic levels.
 - A stronger focus on high aspirations and on improving outcomes for CYP.
 - Joint commissioning of services to ensure close cooperation between education, health and social care.
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- Hackney Local Offer (www.hackneylocaloffer.co.uk) – guidance on supporting CYP with SEND
 - Education Health and Care Plans (EHCP) replace Statements
 - School Action and School Action Plus to be replaced with SEND Support (School Based Intervention)
 - Optional personal budgets can be made available to families with EHC Plans
 - Accountability: Teachers must make sure every pupil in their class makes progress.

The Code of Practice 2014 also clearly states:

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less. (Section 1.24)

Early years providers, schools and colleges should know precisely where children and young people with SEND are in their learning and development. They should:

- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Have high ambitions and set stretching targets for them
- Track their progress towards these goals
- Keep under review the additional or different provision that is made for them
- Promote positive outcomes in the wider areas of personal and social development
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress (Section 1.25)

We, at Colvestone Primary School, provide 'High quality provision to meet the needs of children and young people with SEND' (Code of Practice 2014) to ensure all children make progress.

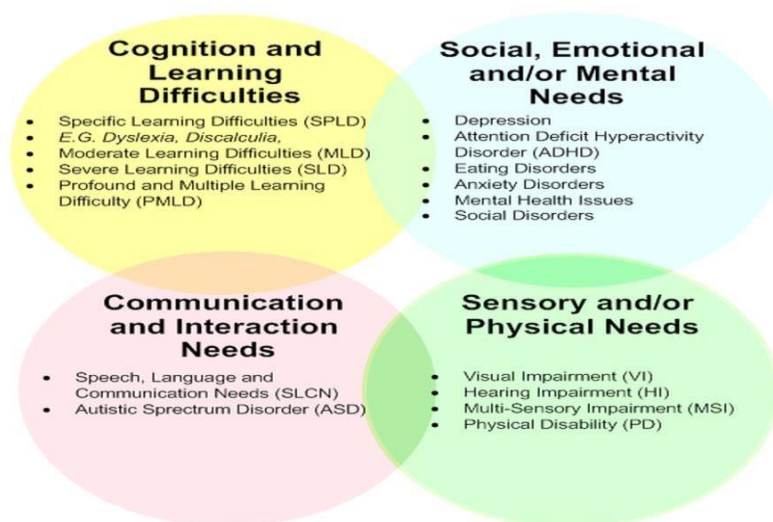
Aims

- To involve all staff in early identification processes and collation of evidence in support of Special Educational Needs and Disabilities (SEND).
- To continue to create a school ethos in which pupil's individual needs are recognised
- To ensure effective and targeted provision from all external agencies
- To identify, review and monitor pupil progress
- To provide strategies to enhance progress across the curriculum
- To ensure a high level of parent/carer and pupil involvement to foster working partnerships in the SEND process.

Categories of SEN

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.' (Code of Practice 2014: 6.15)

The Special Educational Needs and Disability code of practice: 0 to 25 years statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities 2015, says that although it recognises that each child is unique, they will have needs and requirements, which may fall into at least one of four areas:



Area of Need	Definition
Communication and interaction	<p>Children and young people with Developmental Language Disorder (DLD, formerly SLCN/SLI) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.</p> <p>This aspect of learning also includes children on the Autistic Spectrum Continuum (ASC also known as ASD).</p>
Cognition and learning	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
Social, emotional and mental health difficulties	<p>Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p> <p>Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>
Sensory and/or physical needs	<p>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. Many children and young people with vision impairment (VI), hearing impairment (HI) a multisensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning.</p>

At Colvestone Primary School we believe that all pupils have a right to equal access to a broad and balanced curriculum regardless of any special educational need. High expectations and challenges are essential to achieving. Colvestone is where everyone matters.

SEND Provision

Special educational provision means:

Provision that is provided for children of two years old or over. Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

If a child has SEND, then their needs will fit into one or more of these categories. As a mainstream schools, ranging from 3 to 11 years of age, Colvestone currently provides provision for the following areas of SEND including:

- Autism
- Global delay
- Hearing and visual impairments
- Sensory processing difficulties
- Behavioural Social and Emotional Difficulties
- Short term memory difficulties
- Speech and language difficulties
- Social, emotional and mental health
- Attention Deficit Hyperactivity Disorder
- Dyslexia

Current provision:

- Making changes to the way the child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set specific targets which will include their expertise from speech and language therapist/specialist teachers.
- A group run by school staff under the guidance of the outside professional e.g. a Speech and Language Group.

