



GRASVENOR AVENUE INFANT SCHOOL

**SPECIAL EDUCATIONAL NEEDS AND DISABILITY  
POLICY**

**DATE RATIFIED: End Summer Term 2019**

**REVIEW DATE: End Summer Term 2020**

# **SEND POLICY**

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DoE June 2014
- SEND Code of Practice 0-25 2015
- Statutory Guidance on Supporting pupils at school with medical conditions 2014/17 (updated)
- Grasvenor Avenue Infant school Safeguarding Policy
- Equalities and Accessibility Plan

**This Policy has been co-produced with Parents/Carers, staff and governors in line with our school's inclusion practice.**

## **Introduction/Aims**

The aims and objectives of this policy relate directly to those of the school and are also based on the values derived from and are guided by the requirement of the 1981 education act and the SEND code of practice 2015.

## **At Grasvenor we are committed to:**

1. having an environment and atmosphere that is safe, caring, positive and welcoming.
2. ensuring that all children are motivated to do their best and reach their full potential irrespective of ability.
3. being a school where the highest standard of work and behaviour are actively encouraged and expected.
4. encouraging self-esteem and mutual respect through the consistent use of our golden rules, circle time, buddy systems and SMSC (Spiritual Moral Social and Cultural) values.
5. working with transparency and welcome all pupils, parents/carers and members of the wider community into our school in line with our safeguarding policy.
6. ensuring that each and every pupil has the right to a broad and balanced curriculum, giving them exciting opportunities which are varied, interesting and enjoyable.

## **The Longer view (Aims)**

To ensure that all pupils leave Grasvenor having had a positive and fulfilling school career, and have every opportunity to meet their full potential.

We aim for each child to leave Grasvenor with positive self-belief, having a 'can do' approach to learning, and being Resilient, Reflective and Ready for the future.

At Grasvenor we provide a clear focus on positive outcomes for our children and young people; the focus is NOT on hours of provision. We aim to achieve this by fully including our parents/carers and pupils in their education and planning for each step of their achievements.

## **Objectives**

1. To ensure full entitlement and access for pupils with SEND to high quality education within a broad, balanced and relevant curriculum, including access to the National Curriculum.
2. To educate pupils with SEND alongside their peers within the school curriculum, giving due consideration to the appropriate wishes of pupils and parents/carers.
3. To identify and assess pupils with SEND as early and thoroughly as is possible, to fully involve pupils, parents/carers and staff in the SEND process
4. To ensure effective collaboration and communication between all agencies concerned and to further ensure a multidisciplinary approach to the resolution of pertinent issues.
5. To meet the needs of all pupils who have SEND by offering continual and appropriate forms of educational provision, by the most efficient use of all available resources including any reasonable adjustments.
6. To provide access to a SENDCO and a Family Liaison Officer who can be contacted via the school office.
7. To provide ongoing support, advice and training where needed for all staff in relation to SEND practice.

## **SEND CODE OF PRACTICE (2015).**

The school follows the guidance contained in the SEND Code of Practice (2015). 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 may fall across or within four broad areas.

These are as defined by the Code of Practice (2015)

### **Communication and Interaction;**

*6.28 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.*

*6.29 Children and young people with ASD 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;**

6.30 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 97 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 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, Mental and Emotional Health;**

6.32 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.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

### **Sensory and/or physical needs;**

6.34 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).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **Identification and assessment**

### **How are children identified as having SEND?**

Children are identified as having SEND when their progress has slowed or stopped and the interventions and/or resources that have been put in place do not enable improvement. This may be done through:

- Observations
- Behavioural context.
- Monitoring academic progress.
- Information from parents/carers.
- Information from child.
- Specialised assessments from external agencies.
- Information from prior educational settings.
- When a concern has been raised a concern form is completed and actions will be identified by the SENDCO or other designated persons from the Inclusion Team.

