



Colindale School

Special Educational Needs & Disability Policy

Policy last reviewed by the Governing Board	March 2019
Policy due for review	March 2020

Colindale School is an inclusive school which has been awarded the Inclusion Mark.

As the safeguarding of our children is of paramount importance, this policy is interlinked with our child protection, behaviour, antibullying, positive handling and managing medicines policies.

We have posted on our website our SEND Information which outlines how we support children with SEND. Our website also includes a link to Barnet Local Authority's Local Offer for children with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Sept 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEN Code of Practice 2015
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- Our Safeguarding Policy
- Access Plan/Disability Equality Scheme
- Teachers' Standards

It is the statutory responsibility of the school to have a Special Needs Coordinator who is a qualified teacher with designated responsibility for SEND. At Colindale, we have an Inclusion Manager -Lindy Naphine who is also Assistant Head for Inclusion. She is a member of the Senior Leadership Team. We also have a SENCO – Tamesin Bianco.

It is the statutory duty of the governors to ensure that the school meets its responsibilities as outlined in the Code of Practice 2015. At Colindale, our governor for SEND is Aqsa Azim.

Our staff with designated responsibility for safeguarding are:-

Designated Safeguarding Lead- Lindy Naphine

Deputy Safeguarding Lead – Wendy Wayland

At Colindale we are committed to promoting the highest possible levels of achievement to ensure that each individual pupil reaches their potential and to valuing all learners equally while developing their enthusiasm for learning. We focus on the outcomes for children.

We define SEND in the following way:

- A significantly greater difficulty in learning than the majority of children of the same age
- A disability or physical impairment which prevents or hinders children from learning
- An emotional or behavioral difficulty that impedes the child's own learning, or that of other children.

Our Vision

Our vision is the equality of opportunity for and inclusion of all pupils. True to our mission statement, we believe in 'Living and Learning Together'.

Colindale School aims for inclusion and the removal of any potential barriers - physical or otherwise - to learning and achievement. We see inclusion as a process by which we develop our policy and practice to include all pupils.

We aim to create a supportive yet challenging environment, which values difference and recognises the achievements of all children and leads to personal standards of excellence.

The objectives of our SEND policy are as follows:

- To identify students with special educational needs and disabilities as early as possible so that appropriate provision can be made and their needs met and attainment raised
- To work within the guidance provided in the SEND Code of Practice.
- To remove any identified barriers to learning for our children with SEND
- To allocate staffing and resources in ways which effectively support different individual needs
- To plan and differentiate an effective curriculum which is stimulating, focused and challenging to meet the needs of children with SEND
- To work closely with our governors and particularly with our SEND link governor
- To involve parents/carers in the setting and review of the targets and outcomes set for individual children
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision of children with special educational needs
- To ensure staff have appropriate training and access to advice in order to ensure quality teaching and learning for children

SEND facilities within Colindale School

The school was built in 2012 in accordance with the Disability Discrimination Act (DDA) with lifts, ramps, adapted toilet & showering facilities, an accessible heated indoor swimming pool and therapy rooms. The school has an all-weather surface which is accessible all year round to wheelchair users. In addition, the school is resourced with equipment such as specialist seating, adjustable height computer trolleys, and ceiling tracking hoisting in four classrooms. We are continually adding to these facilities. These improvements are outlined in our Disability Equality Scheme/ Access Plan.

Children with Physical Disabilities

Colindale is committed to the inclusion of pupils with physical disabilities. The school aims to provide full access for disabled pupils to the broad and balanced curriculum offered at Colindale. The school works with professionals to ensure that the physical and personal care needs of children with physical disabilities are also met.

At Colindale we believe that children are only really included if they take an active part in learning. All staff will develop professional working partnerships to enable children with physical disabilities to be as independent as possible and to achieve their own personal standards of excellence.

Additional Resource Provision (ARP)

We have funding for some children with physical disabilities in our Additionally Resourced Provision (ARP). The children in the ARP are fully included in mainstream classes and are on the class roll.

Children in the ARP are supported by Special Needs Assistants (SNAs), a Higher Level Teaching Assistant, SENCO and Inclusion Manager for both their physical, emotional and learning needs. The school is supported by visiting physiotherapists, occupational therapists and speech and language therapists. Effective working partnerships have been established between the school and these outside agencies.

