



**KENTISH TOWN CHURCH OF ENGLAND
PRIMARY SCHOOL**

**Excellent teaching, excellent effort, excellent progress:
Every child, every lesson, every day
Hope – Equality - Love**

SPECIAL EDUCATIONAL NEEDS POLICY

A WORKING DOCUMENT FOR ALL OF US

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

**Written by:
Review date:**

**Grant Jacobson
January 2025**

Special Educational Needs (SEN) Policy.

Introduction.

This policy was reviewed and updated in September 2014 in line with the new Special Educational Needs Code of Practice 2014.

We believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We will use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that which is provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice. (September 2014).

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

A child or young person has special educational needs if he or she has learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014

This school provides a broad and balanced curriculum for all children. The new National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning and are thus described as having "special educational needs" that require particular action by the school. Underpinning this is the school's commitment to the Rights Respecting School agenda whereby the school actively teaches children about their rights as laid out by the UNCRC and how to respect the rights of others. The school has achieved a Level 2 Gold award in recognition of our commitment this.

The school has the utmost commitment to the inclusion of children with significant SEND and have developed two highly successful resourced provisions for children with autism and physical disabilities.

This policy ensures that curriculum planning and assessment for children with special educational needs takes into account the type and extent of the difficulty experienced by the child in order that all children reach their educational potential.

The school's Information Report is another key document which should be read in conjunction with this policy.

Aims and Objectives.

The aims of this policy are:

- to help promote an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that all children make the maximum progress in the key areas of Reading, Writing and Numeracy.
- to ensure that parents are able to play their part in supporting their child's education and independence and are fully involved in any decisions;
- to ensure that our children have a voice in this process.

This policy was developed in consultation with parents, staff, children and governors and will be reviewed annually. It fully reflects the new SEND Code of Practice 2014. Children with medical needs and how they are supported is covered in the school's Medical Needs policy.

The Role of the SENCO (Special Educational Needs Coordinator).

In our school the SENCO:

- manages the day-to-day operation of the policy.
- co-ordinates the strategic provision for children with SEND.
- supports and advises colleagues on S.E.N and inclusion issues.
- oversees the records of all children with S.E.N including the Resource Base children.
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the S.E.N provision and reports to the Governing Body and the Leadership Team.
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff.

In our school the SENCO is: Grant Jacobson. He can be contacted on 02074851279 or via email:senco@kentishtown.camden.sch.uk

Special Educational Needs Provision.

The school will make provision for all children with identified SEND. The kinds of special educational needs and disabilities for which provision is made at the school (including Looked After pupils with SEND) are as follows:

- Communication and interaction; e.g. speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD), Specific Language Impairment
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- Cognition and learning: e.g. Specific Learning Difficulties- dyslexia, dyscalculia (SpLD); moderate learning difficulties (MLD), Severe Learning Difficulties (SLD).
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- Social, mental and emotional health; e.g. attention deficit hyperactivity disorder (ADHD); depression, eating disorder, attachment disorder.
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- Sensory and/ or physical needs: e.g. Vision impairment (VI); Deafness or Hearing impairment (HI); Multi-Sensory impairment (MSI); Physical Disability (PD)- Cerebral Palsy, Muscular Dystrophy, Muscular Spinal Atrophy.
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- Medical needs: refer to the policy on Medical Conditions. Note that where pupils have a medical condition AND a special educational need the provision is well coordinated – note that the pupil may have an Individual Health Care plan.

Resource Base Provision (See additional guidance document).

The school is additionally resourced by Camden Local Authority to provide for the specific needs of children with Autism Spectrum Disorder and also those with Physical Disabilities. All children placed in this provision receive additional support from trained staff to support their development and inclusion in the life of the school.

Admission to this provision is done through the SEN department of the Camden Local Authority via the statutory assessment process.

All children placed in the resourced provision are educated alongside their peers and only withdrawn from the classroom in order to access additional support and therapeutic provision.

Arrangements for the Admission of Pupils with SEN and Disabled Pupils.

All children with a Statement or Education, Health, Care Plan in place will be placed in the school via the Local Authority's SEND Placement Panel in accordance with the SEND Code of Practice 2014.