For children with learning needs:

- Increased adult support such as working 1:1 with a teaching assistant or working in a group with a particular learning focus.
- Receiving specialist teacher support for literacy.

For children with speech, language and communication needs:

- Access to a language group
- Support and planned work set by a Speech and Language Therapist

For children with social, mental or emotional needs:

- A personal support plan
- Access to a Circle of Friends Group
- A Specialist Teacher if the child has a Statement or Education Health Care Plan.

If the child's needs cannot be met using the SEND support available to Colvestone from within the school's resources or from seeking the support of outside agencies, the parent/carer will be asked to meet to discuss the possibility of requesting an Education, Health and Care Needs Assessment from Hackney Education.

Monitoring of SEND and SEND Provision

SEND provision is subject to evaluation in line with whole school provision.

- School Support Plans (SSPs) will be monitored by the Inclusion Manager termly
- Inclusion Manager to meet with Speech and Language Therapist to establish case load and actions at beginning of every term
- The governing body and link SEND governor have a strategic overview of school provision. An annual report is presented to governors and the Inclusion Manager meets with the link SEND governor termly.
- The Provision Map is used to evaluate effectiveness of the additional support
- Book scrutiny of pupil's work
- Planning scrutiny
- Monitor SEND interventions
- Attainment data, work reviews and observations are used to evaluate the quality of provision
- Lesson observations- teaching staff
- Lesson observations – support staff

Roles and responsibilities

Inclusion is the responsibility of everybody in school.

The person responsible for co-ordinating the day-to-day provision of education for children with SEND in Colvestone is **Jennifer Hippolyte**.

Ms Hippolyte can be contacted on 0207 254 1143

SEND Link Governor: Tara Mack

CAMHS (Child and Adolescent Mental Health Service): First Steps (a support service for families and children), Specialist CAMHS and CAMHS Disability.

Hackney Children's Social Care (Social Services)

Inclusion Team (at the Hackney Education)

Hackney Ark (a specialist centre for children with SEN or a disability sometimes referred to as a Multi-Agency Referral Service or MARS)

Hackney Parent Partnership Service

SENDIAGS - Hackney SENDIAGS - Support for Parents (Free and confidential). They offer 'independent parental supporter'

HiP - Hackney Independent Forum for Parents/Carers of Children with Disabilities. They involve parents in influencing and shaping services for children with disabilities.

The Governing Body

The Governing Body, in co-operation with the Executive Head Teacher and Head of school, determine the school's general policy and approach to provision for children with SEND. The Governing Body must report to parents annually on the school's policy on SEND. The Governing Body will nominate one governor with responsibility for SEND. Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as INCLUSION MANAGER for the school. The SEND Governor will liaise regularly with the Inclusion Manager at Colvestone and report back to the full Governing Body.

The role of the SEND Governor:

Tara Mack is the Governor with responsibility for SEND. The governor has regular contact with the Inclusion Manager and monitors, evaluates and report on provisions. School must make an annual report to Governors on the school's current SEND provision.

The Inclusion Manager maintains a register of pupils with SEND and works closely with parents of children with SEND monitors and liaises with.

The governor liaises with outside agencies to gain advice and support.

The governor works with the Inclusion Manager to ensure all appropriate interventions are taking place and contributes to in service training for staff on SEND issues.

The governor monitors and evaluates to ensure that resources are used effectively.

The role of the Executive Head Teacher and Head of school

The Head of School has the responsibility for the day-to-day management of all aspects of their school's work, including provision for children with SEND. The Executive Head Teacher and Head of School should keep the governing body fully informed and also work closely with the Inclusion Manager.

The role of the Inclusion Manager:

- The management of the day to day running of the SEND policy
- Coordinating provision for children with Special Educational Needs and Disability
- Liaising with, and advising, class teachers, interventions teachers and support staff
- Maintaining SEND register and overseeing the records of children with SEND
- Coordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with SEND
- Coordinating the work of support staff working with pupils with and without statements or Educational Health Care Plans.
- Is aware of the provision in the local offer and is able to work with professionals providing a supporting role. <http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

Updating published SEND information on the school's website including **SEND information for parents and carers** <http://www.colvestone.hackney.sch.uk/parents/sen-and-inclusion/>
<http://www.thomasfairchild.hackney.sch.uk/wp-content/uploads/2013/09/SEN-InformationReport.pdf>

The role of the class teacher in line with Teacher's Standards 2014:

