



SEN Policy and Information Report

This is a draft policy which will go before Governors in November 2020

Date agreed: _____

Review Date: _____

We are a UNICEF Rights Respecting School

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our Vision

At Stepney Park Primary School we want a school for our pupils where:

- Pupils have opportunities to experience a wide range of engaging, challenging, enriching activities and learning experiences.
- Active and independent learning across a range of different areas is valued and celebrated and making mistakes is seen as a learning opportunity.
- Pupils have their academic, creative, physical and emotional needs met. They are supported to achieve their full potential, so that they are ready for the new school and ready for the next stage of their lives.
- Interactions and opportunities enable and encourage pupils to become enthusiastic, curious, resilient, confident, open-minded and independent learners who persevere when they have setbacks.
- Pupils are happy and thrive, where they all feel included, all have opportunities to shine and all are proud of their new school.
- Pupils feel safe, work collaboratively and respectfully together and interact well with each other, regardless of their background.
- Communication and questioning others is valued, where pupils have a strong Pupil Voice and where they understand and promote their own rights and the rights of others.

Our School Values are: **respect, resilience and independence**

- **Respectful children:** are aware of and celebrate the religious and cultural diversity in the community and beyond; they welcome new arrivals to the school and support them to become part of our school community; they display good manners with polite use of language.
- **Resilient children:** have an ability to cope with change; they are able to take on challenges both physical and mental, not giving up easily, persevering and taking risks in the process
- **Independent children:** display active learning; they are not over-reliant on adult direction and are not led by peers; they show engagement in their learning, taking responsibility, creating and welcome opportunities; they have their own interests which in turn are valued by the school community.

We hold this vision and these values for all children whether they have SEN or not. At Stepney Park Primary School, inclusion means valuing and respecting all children and adults equally. We aim to reduce barriers to learning through recognising the individual needs of every child. Staff are supported in their roles to develop and maintain the inclusive ethos of the school. We endeavour to build on and foster links with the local community recognising that inclusion at Stepney Park Primary School is one aspect of inclusion in society.

We are fully committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced

previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners.

- Girls and boys.
- Minority ethnic and faith groups.
- Travellers, asylum seekers and refugees.
- Pupils who need support to learn English as an additional language (EAL).
- Pupils with Special Educational Needs.
- Gifted and talented pupils.
- Children 'looked after' by the local authority.
- Other children, such as sick children, young carers and those children from families under stress.
- Any pupils who are at risk of disaffection and exclusion.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCOs are Natalie Palacio, Chloe Fihl-Pearson and Caroline O'Sullivan

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, hearing impairments, processing difficulties
- Moderate learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

The SEND Code of Practice 2014 describes four categories of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical need

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category

We assess each pupil's current skills and levels of attainment on entry, which build on previous settings and Key Stages, where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