Children who are in receipt of SEN Support will be offered places in accordance with the school's admissions criteria. A copy of these criteria is available on our school website or from our school office. It is against the law to discriminate against a child

because they have a special educational need. (*The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.*)

The school building is fully wheelchair accessible. We also have specialist facilities for children with physical disabilities including a lift, therapy room and adapted toilets with hoisting equipment. Further information can be found in the school's Access Plan which is also on the school website.

Identification and Assessment of Special Educational Needs.

Early identification is vital. The class teacher will inform the parents at the earliest opportunity to alert them to concerns before any decisions are made and enlist their active help and participation. Parents are also encouraged to approach the school if they have any concerns about the development of their child.

Depending on the nature of the concern, an agreed period of monitoring will take place followed by another meeting during which the findings will be discussed and decisions made on the next steps. The school follows a plan, do, review cycle.

If the concerns are significant the school will recommend a referral to an additional specialist such as an Educational Psychologist or a Speech and Language Therapist.

Additional provision in the form of extra adult support, external professional support and more specialised teaching will also be agreed with the parents, within the school's capacity to provide this. **Parents should be aware that the school's resourcing is extremely limited in this area but that we will make our best endeavours to provide appropriate support.** This support will be reviewed by teaching staff regularly and will be reported to parents every term during a parent meeting. Parents can request a meeting at any time if they are concerned about their child's progress.

Where appropriate we may seek further individual assessment information in order to track pupil progress more effectively.

All children's academic achievement is tracked via the school tracker, which all teachers have access to. This enables the school to track the progress of groups as well as individual children. We expect all children regardless of need to make at least good progress given their individual set of circumstances.

Provision for Children with Special Educational Needs.

Educational Inclusion.

At our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We want all our children to feel that they are a valued part of our school community. We aim to

achieve this through the removal of barriers to learning and participation. (See School Access Plan)

Through appropriate curricular provision, we respect the fact that our children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities including those that foster independence;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

The school adopts a graduated approach to children who have an identified SEN/D.

A file for each child is created and any reports, plans, minutes of meetings and letters are placed within this SEN file. Parents have a right under the Data Protection Act to see all the contents of their child's file if they so wish. Only staff working directly with the child and family will have access to these records.

Teachers and teaching assistants will use professional advice, assessment information as well as any other key information to plan for effective learning to ensure the best outcomes and progress. The impact of this support is carefully monitored and the progress the child makes is shared with parents on a regular basis but at least 3 times a year.

The school is required to use its delegated funding to meet the needs of all the children identified to best effect. This funding is delegated to the school via a formula and is a very limited fund.

Education Health Care Plans and Exceptional Needs Grants.

Should a child's needs become so complex that the required support is in excess of what the school can reasonably provide, then the school together with the parents should consider applying for a statutory assessment of a child's needs. This could lead to a child being given an EHCP (Education, Health Care Plan). More details on this can be found at: <http://www.localoffer.camden.gov.uk>

Camden has developed an Exceptional Needs Framework (ENF) to ensure a transparent, coherent, fair and equitable approach to funding provision for Camden children and young people with exceptional levels of special educational needs and

disabilities (SEND) in our mainstream schools. The framework is a more collaborative approach between schools and the local authority to managing High Needs Block spend in the most efficient way possible.

Where schools have evidence that a child with SEND has an exceptional level of need that requires provision that cannot be delivered from within the resources ordinarily available, they seek additional funding from the Local Authority in which the child resides.

Camden schools may alternatively request an Exceptional Needs Grant (ENG)] for children residing in Camden. A panel of SENDCos will determine whether or not to issue a grant, for how much, and for how long. It is for children with the same level of need as might otherwise have had to wait for an EHC needs assessment. If funding is agreed it could be band 1 (25 hours of additional support) or band 2 (32.5 hours) and will last for 1 or 2 years or possibly until the end of key stage. When an ENG ends, a new request can be made to continue funding where needs remain exceptional. ENGs are transferable between Camden schools and will be extended to cover the first term of a new school (including secondary transition) to allow for transition arrangements and repeat requests where necessary.

Pupil Premium funding can be used to support provision where pupils with SEND are eligible for free school meals or have been in the last 6 years.

Evaluation of the Effectiveness of the School's SEND Provision including Assessing and Reviewing Progress.

The learning of all children is constantly under review by all the staff involved. The Senior Leadership Team undertakes regular monitoring of the school's provision and reports to governors about this. The School Development and Improvement Plan (SDIP) will also have a SEN focus.

