



Star Primary School

SEND Policy

School Mission Statement:

*At Star Primary School we believe that everyone is equally loved and accepted.
Acknowledging the diversity of our community, we...*

- *Provide a broad and balance curriculum encouraging every child to take the opportunity to achieve their full potential;*
- *Nurture positive home, school and community relationships;*
- *Promote tolerance and respect for all people and the world we live in.*



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Inclusion Quality Mark Flagship

Star Primary has been an Inclusion Quality Mark school for many years now and became a beacon for other local schools in taking an inclusion leadership position as a Flagship School in 2014.

The school ethos has a focus on the celebration and enablement of family and community and it is considered important to 'give permission' to parents, grandparents, siblings, friends and neighbours, for them to be involved. As a result, inter-generational communication improves, adult role-models demonstrate the value of academic involvement, and aspirations develop - not just for children but for adults too.

Overall it is the spirit of inclusion that really comes across at Star Primary School. Where there is so much that has been thoughtfully provided there is bound to be something to suit everyone's needs.' Sue Rush (IQM, March, 2018)

Introduction:

Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015).

This states:

SEN: A child or young person has special educational needs if he or she has a 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.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

However, it should be noted that children will not be regarded as having a learning difficulty solely because the language or form of the language of their home is different from the language in which they will be taught.

Star Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special needs have a common entitlement to a broad and balanced curriculum. We will use our best endeavours to give pupils with SEND the support they need. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

In our school, we aim to offer excellence and choice to all our children, whatever their ability, needs, race or religion. We have high expectations of all our children and we aim to achieve this through the removal of barriers to learning and participation.

We respect the fact that 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

We 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 their senses and of varied experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage their behaviour and take part in learning effectively and safely
- Helping individuals to manage their emotional needs particularly trauma, stress or anger and to take part in learning

Categories of SEN

The Code of Practice refers to four broad areas of need:

Communication and Interaction- these children have a 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. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, 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-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health-children 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, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such

as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs-some children 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 with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

A Graduated Approach to SEN Support

How the school decides whether to make special educational provision

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs. Particular care is taken when identifying and assessing SEN for children whose first language is not English. Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies.

These agencies include:

- Language Communication and Interaction Service
- Education Psychologist
- Behaviour Support Service
- Physical & Sensory Service to support pupils with hearing/visual Impairment
- Social Services
- Speech & Language
- Occupational Therapy
- School Nurse
- Complex needs and dyslexia service
- Newham Child and Family Consultation services

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process. A pupil centred plan and a one page profile, may be started. This plan is intended to be a working document which is regularly updated as more is understood about the child's SEN, including their response to interventions. Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.

The Graduated Approach



Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support. This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

Identification: Raising a concern

The class teacher and the SENCO (Lara Freeman/Faria Alam) review the strategies being used and monitor the progress of the child. If the child is not making adequate progress, and if the child requires help over and above that which is normally available within the particular class or subject, the child is on the SEN support register.

SEN SUPPORT

When a child is placed on SEN Support Register the following procedure will be followed:

- Information will be collected from the class teacher and any external agencies/ professionals working with the child in health or social

services.

- Parents are informed of the child's special educational needs.
- The class teacher remains responsible for working with the child on a daily basis.
- SENCO and other agencies take the lead in carrying out any further assessments needed, planning future support, monitoring and reviewing the action.
- The parents and the child are involved in the discussions around a Pupil Centred Plan and outcomes of any other agency reports.

HIGH NEEDS FUNDING

For Children with High Needs Funding the SENCO will lead the development of a Pupil Profile for the children in one of the following areas:

- autism
- complex learning needs
- speech and language difficulties
- social, emotional and mental health difficulties

The progress is regularly monitored and reviews are held half-termly/ termly/annually or as appropriate. All relevant school staff, external agencies/specialist and parents are invited to the review meetings. The review is around a child centred approach where the child will contribute to the meetings. At the review meeting, the progress of the child will be discussed and new targets will be agreed.

EDUCATIONAL HEALTH AND CARE PLANS (EHC)

Children who currently have a statement will be transferred over to Educational, Health Care Plans (one year transition period).

For some children with complex needs even the wide range of services available in school is not enough to help them achieve their full potential. If your child is still not making progress, even with support from school, you can ask us to assess him or her for an education, health and care (EHC) plan. An EHC plan is a legal document which describes your child's needs and entitlement. It sets out the education, health care services needed to meet those needs and the type of education place that would best suit your child.

To ask for an assessment, write to Newham at:
SEN Section
London Borough of Newham
Newham Dockside
1000 Dockside Road
London
E16 2QU

Termly review

The progress of children with SEN is regularly monitored and reviews are held termly or as appropriate. All relevant school staff external agencies/specialists and parents are invited to the review meetings. Where appropriate, the child will also be invited to attend and contribute to the meetings. At the review meeting, the progress of the child will be discussed and new targets will be agreed.

Annual review

The progress of children with SEN is monitored yearly or as appropriate if evidence, documentation or new information present. Annual Reviews for children who receive High Needs Funding their progress is regularly monitored and reviews are held annually or as appropriate where new evidence presents. All relevant school staff external agencies/specialists and parents are invited to the review meetings. Where appropriate, the child will also be invited to attend and contribute to the meetings. At the review meeting, the progress of the child will be discussed and new targets will be agreed.

Governing Body

The Governing Body has a statutory responsibility towards pupils with special educational needs as stated in the DFE Code of Practice. The named Governor for SEND in our school is *Mrs D Tatnell* and she meets with the Head Teacher and the SENCO on a regular basis to discuss matters relating to SEN. The school's annual report includes a report containing information about the implementation of the Governing Body's policy for pupils with special educational needs.

Complaints Procedure

If there is a complaint related to SEND provision within the school, the following procedure will be adopted:

- Parents are encouraged to discuss the problem with the class teacher
- If the problem is not resolved at this stage, the parents would make an appointment to discuss it with the year group leader
- If the problem is not resolved at this stage, the parents would make an appointment to discuss it with the Special Needs Co-ordinator.
- If the problem is not resolved at this stage, the parents would make an appointment to discuss it with the Assistant Head Teacher
- If the problem is not resolved at this stage, the parents would make an appointment to discuss it with the Deputy Head teacher of the phase.
- The class teacher may or may not be present at this meeting. The Headteacher would be present if requested at this meeting or the matter may be reported to the Headteacher, if the problem is unresolved.
- If the parents continue to be dissatisfied, then they should complain in writing to the Chair of Governors. They also have the right to discuss their problem with an LA representative, with or without members of the school staff present.

Every effort is made to resolve any dispute satisfactorily within the school.

The following documents will answer any further questions.

1. **The SEND Information Report**
2. **School Offer**
3. **Local Authority Offer (www.newham.gov.uk)**
4. **Single Equality Policy**

By order of the Governing Body of Star Primary School

(Signed)_____ Dated _____(Head Teacher)

(Signed)_____ Dated _____ (SEND Link Governor)

Policy Date: June 2018
Review Date: June 2019