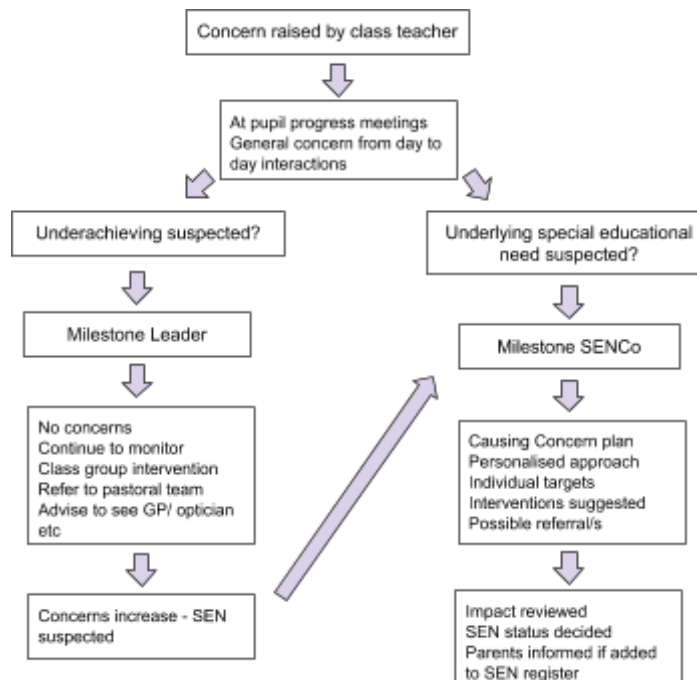
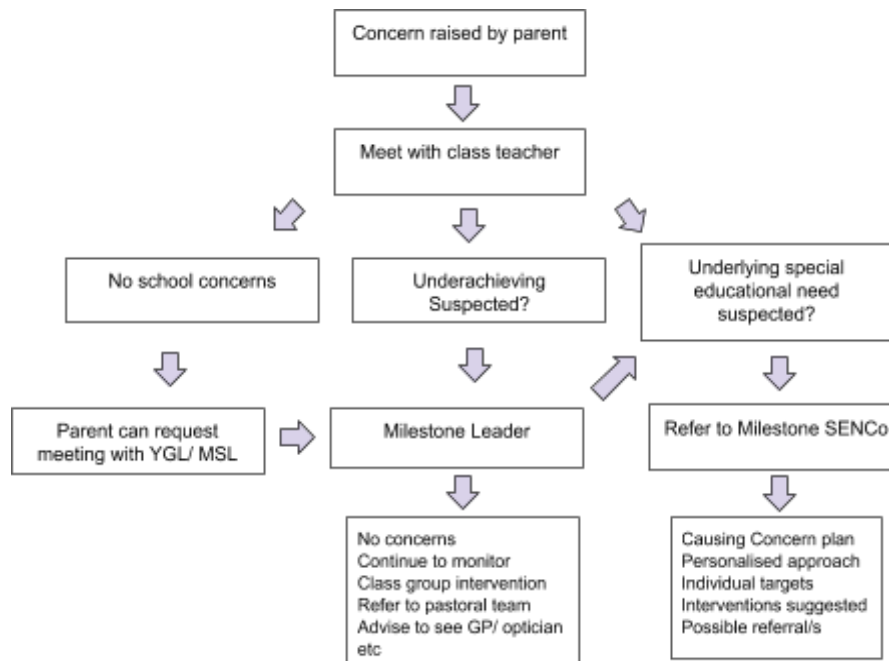
When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The school acknowledges that the following may impact on progress and attainment but are not considered SEN:

- disability (the Code of Practice outlines the "reasonable adjustments" under current Disability Equality legislation, but disability alone does not constitute SEN)
- attendance and punctuality

- health and welfare
- EAL
- being in receipt of pupil premium
- being a Looked After Child

Identifying behaviour is not an acceptable way of describing SEN. Any concerns relating to a child's behaviour should be seen as an underlying response to a need which we will need to identify and support accordingly.



5.3 Consulting and involving pupils and parents

Partnership with Parents

Stepney Park Primary School recognises the impact parenting has on a child's development throughout school life. We value the positive role and contribution parents can make to their child's education. We believe that we should work in partnership with parents, ensuring mutual trust and respect. At Stepney Park Primary School, parents are encouraged to visit the school to discuss concerns with the class teacher, SENCO or Head Teacher. Parents are consulted on all Special Needs issues and included in Special Needs reviews and meetings.

We do all we can to ensure all information is shared with parents in a format most suited to their needs e.g. using the internet (email), written (text, letter, newsletter) or verbally (group or one to one). We use simple English when we write to parents and use pictures or photographs to help. We use internal translation where possible and are able to access external translation services for pre-arranged meetings where we do not have in-house expertise.

We will have an early discussion with parents and where appropriate the pupil when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

Pupil Voice

Stepney Park Primary School has a person-centred culture and is a Rights Respecting School. Children with SEN often have a unique knowledge of their own needs and circumstances and their own views about what they have difficulties with and what sort of help they would like to make the most of their education. They are encouraged and expected to participate in all the decision-making processes including the setting of learning targets and contributing to support plans.

The school holds pupil-centred annual reviews. Children contribute to and attend all or part of their annual reviews as appropriate to their age and level of maturity. Children contribute to their annual reviews through sharing their successes and reflecting on what they need to help them learn. Progress is shared, previous targets are reviewed and new targets and actions are set with parents.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

The process of assess-plan-do-review

At Stepney Park Primary School we review learning regularly for all pupils identified as having SEN.