All staff undergo appraisal and performance management regarding their effectiveness in supporting children's learning.

The Governing Body:

- has due regard to the SEN Code of Practice 2014 when carrying out its duties toward all pupils with special educational needs.
- reports annually to parents on the success of the school's policy for children with special educational needs.
- has identified a governor to have specific oversight of the school's provision for pupils with SEND.

The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel. The lead governor for standards also has specific oversight on the reviewing of progress and standards data with relevance to children with SEND.

Staff Deployment.

All Teaching Assistants work together with the class teacher in class teams. The number of additional staff in the classroom depends on the level of need and the number of children with EHC plans. All staff work flexibly across a range of children supporting their individual needs in order to achieve the outcomes set in their EHC plans. Children with highly complex needs will attract a higher level of support from the staff. Our main aim is to develop independence in children and to avoid the highly dependent relationships that can occur when a child spends all of their time at school being supported with the same adult. (See SEN Information Report)

Assessing and Reviewing Progress.

The school holds Pupil Progress Meetings at 3 points across the school year. These meetings occur after key assessment points in the year. Progress of each child is reviewed on the school's Target Tracker Software. This information is relayed to parents at the next parent /teacher meeting.

Children with an EHC plan will have an annual review of their progress in addition to the pupil progress meetings.

There is now no longer a requirement for schools to use National Curriculum Levels. The school has developed its own assessment and tracking system. The Target Tracker system is used to track children's progress. The PIVATS system will also inform assessment and tracking of children with SEND. This will form part of the child's individual personalised plans. This policy will be amended once these procedures are fully in place. You can find out more about the use of PIVATS at: <http://www.lancashire.gov.uk/education/pivats>

Teaching Pupils with Special Educational Needs

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success, achievement and enjoyment.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

All teachers have a responsibility for effective teaching of pupils with SEND. A range of strategies and approaches to children's learning will be employed by the school in order that children will make progress in their learning.

This approach consists of support at different levels depending on the individual child's learning needs. This consists of a combination of differentiated work, structured intervention programmes and intensive input focussed on mastery of key basic concepts, knowledge and skills in Literacy and Numeracy.

Target setting for children is an essential part of our practice. We employ a small-steps approach by breaking down the curriculum into finely graded steps and targets. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Independent learning is also a vital part of the work we do as all learning is focussed on achieving independence. This is achieved through a gradual process of moving the child from being supported to being able to demonstrate independence in their learning.

Teaching Assistants (TA) make up a significant part of our staff team and are employed to support children who have significant needs in the resource bases as well as supporting the other children with additional needs. Class teams, consisting of between 2-4 TAs, will support all children with additional needs. This allows the school to adopt a flexible approach to meeting the needs of the children as they can receive a high level of support when it is required but still be given opportunities to be independent. The children also benefit from working with a range of adults as opposed to being overly reliant on one adult.

The school will adapt the learning environment and the curriculum in order to meet the needs of pupils with SEND. The school Access Plan will give more detail about this.

The SEND code of Practice 2014 expectations are as follows:

- *Teachers should set high expectations for every pupil.*
- *They have an obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious in responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils.*
- *Teachers should take account of their duties under equal opportunities legislation that covers disability, ethnicity, gender, sexual identity, gender identity, and religion or belief.*
- *A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving.*
- *In many cases, such planning will mean that these pupils will be able to study the full National Curriculum. The SEN Code of Practice will include advice on approaches to identification of need which can support this.*
- *A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice will outline what needs to be done for them.*
- *Many disabled pupils have little need for additional resources beyond the aids which they use as part of their daily life.*

- *Teachers must plan lessons so that these pupils can study every National Curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.*
- *Teachers must also take account of the needs of pupils whose first language is not English.*
- *Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.*
- *The ability of pupils for whom English is an additional language to take part in the National Curriculum may be in advance of their communication skills in English.*
- *Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.*

School Resources.

The school has extremely limited financial resources and will put into place additional support and interventions which have the greatest impact on pupil progress. The majority of our support is based in Years 1, 2 and 3 as this is the crucial stage at which children need focussed and targeted support. We will use any available financial resourcing to best effect in supporting children.

Inclusion in the Life of the School (see Access Plan).