- Teachers are accountable for the progress and development of all children in their class
- Teachers set high expectations and promote good progress and outcomes
- Teaching is adapted to respond to strengths and needs of all children
- Regular assessment is used to monitor progress and to adjust teaching and any additional support (In addition to regular monitoring and feedback, teachers carry out termly assessments of children using the P-Scales or age and stage appropriate curriculum fundamentals.)
- Behaviour is effectively managed to ensure a purposeful and safe learning environment in line with federation policy.
- Additional interventions and support is not used to compensate for a lack of quality teaching

- Assessment data is regularly reviewed with senior leaders and if a child is not making expected progress adjustments to teaching or additional support may be put in place. This may include improving the teacher's knowledge of interventions
- Progress and the effectiveness of any additional support is reviewed at the termly meetings between teacher, parent and child. If progress continues to be of concern as support becomes more refined there will be consultation with the Inclusion Manager and a new plan agreed. This may include placing the child on the SEND register under the category School Based Intervention Support (SBI).
- Maintain a class SEND file in line with school policy.

The Inclusion Manager is also responsible for Medical Needs at the school.

Supporting Children with Medical Conditions

- Colvestone Primary School recognises that children 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 children may also have SEND and may have an EHC Plan (previously known as a statement) which brings together their educational provision and health and social care needs.
- For more information on the support given to children with medical needs refer to the Pupils with Medical Needs Policy.

SEND Profiling System

The system has been put in place to ensure that every child with SEND receives help and support at an appropriate level of intervention. For the majority of children the ultimate aim is that concerns are resolved, the child is removed from the Profiling System and the file closed.

There is a graduated approach to addressing SEND. Initial identification is the responsibility of the class teacher, unless the child transfers from another school or comes with an Education, Health and Care Plan. The process begins with the professional judgement of the class teacher and is supported by assessment data.

This SEND approach should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY.

The four-part cycle is known as:

1. Assess - in identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs.
2. Plan - where it is decided to provide a pupil with SEN support, the parents must be formally notified.

3. Do - deliver what you have planned.
4. Review – the impact of what has been planned.

Prior to going on the SEND register

If a class teacher, parent or other professional involved with a child becomes concerned about that child's educational progress, the following can be carried out:

- Monitoring the child in their normal classroom context. Relevant tests or observations may be carried out to clarify the concern/s raised.
- Liaising with parents/carers for information about their concerns
- Discussing the child with the Inclusion Manager and other members of staff, for example during Pupil Progress Meetings.
- Teachers complete an initial concern form, which is then given to the SENCO. (See Appendix 1)

It is important that any medical concerns be highlighted and identified or eliminated at this stage. The class teacher should look at ways in which increased differentiation of class activities or redeployment of class support staff could better meet the needs of the child.

If there is little or no significant progress after this and the class teacher and Inclusion Manager feel additional support from external professionals is needed, the pupil moves onto SEND Support. At this point the child goes onto the school's SEND register.

School Based Intervention

At this point the class teacher and/or the pupil will receive additional support and a SEND School Support Plan (SSP – See Appendix 3), will be devised in line with SEND Code of Practice 2015. Current SSP's are kept in teachers' Inclusion Folders. Copies are kept and used as working documents by all relevant adults. SSP's from previous terms are kept in children's personal files.

- School Based Intervention Support (SBI) - All adults who work with the child are made aware of targets. There will be a minimum of two SSP reviews before further action taken.
- School Based Intervention Support Plus (SBI+) - Class teacher and SENCO provided with support from outside agencies. The child's progress is monitored and an Educational Psychologist becomes involved.

The class teacher should:

- Provide the Inclusion Manager with as much information as possible, including assessment results and observations
- Plan provision to support the pupil, set targets and monitor the effectiveness of the extra support/provision.

The Inclusion Manager should:

- Make sure the parents/carers are clear about the procedure
- Collate and file relevant information about the pupil
- Liaise with any external agencies that may be involved with the pupil and collect any relevant information from them; and share this information with relevant professionals
- Decide with the pupil's teachers and parents, and where possible, the child, on targets and provision

The external agencies provide more specialist assessment and suggest new strategies.

Managing pupils on the SEND register

- The SEND register is managed by the Inclusion Manager. Children will be added to the register with the consent of parents.
- When a child is added to the register, they will have a SSP which is reviewed by the class teacher, parent and child at least termly. SSP will include additional targets that relate to the specific areas to be addressed.
- Any additional provision, such as a language programme, will be added to a Provision Map managed by the Inclusion Manager.
- If a child is not making progress parents will be consulted about a referral to external agencies for specialist advice. This may include Educational Psychologists, Speech and Language Therapists or Occupational Therapists.
- If a child is of significant concern, fails to make sufficient progress and the level of support required exceeds what can be expected from the school's resources the school will explore with the parents whether an Education, Health and Care Plan should be applied for. This process will take into account the child's views and aspirations as much as is possible.