At Grasvenor we recognise that the purpose of identifying SEND is to identify what the schools approach should be for best practice not to categorise or label our pupils. We take a holistic approach and include the needs of the whole child not just their SEND.

Teachers are responsible and accountable for providing quality first teaching for all their pupils and will have differentiated learning for pupils as a first response if progress is not being made.

The teaching is reviewed regularly within SLT and in addition with the Headteachers, SENDCO and Family Liaison Officer as required to analyse data around progress measured by both national standards and schools own data.

Teachers will discuss with the SENDCO or Headteachers as soon as they have concerns around progress of pupils with possible SEND.

In house and external training will be identified and provided where necessary for Teachers in order for them to apply best practice.

When all possible strategies as identified by the class teacher and reviewed by the SENDCO have been exhausted, external agencies will be contacted via a single agency referral form available online or in the school's inclusion file.

When an assessment has been made by an external agency, recommendations are put into a personalised plan for that pupil and implemented in the classroom.

All school based interventions and any involvement from external agencies will be reviewed on a half-termly basis through our pupil-progress or our inclusion meetings.

### **What if my child needs an Education Health and Care (EHC) plan?**

An EHC plan is the document which replaces statements of SEN and Learning Difficulties.

An EHC plan can only be issued after your child has gone through the process of EHC needs assessment. At the end of this process the LA must make a decision, either to issue an EHC plan or not.

## **What is not SEND?**

At Grasvenor we recognise that there are other factors which may impact on children's progress, but are not defined as SEND some examples are:

- Entitlement to Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Poor Attendance
- Lateness
- Behaviour (depending on context)

## **How will the school let me know if they have any concerns about my child's learning in school?**

If we suspect that your child has a SEND, a graduated approach to support will be taken and parents/carers and child will be informed at all times of the support to be put in place.

All staff at Grasvenor understand that it is their duty to develop an understanding of our pupils. This understanding is developed through:

- interacting and playing with children
- observations of children
- professional discussions amongst staff
- conversations and information from families and previous settings

If these interactions suggest that the pupil could/ would benefit from additional support we will approach the parents/ carers immediately and begin discussions that focus on a shared understanding of the pupil's needs.

## **How is the level of provision decided?**

The level of provision is decided by the class teacher and SENDCO taking into account the views of parents/carers and the needs of the child.

How does the pupil feed in to their progress at meetings?

Where appropriate, children are invited to speak at progress meetings. If necessary the class teacher or member of the SENDCO will seek the pupil's views by asking them directly how their learning is progressing and for those children that are non-verbal or may have difficulty relaying their thoughts other means of communication tools may be used e.g the use of emotions cards.

If the school is unable to meet the needs of the child what happens next?

If the evidence says that school based interventions are not working then the school will work with the family to identify appropriate external agencies. Any assessments or observations will be sought only with the consent of parents/carers and support and information will be given throughout this process by the SENDCO, class teacher and or Family Liaison Officer. The referral to external agencies may also be done through the Early Help Assessment (EHA).

Once a child has been identified as having SEND, needs will be assessed, support planned, put in place and reviewed regularly with parents/carers and, where appropriate, pupils' views taken into account.

Should an EHC assessment be deemed to be the appropriate course of action then the process will be implemented by the school.

## **What support is offered for children with SEND at Grasvenor Infant School?**

At Grasvenor we endeavour to do our best to meet the needs of all children by making reasonable adjustments some of which may include:

- Individual targets identifying what individual children need support with and next steps.
- Adaptation of teaching styles to support learning alongside peers in classroom.
- Individual support for set short periods during the day.
- Small group work in or out of the classroom.
- Phonics groups.
- Social skills group.
- Fine motor skills group.
- Gross motor skills group.
- SALT toolkit.
- Pecs (picture exchange communication system)
- Makaton signing.
- Visual timetables.
- Golden rules.
- Sensory breaks/space.
- Classroom resources such as pencil grips, visual timetable, I pads and sensory equipment.
- Targeted intervention work.
- Adaptations to the school environment where possible.
- Playground Buddy peer support.
- Support from outreach services.
- Information and advice for parents/carers to access additional support groups externally.
- In house training for teachers and support staff from professionals for example SALT (Speech and Language Therapist) or Autism Advisory Professional.
- Early Help Assessment (EHA)