All pupils with SEND have the same right to access all areas and activities alongside their peers. We provide a range of activities before, during and after school for all children and ensure that these activities are accessible for children with SEND. If a particular activity is not accessible, we will seek alternative ways of making it accessible or provide an alternative if this is not reasonably possible.

Staffing during lunchtimes is available in order to support the interaction and inclusion of children with SEND and children are encouraged and enabled to take part in all aspects of school life. SEND pupils are also represented on our school council in order that the views of the children are taken fully into account.

A range of support is available to children who may be experiencing emotional and social difficulties especially out on the playground such as Learning Mentor support, Circle of Friends etc.

For children who need therapeutic support the school, the school can refer to CAMHS for support. We also work closely with the school's Mental Health support Team.

Staff Training.

The school is committed to the training and development of all staff regardless of the level of experience. We have a 3 tier approach to training in our school:

Basic Awareness – for those in contact with pupils with particular SENs.

Enhanced – for those working regularly with pupils with particular SENs – e.g. adapt teaching + learning.

Specialist – in depth training: for staff in the school advising and supporting on specific needs.

The school also carries out external training based on the Autism Education Trust materials and are accredited trainers.

We also receive continuous support and advice from the range of professionals and specialists who work with us such as Educational Psychologists, Occupational Therapists, Physiotherapists and CAMHS therapists. The school SENCO also provides training and support on a range of SEND. He is also a member of the Senior Leadership Team.

All staff self-evaluate their own training needs and these are linked to their own performance management as well as to the School Development and Improvement Plan.

Governors also receive training from school staff as well as from the Diocesan and Local Authority Governor training programmes.

Partnership with Parents.

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents, who have much to contribute to our support for children with special educational needs.

The staff involved will have regular contact with parents each term to share the progress of children with SEN. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs.

Pupil Participation.

In our school we encourage children to take responsibility for their learning and to fully engage with the various people who are there to help them. The views of the child are of key importance in securing effective provision. We regularly survey the children and run focus groups on a range of different topics. Children with EHC plans are also involved in their Annual Review meetings.

We have a Rights Respecting School Council which always includes the views of children with SEND. Children with SEND are also represented on this council. Staff are also on hand to help and support any child who is experiencing difficulties.

Complaints.

The school follows the London Diocesan Board for Schools (LDBS) complaints procedure. You can find a copy of this on our website.

We encourage parents to raise any concerns they have with us as soon as is possible. Most concerns can be resolved at this point.

The first point of contact should always be the child's class teacher. Should the concern fail to be resolved the SENDCO would be the next point of contact. The Headteacher and Chair of Governors would only be involved if all other avenues of resolution have been exhausted. Should the school and a parent fail to agree on a resolution then a mediational approach may be suggested. The following services can provide support:

<http://www.kids.org.uk/Event/sen-mediation-service>

<http://www.sendiasscamden.co.uk/>

Additional Services.

Teaching and support staff work closely with relevant members of specialist services which provide support for our school. The services which are working in our school this year are:

Specialist Service
Educational Psychologists*
The Camden Hearing Impaired service*
The Camden Visually Impaired service*
Occupational/Physio Therapists*
Camden Language and Communication Service*
Camden Physical Disability (PD) Outreach Service*
Camden Education Welfare Service*
The CAMHS Team.
MOSAIC – supporting children with complex needs*
Social Services*
Health visitor/school nurse*

The above professionals all work to provide support/advice to both parents and staff as well as working directly with children.

Contact details of all the services can be found at:

www.localoffer.camden.gov.uk

There is also a special service in Camden that supports and advises parents about issues such as assessment and provision for children with SEND. It is called the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). It is funded by Camden Local Authority but is independent in terms of giving advice.

<http://www.sendiasscamden.co.uk/>

<http://www.localoffer.camden.gov.uk/template/13/special-educational-needs-and-disability-information-advice-and-support>

Appendix

NOTES

1. Disability. The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'
Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

2014 SEN Code of Practice Introduction xviii notes that many children and young people who have SEN may have a disability under the Equality Act 2010. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

2. Accessibility Planning. Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. Schools must implement accessibility plans which are aimed at:
 - increasing the extent to which disabled pupils can participate in the curriculum;
 - improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
 - improving the availability of accessible information to disabled pupils.Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan. OFSTED inspections may include a school's accessibility plan as part of their review.