

FROM GREAT TO AMAZING

SEND Policy September 2024

RESPECT, RESPONSIBILITY, EXCELLENCE, FRIENDSHIP

Date implemented: September 2024

Review Date: September 2025

Signed (Headteacher) A Cassius

Signed (Chair of Governors) N Skivington



STATEMENT OF INTENT

At Suffolks we believe that all our pupils are unique and, together as a community of learners, we strive for excellence for all. All at Suffolks believe that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

Suffolks will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Definition of Special Educational Needs and Disabilities (SEND)

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings. (SEND Code of Practice, 2014)

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Keeping children safe in education 2024'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy has been developed in consultation with staff and should be read in conjunction with the following school policies:

- Suffolks SEND Information Report
- Communication Policy
- Enfield's Local Offer
- Equal Opportunities Policy
- Child Protection and Safeguarding Policy
- Behaviour policy
- Anti-bullying policy
- Administering Medication Policy
- Curriculum Policy
- Complaints Procedures

OBJECTIVES

At Suffolks, through the implementation of this policy, we will aim;

- To identify and provide for pupils who have special educational needs and disabilities.
- To provide children with SEND with the same opportunities as all children.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To identify children's needs and take early intervention with all staff sharing the responsibility for identifying, assessing and meeting the needs of children with SEND.
- To ensure access to a broad and balanced curriculum through differentiated planning and reasonable adjustments.
- To provide access to appropriate intervention programmes according to the needs of the child.
- To keep clear, up-to-date records tracking individual children, as they move through the school.
- To work in partnership with parents/carers, pupils and outside agencies.
- To ensure that resources are identified and coordinated according to the needs of individual children, as outlined in their Individual Education Plans (IEPs).
- To ensure that all governors and parents/carers are aware of the policy.
- To co produce with parents/carers and pupils achievable and relevant targets for children on the SEND register.

ROLES AND RESPONSIBILITIES (Including Coordination of SEND provision)

The school governors will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.

- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

Andrea Cassius, headteacher, is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND.

The headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensure the SENCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENCo is Donna Mungham who has overall responsibility for special educational needs at Suffolks.

Contact can be made with the SENCo via the school office manager (Julia Williams) on 020 8804 1534 ext 3 or directly via ext 6 (SENCo) or by emailing sen@suffolks.enfield.sch.uk

The SENCo will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.

- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.

- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

IDENTIFYING SEND

At Suffolks we recognise that early identification and effective provision improves long-term outcomes for pupils. As part of our overall approach to monitoring the progress and development of all pupils, we have a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the SLT, classroom teachers conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The SEND Code of Practice identifies 4 broad categories of need:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

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.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder 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. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

SAFEGUARDING

At Suffolks, we recognise that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so we will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

We recognise that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCo.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCo.

SEND SUPPORT

A Graduated Approach to SEN Support

If a class teacher is concerned a child may have SEN they should complete a Cause for Concern form, which is found on the school's Google Drive, and give it to the SENCO who can then decide on the next steps which may include observing, assessing, gaining the views of the child, or meeting with parents and the teacher. We aim to identify needs early but the Code of Practice states pupils will only be identified as SEND if they do not make adequate progress once they have had interventions and good quality personalised teaching.

Once a potential special educational need is identified, four types of action will be taken to put effective support in place: Assess – Plan – Do – Review. During this process, earlier actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

Assess: establishing a clear assessment of the pupils' needs.

Plan: agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Do: implementing the agreed interventions and support.

Review: analysing the effectiveness of the interventions and their impact on the pupils progress in line with the agreed review date.



STAGES OF SEN SUPPORT

SEN Support

Every child recorded on the SEN register under SEN Support will have an Individual Education Plan (IEP). These are records which tell us exactly what the child's needs are and outline strategies and interventions in place to remove their barriers to learning. They will be reviewed termly and detail clear outcomes to be achieved within a given timeframe. The SENCo, in conjunction with the class teacher, will have responsibility for maintaining and updating the plan in partnership with parents and the pupil. The class teacher will evidence progress made according to outcomes described in the plan. A copy of the IEP will be given to parents. 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 or carers' consent as part of the Assess-Plan-Do-Review process.

Education Health and Care Plans

We may decide in partnership with parents to apply for an Education Health or Care Plan 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 normally available
- require intensive help from more than one agency

- are preventing them from making progress despite high levels of support

The purpose of an EHC plan (EHCP) is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood. The application process, additional information regarding the process and statutory timeframes will be discussed fully with parents at each stage of the process.

EHCPs are reviewed annually; this is a joint process between parents, class teachers, other adults who work with the child and representatives from the LA, if required. We will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually. At this meeting, outcomes and provisions are discussed and conversations around specialist provisions are held, if appropriate.

Criteria for being removed from the SEND Register

If, after additional provision, the pupil is considered to be back on track and the difference has been diminished significantly they will be reviewed for another term and then they may be removed from the SEND register if progress is maintained.

They will be placed on a monitoring list and progress will be reviewed termly at Pupil Progress meetings. This will be discussed with the parents.

Supporting children with Medical Conditions

We recognise 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 a statement, or 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 Administering Medications Policy.

EAL

Suffolks is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

We will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

SUPPORTING SUCCESSFUL PREPARATION FOR ADULTHOOD

At Suffolks we are aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. We recognise the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at

developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

At Suffolks we will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

WORKING TOGETHER WITH PARENTS/ CARERS

Suffolks Primary 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
- 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, involving parents in the drawing up and monitoring progress against these targets
- Meeting with parents three times a year to set and review realistic and relevant IEP 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.
- Keeping parents informed of the local authority offer. (Information about this offer can be found at: <https://new.enfield.gov.uk/services/children-and-education/local-offer/>)

Involvement of Pupils

Suffolks Primary School recognises that all pupils have the right to be involved in making decisions and exercising choice. Pupils are involved in monitoring and reviewing their progress and are encouraged through the use of 'Speak Out' strategies to express their need for any additional help. 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
- be involved in meetings with parents regarding their individual Education Plans where possible

Pupils' views can be sought using strategies such as Talking Mats for pupils with speech and language needs and other pupils as appropriate.

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 Senior Leadership 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).

Monitoring and Evaluation

The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of this policy to the SENCO, who is responsible for reporting regularly to the Head and the governor with responsibility for SEN on the effectiveness of this SEND policy.

Review

This policy will be reviewed every two years, in co-production with parents, children, school staff and governors.

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