Roles and Responsibilities:

The governing body will;

- Appoint a SEND Governor.
- Ensure that the necessary provision is made for any child who has special educational needs.
- Have regard to the Special Educational Needs Code of Practice 2015 when carrying out its duties towards all children with special educational needs.
- Have a written SEND policy containing the information as set out in the SEN Code of Practice 2015.
- Report to parents/carers on the implementation of the school's policy for children with SEND in the governors' report.
- Ensure they are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personal resources are deployed.
- Meet on a termly basis with the SENCO and Assistant Head for Inclusion.
- Perform the duties as outlined in the Special Educational Needs and Disability Act (2001) including publishing a 3 year Disability Equality Scheme/Access Plan.

The Inclusion Manager and SENCO will:

- Ensure day to day operation of the SEND Policy and the deployment of teaching assistants.
- Provide advice to staff, liaise with them and where necessary support the completion of Pupil Profiles and Individual Targets
- When necessary, request Education & Health Care Plans (EHCPs)
- Work alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that the children make progress.
- Line-manage the Special Needs Assistants.
- In consultation with class teachers, set up, monitor and review Pupil Profile Plans.
- Oversee and maintain resources for special educational needs
- Liaise with outside agencies
- Contribute to and lead the continuing professional development of staff.
- Monitor, evaluate and report on the provision for children with SEND to the Head and governing board.
- Coordinate the range of support available to children with SEND.
- Together with the class teacher, liaise with parents/carers of children with SEND.
- Maintain and monitor a Provision Map which details the various interventions, programmes and arrangements in place to meet identified needs.
- Update personal CPD

Definition of SEND

A person has an SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This means that he or she will have 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.

The school follows the guidance contained in the SEND Code of Practice. This recommends a graduated approach. The Code does not assume that there are rigid categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas.

These are:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

As outlined in the Teachers' Standards 2012, 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 support staff. Where possible, we will meet every child's need within the classroom through ensuring that planning, teaching and approaches are high quality and effective.

Identification and assessment arrangements and review procedures.

We will study a child's levels of attainment on entry to our school. This will involve reading records and reports and liaising with previous settings.

We will listen carefully to parents when they tell us that they have a concern about their child, recognising that the parent knows the child better than anyone else.

Teachers carry out termly teacher assessments of all the children in the class using a range of sources including observations, class work and class based assessment

Pupil progress meetings are held termly with teachers and phase leaders in which we track and identify children who are not making expected national progress. Children who continue not to make progress may be placed on the School's List of children with SEND at School Support Stage.

Colindale School has a graduated approach to SEND as recommended in the SEN Code of Practice (2015):

Wave 1: Initially, children receive inclusive quality first teaching for all, which will include the provision of differentiated classwork. Some children at this level may be on our concern list as we are carefully tracking and reviewing their progress.

Wave 2: If concerns continue or increase, then children may receive additional, time-limited and targeted interventions to accelerate their progress to help them work at age-related expectations.

Wave 3: If there are still concerns, children will receive highly personalised interventions to accelerate their progress and enable them to achieve their potential, with the possibility of outside agency support. It is at this stage that a child will be placed on the School's list of children with SEND at 'School Support Stage'.

The SENCO holds termly Pupil Progress Meetings – *Shared Goals* - for each pupil with SEND'. The Class Teacher will attend this meeting and provision for the child will be identified and mapped on a 'Provision Map'. In addition, a 'Pupil Profile of SEND' may be drawn up to record the child's needs and planned outcomes.

The Class Teacher will meet on a termly basis with the child's parents/carers to discuss the profile and planned outcomes. This may be at the termly parent/teacher consultation meetings or at other scheduled multi-professional meetings.

If a learner is identified as having SEND and needing support, we will provide support intended to overcome the barrier to their learning. This will be 'additional to' or 'different from' the differentiation

approaches and learning arrangements normally provided as part of the First Quality Teaching. This support is set out in the 'Ordinarily Available' Document (see link on our website):

When providing support, we engage in a 4 stage process: Assess, Plan, Do, Review

Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, class teacher and assessments.

Plan – this stage identifies the barriers to the learning, intended outcomes and details what additional support will be provided to overcome the barriers. The plan will form the basis for termly review meetings held either as part of parent/teacher consultations or at a separate termly review meeting.

Do – providing the support – extra assistance for the learning or learning aids as set out in the plan.