## **How will you involve me with my child's learning and progress?**

At Grasvenor we operate an open door policy to all of our school community and in addition offer the following:

- Open days for parents/carers.
- Access to Evernote - Your Child's Learning journey in photos and notes
- Regular opportunity for input re Pupil Support Plan (PSP) targets.
- Support for Annual Reviews.
- Family Liaison Officer
- Meeting times with class teacher, SENDCO and support workers as requested.

## **Who are the external agencies working with the school?**

- SALT (Speech and Language Therapy)
- E.P. (Educational Psychologist)
- BICS (Barnet Integrated Clinical Service)
- G.E. (Grief Encounter)
- Fair Play Barnet

- A.A.T. (Autism Advisory Teacher)
- C.D.C. (Child Development Clinic Paediatrics)
- S.N. (School Nurse)
- V&H (Vision and Hearing)

## **MONITORING AND EVALUATION OF SEND PRACTICE AT GRASVENOR**

### **How will the school know that provision is effective?**

- Regular (termly) review of targets.
- Meetings with adults who work with children.
- Regular updates from parents.
- Regular updates from child. What's going well?
- School tracking system to view progress.
- Regular reviews from external agencies.
- Classroom observations.

### **How will parents/carers and our governing body know that provision is effective?**

Our SEND governor is Lynne Drew

- The curriculum committee of the Governing Body will evaluate the progress of SEND children using information from:
  - School tracking system - Routemap. This information is updated through pupil progress meetings
  - Notes of governor visits, learning walks, and meetings will be recorded and stored on Perspective. These notes will enable the SEND governor to collate and annual report to parents that will be published on the website (July).

### **Reporting to Parents and Governors**

The Headteachers will submit a report to governors that details the effectiveness of the SEND provision at Grasvenor. The report will include a summary of the SEND income and its impact on SEND pupil progress.

### **What skills do staff possess to support my child's SEND?**

Differentiated learning is prepared by the class teacher

Training is provided through the local authority and in-house developing a variety of skills including:

- Makaton
- SALT
- Autism awareness
- Team Teach
- Gross Motor Skills
- Social skills
- Sensory diets

- Specialised and individualised medical training as required. This list is not exhaustive.

### **How will my child be involved in decisions about their education?**

- Child centred review meetings.
- Own target setting.
- Self-assessment of own learning.
- Choice of peers to work with.
- Personalised timetable.
- Designated adult (chosen by child) that they feel safe to talk to.
- Communication aids.
- Learning/sensory breaks.

### **What support can you offer me as a parent/carer of a child with SEND?**

Grasvenor operates an open door policy enabling you to speak with someone that will know your child well. In addition there is information and support available from the Family Liaison Officer who leads on the EHA's (Early Help Assessment) a process that is available to families needing to access additional support as well as information on relevant services available in the borough.

### **INCLUSION TEAM**

SENDCO

Sue York

FAMILY LIAISON OFFICER

Lorraine Cody

CO-HEADTEACHERS

Jessie Chakraborty

Sarah-Jane Ferguson

Any member of the Inclusion Team can be contacted via the school office on 020 8449 6053

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS.**

At Grasvenor we recognise that pupils attending our school with medical conditions should be properly supported in order for them to have full access to education including school trips and PE. In addition, some pupils with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement or EHC (Education Health and Care) plan which brings together health and social care needs, as well as their special educational provision and here the SEND Code of Practice 2015 is followed.

## **TRAINING AND RESOURCES**

A staff audit is carried out termly in order to identify any training needs that are required in order to be effective in the school, training opportunities are then identified and staff attend internal and/or external training.

All staff must familiarise themselves with the SEND policy in order to carry out their duties effectively.