Criteria for exiting the SEN register

If a child meets their SSP targets and their progress is broadly in line with peers and is sustainable their name will be removed from the SEND register. This will follow discussion with parents and the child at the termly review meeting.

Statutory assessment

The special needs of the great majority of pupils should be met effectively within mainstream settings through SEND Support. However, in a very small number of cases, the LEA will be requested, by the Inclusion Manager, to make a statutory assessment of special educational needs and decide whether or not to issue an EHCP.

Statutory assessment itself will not always lead to an EHCP. For an EHCP to proceed, the LEA has to be satisfied that the child's learning difficulties:

- are significant or complex
- have not been met by measures taken by the school
- need resources which cannot reasonably be provided within the budget of the mainstream school.

A statutory assessment may be requested by the school or by a parent/carer.

When the school makes a request for a statutory assessment, they need to state clearly the reasons for the request and submit the following evidence:

- Copies of SSPs
- Evidence of progress, or lack of progress, over a period of time
- Advice, if appropriate, from health or social services
- Involvement and views of professionals with relevant specialist knowledge and expertise
- Evidence that the school has followed the advice provided by the professionals with relevant specialist knowledge.

The Inclusion Manager will provide report for Statutory Assessment 1, if this approved then report for Statutory Assessment 2. The SEN panel at Hackney Education will decide on level of support. If not granted the child remains on School Based Intervention Plus

Curriculum

Our dedicated team of teachers and support staff ensure that every child receives '**quality first teaching**' which means that each class teacher is responsible for making sure every child has access to, and enjoys, a rich and varied curriculum and is able to learn and achieve their full potential. Learning experiences are differentiated and each class has a teaching assistant in place to support the class teacher and the children.

Access for SEND children to physical activities within the curriculum is supported by advice given from professionals in this field such as Occupational Therapists and Physiotherapists.

(All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations. DFE January 2015)

Within each school all class teachers, the Inclusion Manager and SEND support staff carry out an ongoing process of assessment that recognises each child's strengths as well as areas for improvement. Tracking systems are in place to identify pupils who are not making required levels of progress.

When a pupil has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum and make progress.

Members of support staff may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs. With the focus always being on developing the pupils independent thinking skills.

If a child has been identified as having a special educational need, they will be included on a School Support Plan (SSP). Targets will be set in consultation with the child according to their area of need. These will be monitored by the class teacher weekly and by the Inclusion Manager at least two times a year. Support plans and progress will be discussed with parents/carers at Parents Evenings (three times per year).

The Inclusion Manager, alongside other subject leaders, monitors planning, books and targets for all SEN pupils to ensure that they match individual pupil's needs. If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips, weighted vests or ear defenders.

We use a number of successful strategies to develop children's learning such as: Toe By Toe Phonics Programme, PECS, TEACCH, Colourful Semantics, Assistive Technology and Numicon.

Strategies used to enable all pupils to access the curriculum are:

- Differentiation of the curriculum to match tasks to ability
- Use of a range of teaching styles which recognise the individual learning styles
- Small focus groups
- Intervention Manager
- Use of support staff to facilitate learning
- Use of Medical Team
- Social Services including looked after team
- Educational Psychology
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapists
- Occupational Therapist
- Specialist Teachers from LEA
- Creative Arts Therapist

The Learning Environment

The learning environment is adapted to meet the needs of SEND pupils in the following ways including:

- There are consistent strategies and routines which are in place to ensure that children learn in an environment in which they feel secure, comfortable and able to learn (such as visual timetables and pictorially labelled resources).
- Specific workstations according to need such as TEACCH stations (The TEACCH approach includes a focus on the person with autism and the development of a programme around this person's skills, interests and needs.)

Activities outside the classroom including school trips

As an inclusive school, activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is felt necessary, a parent or carer may be asked to accompany a child during the activity depending on the intensity of the 1:1 support.

Behaviour

The school's behaviour policy outlines the whole school approach to behaviour management expected from all staff working in the school. This approach is embodied by our school 'Values Tree' which is the basis for in class assemblies and Circle Time. There are a small number of children who have greater difficulty behaving appropriately, according to the context.

In order to help children with challenging behaviour to participate fully in the educational, social and spiritual life of the school, we adopt a variety of strategies including Circle of Friends, behaviour monitoring, mentoring, anger management sessions and counselling. In addition, SEND support will include advice or assessment from relevant professionals and the initiation of a Positive Management Plan, or when children need additional nurturing a Pastoral Support Programmes, which are reviewed regularly with parents.