Review – measuring the impact of the support provided and considering whether changes to that support need to be made. All of those involved – child, parents or carer, teacher, SENCO and Inclusion Manager contribute to this review. This stage then informs the next cycle, if necessary. There will be a definite emphasis on outcomes rather than amount of provision.

The AHT/Inclusion meets regularly with those providing interventions in order to discuss progress. The SENCO and Inclusion Manager meets regularly with staff to discuss inclusion and differentiated programmes of work for individual children. The SENCO meets with Class Teachers and SNAs to plan weekly to differentiate the curriculum for children with complex learning difficulties.

Education Health Care Plans (EHCPs)

In a very few cases the child's needs may be such that a child is unable to make progress despite interactions as outlined in the Ordinarily Available Document. In this case, the school will consider requesting that the local authority carries out an assessment of the child's special educational needs. If this leads to an EHCP then support will be provided according to the banding level on the ECHP if the authority decides to issue one. The EHCP will be reviewed at least annually at an Annual Review Meeting.

A child with an EHCP will have a 'Shared Goals Plan' which is drawn up in a multi-professional meeting held once a term in school and attended by the professionals, parents and staff involved with the child. Where appropriate, the child will attend the meeting.

Training and Resources

In order to maintain and develop the quality of teaching and provision so that they are able to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified and monitored by the AHT/Inclusion and SENCO. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO and Inclusion Manager to explain 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 and Inclusion Manager regularly

attend the Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND. There is a schedule of weekly training for assistants on a variety of subjects which is led by school staff and outside agencies.

Admission arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed local authority policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her, race, physical ability or academic attainment. Where a child has a particular need, the governors will make reasonable adjustments to ensure the child's needs are fully met.

Inclusion and Integration Arrangements

The school is committed to inclusion and aims to provide equality of opportunity for all pupils. In line with the Code of Practice, we recognise that all class teachers are teachers of children with Special Educational Needs and therefore need to adapt their classroom practice in order to include children with SEND

Every teacher is expected to take responsibility for meeting the learning needs of all children in their care and to differentiate the curriculum appropriately. The SENCO and Inclusion Manager will provide guidance and support for staff as they work towards these aims and will help staff to become aware of their children in light of the whole school policy for SEN.

Work will be differentiated by task, support, input or outcome to meet the individual needs of pupils. Support is given mostly in the classroom situation and will be within the context of the on-going class work or current individual education plans. However, if it is deemed necessary, a child may be withdrawn from the classroom situation for support. The SENCO and Inclusion Manager will be aware of this arrangement and the teacher will ensure that the child does not miss vital information due to withdrawal.

Additional planning meetings may be held for children with complex learning difficulties so that the SENCO can lead staff in planning as a team and differentiating the curriculum accordingly. These meetings will usually take place on a weekly basis in order to look at the weekly planning.

Links and Use of Outside Agencies

Where a child continues to make little or no progress or continues to attain well below children of a similar age, despite intervention, we may discuss with the child's parents a referral to an outside agency. Where it is necessary to contact outside agencies, the SENCO and Inclusion Manager will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies include the Educational Psychologist, Advisory Teacher Support Service Team. We can also refer to Health for Speech Therapy and The Child Development Clinic.

Supporting Pupils and Families.

Parents can refer to the LA local offer for information about support from other agencies. There is a link on our website. Our Early Help Coordinator can signpost parents to agencies that can help. Parents can also contact the Local Authority's support service for parents – Special Educational Needs Information and Advice Support Service (SENDIASS).

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision making processes, including recording children's views and implementing and reviewing Support Plans or Pupil Profile.

Transition into the school, from class to class, across key stages, and onto secondary school is managed very carefully for all children, especially those with SEN, and parents are included in all arrangements regarding transition. Close links are maintained with local schools and transition arrangements, including additional visits are in place to ensure continuity of learning when pupils change schools.

Supporting Pupils at School with Medical Conditions.

The school recognises 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 SEN and may have an Education, Health and Care Plan which brings together health and social needs, as well as their special educational provision. Please see school's policy on Meeting the Medical Conditions of Pupils.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO, AHT/Inclusion and/or Headteacher. If the complaint remains unresolved they should refer to the school's Complaints Policy and procedures.

Criteria for evaluating the success of our policy

The success of the school's SEN policy will be judged against the aims set out above.