



SEN Policy

February 2017

Aims and Objectives

This policy accepts the definition of SEN as set out in the SEN Code of Practice. It reflects the new approach to and arrangements for SEN outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the Headteacher or the appropriate governor has been informed that a child has SEND, those needs will be made known to all who are likely to teach them.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

The Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with SEND.

All staff will ensure children with SEND can join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

Responsible Persons

The 'responsible person' for SEN is Headteacher. The person co-ordinating the day to day provision of education for pupils with SEND is Laura Clements, Inclusion Manager.

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such Highbury Quadrant adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice based on a Quality First Teaching model. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority. All children with SEND are afforded the same rights as other children in terms of their admission to school.



Access to the Curriculum

The Curriculum will be made available for all pupils, including those with predictable SEND. Where pupils have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

The school will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and Inclusion Manager will keep regular records of the pupils' SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Providing the graduated response: SEN Support

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follow an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, we will put a plan in place outcome focused Provision Mapping, Pupil Passport, SEN support plans detailing appropriate interventions, such as:

- Classroom organisation and management
- In-class support by teacher
- Small group work
- Home/school reading schemes
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies



Parents and children will be involved in developing the plan, which will also set out review arrangements.

Where more than one agency is involved, the school, in discussion with parents and other agencies may initiate a CAF to assist assessment and planning.

Identification, assessment, planning, intervention and review of children with SEN will be undertaken by all staff, with advice and support from the Inclusion Manager where needed. Appropriate records will be maintained, including continuous assessment, standardised tests, Key Stage attainment tests. Where necessary, pupils will be referred to the Inclusion Manager for diagnostic testing to construct a profile of strengths and weaknesses.

Additionally, the progress of any child receiving exceptional needs funding, or with a Statement / EHCP will be reviewed annually.

Resources

The school is allocated a notional SEN budget of £300,729 and has been given additional income for additional SEN needs within the Early Years (£43,140). The school also receives devolved funds for high needs and top up funding for specific pupils. These funds are devoted to:

Expenditure

Amount spent on staffing (internal)

i) Teaching staff	£	<u>105,273</u>
ii) SEN Nursery Nurses/Teaching Assistants/Learning Mentor	£	<u>166,083</u>
iii) Other staff and staff expenses	£	<u>25,683</u>

Amount spent on external services , e.g. Ed psych time

i) <u>Agency Teaching Staff</u>	£	<u>9,042</u>
ii) <u>SEN additional needs (EYFS) staff</u>	£	<u>72,455</u>
Annual Support Packages e.g. Ed Psychologist, Bi-lingual workers/School/Home Support		<u>5,679</u>
iii) <u>workers/School/Home Support</u>		<u>5,679</u>
iv) <u>Bought in services</u>	£	<u>7,229</u>

Amount spent on materials/learning resources	£	<u>5,808</u>
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Amount spent on INSET (include course fees, supply cover, travel etc)	£	<u>14,398</u>
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Other expenditure (Premises related)	£	<u>11,074</u>
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Parent Participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEN where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with Parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Multi-agency working

Regular liaison is maintained with the following external agencies:

- Outreach Support Services
- Educational Psychologist
- Speech and Language Therapist
- Child Adolescent Mental Health Service (CAMHS)
- Education Welfare Service
- Health Service (school nurse, dietician, therapists)
- Families First

Arrangements for the Treatment of Complaints:

The procedure for managing complaints is: through the schools complaints procedures. Concerns can also be raised with the SEN Link Governor Ms Anna Lemessany, by leaving a written account of concerns in a sealed envelope in the main school office.

Workforce Development

In-service training needs related to special educational needs will be identified by the Headteacher in consultation with the staff and will be incorporated into the staff development plan.



Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual need
- Success of early help intervention
- Academic progress of pupils with SEN
- Improved behaviour of the children, where this is appropriate
- Improved Pupil attendance
- Consultation with parents
- Children's awareness of their targets and achievements

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan and School Information Report are integral to this policy.

This policy will be reviewed in June 2017 (to link with the new financial year 2017/18).