Training and Resources

- The school receives a delegated budget from Hackney Learning Trust to use for additional support for children with SEND. Some of this money is used to buy in services and external professionals who provide training to school staff.
- Training needs are identified as part of the staff appraisal cycle and wider whole school training is identified as part of the whole school development plan.
- Training needs specific to SEND reflect the needs of the current cohort of children with SEND and these needs are identified by the Inclusion Manager, often in conjunction with external professionals.
- All teachers and support staff undertake an induction on taking up a post. This includes a meeting with the Inclusion Manager to explain systems around the Special Educational Needs and Disability provision and practice and to discuss the needs of individual children.
- The Inclusion Manager regularly attends the Hackney SENCO forums/conferences and training events.

Specialist Support

All members of staff are trained to identify when there are barriers to learning and to respond appropriately. The Inclusion Lead, teachers and support staff have a wide range of qualifications, training and experience of working with children with a wide range of needs.

Within our school we have a culture of sharing good practice and expertise; this enables us to ensure all our members of staff have as much knowledge as possible within the field of supporting children with SEND.

These services are accessed depending on the level and type of need, which can change on a regular basis.

The Inclusion Manager will hold regular meetings with;

- Educational Psychologist
- Speech and Language Therapy
- Specialist Teacher
- First Steps (CAMHS)
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- Occupational Therapy
- Creative Arts Therapist
- Hackney Ark (sometimes referred to as MARS – Multi Agency Referral Service)
- Re-Engagement Unit
- School Nurse
- School Doctor
- Young Hackney – pastoral, behaviour support
- Hackney Education Inclusion Team
- Other LEA staff

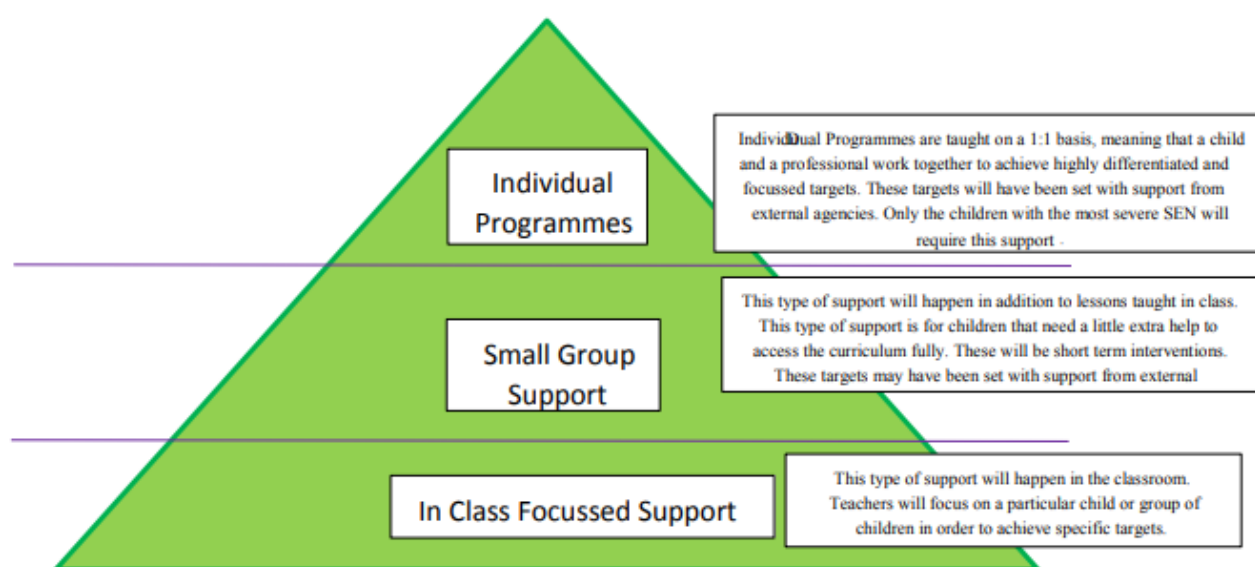
The Inclusion Manager will hold a Multi-Agency Planning Meeting with external agencies/professional including Educational Psychologist, Speech Therapist and Specialist Teachers, in the first term and at end of the academic year to plan ahead and review the SEND provision at the school.

School Support

- Each pupil's education programme will be planned by the class teacher and Inclusion Manager. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or support staff in class.
- Pupil progress and Provision Map review meetings are held each term. In these meetings the class teacher meets with the Inclusion Manager and a member of the Senior Leadership Team to discuss the progress of all pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

- Occasionally a pupil may need more expert support from outside of school such as CAMHS (child and adolescent mental health services), Educational Psychology, Speech and Language or Occupational Therapists etc. Where this is the case, a referral will be made with the parent/carer's consent and forwarded to the most appropriate support agency. If appropriate a pupil will undergo a number of assessments and support is usually provided to the school and parents/carers.
- The Governors are responsible for entrusting a named person, Jennifer Hippolyte, who is responsible for the monitoring of safeguarding and child protection procedures.

In accordance to the SEN Code of Practice 0-25, 2014 the school adopts a graduated response to SEN provision determined by the support each individual child requires. We use a three-tiered approach to classify educational needs that are additional to, or different from everyday classroom provision.



Supporting Pupils and Families

Pupils:

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in setting their learning and personal targets, these are also jointly reviewed by teachers and pupils before sharing with parents. If the child has a statement or Educational Health Care Plan (EHCP), their views will be sought before any review meetings and they will be invited to attend part of the meeting.

All children are provided with the opportunity to be elected as a Pupil Voice representative and as pupils move up through the school, they are given increased responsibilities.

All children on the SEND register will complete a Communication Passport (Communication Passports are recorded on the front page of the child's SSP – See Appendix1). The Communication Passport is recorded from the child's perspectives and gives information on for example:

- The child's preferred way of communicating,
- Their likes/dislikes,
- How they communicate their feelings
- How they express themselves

Families:

The new Code of Practice emphasises the importance of excellent partnerships between the school and the views, wishes and feelings of the child and their parents. This is what underpins the principles of the new Code of Practice (2014). Families are invited to come to meetings to discuss their child's progress and help plan possible ways forward:

- Annual Reviews - Inclusion Manager will hold Annual reviews for all statemented pupils or pupils with Educational Health Care Plans (EHCP).
Parent(s)/Carer(s), Class Teacher, Support Staff, Inclusion Lead and any external agencies attend the review meeting, to discuss the child's needs and progress.
- Parental consent is sought from the school to refer children to a specialist professional e.g. a Speech and Language Therapist (SALT) or Educational Psychologist (EP). This will help the school and the parent/carer understand the child's particular needs better and be able to support the child better in school.
- Specialist professional(s) will work with the parent/carer, the child, their class teacher and the Inclusion Lead to understand the child's needs and make recommendations, to support the child's Learning Journey.
- We encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.

All parents of children with SEND have access to the SEND School Offer and Local Offer, which gives additional information about Special Educational Needs. This also provides information about the Parent Partnership service. This is a free service, which supports parents of children with SEND. Additional information and/or leaflets are available from the Inclusion Manager on request.

- Parents are encouraged to contact the child's class teacher and/or the Inclusion Manager as needed either by telephone or appointment.
- A list of support services for families can be found in Appendix 3.

Storing and managing information

SEND records are kept in a locked cabinet in the Inclusion Manager's office. These files are treated as confidential and will be handed over to new settings at the time of transfer.

School resources allocation

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at a provision map review or if a concern has been raised at another point during the term.
- Resources may include deployment of staff depending on individual circumstances

Admissions and Transitions

Admission arrangements

The school's admission arrangements are in line with Hackney Education's admission procedure.

Primary Admissions: <https://www.learningtrust.co.uk/admissions/Pages/PrimaryAdmissions.aspx>

Pupils with an EHCP/Statement

The parent/carer will receive notification from the Hackney Education that our school has been named on their Plan as their proposed setting. The school will assess whether:

The placement is suitable for the child's age, ability aptitude and the special educational needs set out in the EHC plan.

The attendance of the child at the school is not incompatible with the efficient education of the other children at the school.

The attendance of the child at the placement is compatible with the efficient use of Hackney Learning Trust's resources.

Pupils with SEND but without an EHC plan/statement

Where a place is available, all children who meet our admissions criteria are entitled to a place in our school.

When children transfer to our school from another school a routine request for school records is made. If there is any indication of a continuing special need, our Inclusion Manager is informed and it is their responsibility to continue with the SEND process.

If the child is transferring from Special School, then a series of liaison meetings with the new class teacher, Inclusion Manager, parent(s)/carer(s) and other relevant professionals will take place.

Initially, a programme of visits to our school, of increasing length and with support, will be set up for the pupil, in accordance with the reintegration guidelines. We follow the same admission procedure for children with EHCPs.

A planning meeting is held, involving relevant professionals. In some cases, an integration programme is agreed.

Transferring to a new school

Many strategies are in place to enable the pupil's transition to be as effective as possible. These include:

- For children starting school in Reception, we hold a school tour and information sessions for new parents to get to know their child's new school. Reception Class and Nursery staff, carry out home visits.
- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- At the end of the Summer Term all pupils attend a transition session in which they spend time with their new class teacher and support staff. Teachers and support staff also meet at this time of year to discuss children's individual needs with the new staff for the following year.
- Additional visits are arranged for pupils who may need extra time in their new school/class.
- Secondary school staff visit pupils prior to them joining the new school and there are transition visits for all pupils to attend their new secondary schools in the Summer term.
- The Inclusion Lead will liaise with the relevant staff from other schools to share information regarding SEND pupils and their individual needs.
- Where a pupil may have more specialised needs, the Inclusion Lead may arrange a separate meeting between the new schools SENCO, Parents/Carers, pupil and other relevant professionals.

Accessibility

Colvestone:

Parts of the school are over 150 years old and divided over three levels, with steps linking these levels to the playground. Wheelchair access and access for those with limited mobility could be challenging, however we have solutions in place to manage this.

- All classes have visual timetables
- All staff are mindful of fonts, size of print and colour when preparing materials for children and their parents/carers
- There is a small on-site car park
- Software and hardware is under constant review
- We have one main flat playground
- The Nursery class is easily accessible by all

As a school we are happy to discuss individual access requirements.

The school's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the Equal Opportunities Policy.

The school's Accessibility Plan will be made available upon request to any current parent or prospective parent who request it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

Complaints Procedure

Concerns about SEND provision will initially be dealt with the class teacher and Inclusion Manager. If unresolved the family may speak to the Head of School in the first instance as communication is key. If still unresolved the family has a right to be heard by the Complaints Panel of the Governing Body. If family is still dissatisfied a representation can be made to Hackney Education.

The following documents have been referred to in the creation of this policy:

- The Special Educational Needs and Disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities 2015
- Part 3 of the Children and Families Act 2014
- Section 69(2) of the Children and Families Act 2014 Regulation 51
- Schedule 1 of the Special Educational Needs and Disability Regulations 2014
- Paragraph 3 of schedule 10 of the Equality Act 2010.

We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools.

Further information can be obtained from the School's SEND Information Report, found on the school's website.

Policy Review

Policy updated	September 2023
Adopted by Governing Body	
SEND Link Governor	Tara Mack
Review Date	September 2024

List of Appendices

Appendix 1 – Form A Initial Concern form

Appendix 2 - Form B Pupils on School Support

Appendix 3 - SEND School Support Plan Template

Appendix 4 - Support services for parent(s)/carer(s) of pupils with SEND Appendix 1

Colvestone Primary School

FORM A – To be completed by Class Teacher

Initial Concerns regarding a Pupil NOT currently on SEND Register

Name of pupil: _____

DOB: _____ Year Group: _____ Class: _____

Teacher: _____

Current Attendance Percentage: _____

Table 1	Please put Y in appropriate boxes		
Potential area of concern Barrier to learning?	Not at all a concerned	Slightly concerned	Very concerned
Processing (putting things in to order, linking ideas together)			
Remembering information and previous learning			
Pupil overly relies upon adult support (e.g. lacks the confidence to move on with tasks without work being checked)			
Speaking (expressing their ideas clearly)			
Writing			
Reading (comprehension of what has been read)			
Attention and listening (staying on task and active listening)			
Taking part in the lesson (contributes to class discussion and volunteers answers)			
Understanding of verbal instructions			
Social skills (e.g. appropriate eye contact/ distance/ volume of voice/ non-literal interpretation of language)			
Lack of self-esteem			
Conforming to rules and routines			
Attention seeking behaviour (disruptive, overly emotional, clinginess)			

Please describe in more detail below evidence, including how long you have had your concern(s) and where appropriate academic levels:

Describe what strategies you have already tried and for how long:

Colvestone Primary School

Describe parental / carer concerns, including how long they have had these concerns:

List any previous / current outside agency involvement, including contact details:

To be completed by Inclusion Manager - Date referral received: _____

Action(s) agreed through verbal discussion:

If pupil is to be put on SEND Register Need Type to be identified as: _____

Signature of referrer: _____ Date: _____

Signature of Inclusion Manager: _____ Date: _____

Please return the completed form to the Inclusion Lead.

Appendix 2



Colvestone Primary School

Form B for Pupils on School Support

Name of pupil: _____ DOB: _____ Year Group: _____
 Class: _____ Teacher: _____ Current Attendance Percentage: _____
 Current P Scale / NC Level for Reading: _____ Writing: _____ Maths: _____
 Date of Review: _____ Review Number: _____ Current SEND Need Type: _____
 Attendees: _____

If Review 1 please copy results of Table 1 from Form A. If Review 2 or onwards Class Teacher to complete as new.

Table 1 Potential area of concern Barrier to learning?	Please put Y in appropriate boxes		
	Not at all a concerned	Slightly concerned	Very concerned
Processing (putting things in to order, linking ideas together)			
Remembering information and previous learning			
Pupil overly relies upon adult support (e.g. lacks the confidence to move on with tasks without work being checked)			
Speaking (expressing their ideas clearly)			
Writing			
Reading (comprehension of what has been read)			
Attention and listening (staying on task and active listening)			
Taking part in the lesson (contributes to class discussion and volunteers answers)			
Understanding of verbal instructions			
Social skills (e.g. appropriate eye contact/ distance/ volume of voice/ non-literal interpretation of language)			
Lack of self-esteem			
Conforming to rules and routines			
Attention seeking behaviour (disruptive, overly emotional, clinginess)			



Colvestone Primary School

Concerns (from Table 1)	Strategies	Review

Any additional support in place (including multi-agency support) and Professional(s) views

Parents / carers views / how they can support? How can you help your child at home? Do you feel they are making adequate progress? Are you aware of any interventions and what these mean?

Pupil view (Strengths and interests? Plans for the future?)

Agreed Outcome (Please tick): Move off SEND Register Continue on School Support Recommend Request for Statutory Assessment


Signature(s) of Parent(s) / Carer(s) present: _____

Please forward to Inclusion Manager within a week of Parents Evening.



My Communication Passport

Date:

<p>My name is:</p> 	<p>About me... Family members Languages understood/spoken in the home/at school/</p>	<p>My parents/carers names are: Look it up on SIMs if you're not sure!</p>		
<p>I show my feelings and communicate by...</p>		<p>I really like...</p>		
<p>How I like to be supported at school...</p>		<p>I don't like...</p>		
<p>My hopes, dreams and goals...</p>		<p>You can help me understand by...</p>		
<p>My hopes, dreams and goals...</p>		<p>Academic Progress - Where am I with my learning Below age expectation/At age expectation/Exceeding age expectation</p>		
		<p>Maths</p>	<p>Reading</p>	<p>Writing</p>

	If BAE also identify which year group fundamentals are being worked from		
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My school support plan

Outcomes – What I want to be able to do in the future?	Baseline: What I can do now?		What is important for me:			By when	Evaluation
			How will I get there – what/who will help me in school and at home?				
These professionals help me:	SENCO/IM	Class Teacher	Educational Psychologist	Specialist Teacher	Speech and Language Therapist	Visual Impairment Team	Other:
Contact Name:							
SEND Type:				On SEND Register since:			
SEND Stage:							
Record of interventions							
Description	Frequency	Size of group	Provided by	Start date	End date	Date for review	

Parent/Carer: Date: SENCO/Inclusion Manger: Date:

Appendix 4:

Support services for parent(s)/carer(s) of pupils with SEND include:

ASDFriendly.org

CAMHS Disability Service

Downs Park Road London E8 2FP
020 7014 7071

Children's Centre at Gainsborough

Berkshire Road Hackney London E9 5ND
020 8525 9020

The Children's Disability Forum City and Hackney

30 Powell Road Hackney London E5 8DJ
0208 985 9089

City & Hackney Carers Centre

Prideaux House 10 Church Crescent Hackney London E9 7DL 020
8533 0951 Fax: 020 8985 0639

Community Sickle Cell and Thalassaemia Service

457 Queensbridge Road Hackney London E8 3AS
020 7683 4570

Educational Psychology Service

Hackney Learning Trust, 1 Reading LaneHackneyLondonE8 1GQ 020
8820 7519

First Steps Early Intervention Community Psychology Service

First Steps, 1st Floor, Defoe Building, Hackney Community College, 50Hoxton
StreetHackneyLondonN1 6LP
020 7683 4611

Hackney Independent Forum for Parents/Carers of Children with Disabilities (HiP)

0798 5739 851

KIDS London Special Educational Needs Mediation Service

7 - 9 Elliott's PlaceLondonN1 8HX
020 7359 3635

Language Resource Schools in Hackney

Hackney Learning Trust1 Reading LaneLondonE8 1GQ 020
8820 7403

Further services available can be found in the Hackney Local Offer
<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