Children with an EHCP have termly review meetings which parents are invited to. One of these meetings will be an Annual Review.

Children on the Blossom Tree caseload are regularly reviewed by our Speech and Language Therapist in collaboration with TAs and Class teachers who work with the child.

Children on SEN Support are reviewed as part of our school wide assessment cycles. Individual targets are reviewed half termly by teachers and parents are involved through teacher parent conferences.

Interventions are reviewed in accordance with the intervention's cycle but not less than termly.

Where there is input from other professionals, we include their advice in learning plans and where possible arrange to hold meetings at a time that they are able to attend.

The class teacher holds ultimate responsibility for ensuring that the learning plans are carried out and for evidencing progress according to the outcomes described in the plan.

The SENCOs are responsible for coordinating the provision and supporting the class teacher and other adults in carrying out the learning plans.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition can be an anxious time for both children and parents especially for some children who have SEN. As a school we recognise this and put a number of measures in place to offer support at this time. Advance planning for pupils in Year 6 is essential to allow appropriate options to be considered. Similarly, arrangements are made for children who will be joining our nursery and reception classes.

Children Transferring Within School

Transition is planned carefully for all children on the SEN register and tailored to the needs of each child, involving them in the process or preparing for a new class.

Strategies may include

- Spending time with their new teacher in a familiar setting
- Spending time with their new TA in a familiar setting
- Preparing information about themselves to share with their new adults
- Creating a transition book to take home over the holidays
- Introducing new routines in the summer term ready for September

The current and receiving teacher meet to discuss the child and transition process. SEN TAs who support children with Education and Health Care Plans have an opportunity to observe the child in their current class and to meet with their current TA to exchange vital knowledge and understanding of the child's day to day needs.

Children Transferring To or From Other Settings and Schools

The SENCO endeavours to visit the child's previous setting to learn more about the child, meet with key-workers and parents.

Transition planning meetings are held as early as possible prior to transfer. Parents, school staff and professionals involved with the child's educational well-being are invited to attend. The child is invited to some of this meeting as appropriate. Information is shared and actions identified.

The SENCO will liaise with the SENCOs of the receiving school to ensure that effective arrangements are in place to support pupils at the time of transfer.

When transferring from KS2 to KS3 parents are supported to attend open days and to arrange meetings with prospective schools so that they can best choose a school to meet their child's needs. Additional visits and activities are arranged in the summer term to ensure that children are as ready as possible for their move. Actions may include but are not exclusive to

- Small group trips to new school accompanied by a member of staff
- Transition books
- Pastoral support to talk through and prepare for the move

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

English:

- ELS
- Project X reading
- Reading between the lines
- No nonsense Phonics
- Direct Phonics
- Nesy
- Toe to Toe (phonics)
- Beanstalk Readers
- Business Partners
- Catch up Literacy
- Precision Teaching

Speech & Language:

- Meemo (memory training)
- EYFS Spiral
- EYFS Talkboost
- Talk Boost EYFS/Yr1

- Colourful Semantics
- Shape Coding
- See & Learn Speech Sounds
- Intensive Interaction
- Tac Pac
- Attention Autism (bucket time)

Maths:

- Max's marvellous maths
- Precision Teaching

SEMH:

- Drawing and Talking
- Zones of Regulation
- Learning Mentor Support
- ELSA
- Play Therapy

Sensory & Physical:

- Funky Fingers
- Scissor skills
- Fizzy Skills
- INPP
- Fun with Food
- Sensory Circuit
- Yoga

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The school caters for all areas of SEN within a mainstream context. The school **does not** have an additionally resourced provision. The school welcomes applications for admission from the parents of children with mobility difficulties; most of our South Building is suitable for wheelchair access. In the South Building, there is one toilet for disabled pupils which is equipped with a hoist and changing bench. In the North Building, there is one toilet for disabled pupils with a changing bench.

The school has close links with a neighbouring school and external services via a loan scheme is able to access assisted technology for children who will benefit.

Children attend trips with their peers as part of the curriculum offer. Class teachers will consider and make accessibility arrangements and complete risk assessments when planning school trips.

Children with SEN will have the same opportunity to attend activities outside of the school day in the same way as all children. The After School Clubs Co-ordinator will consider accessibility for

children with special educational needs when planning clubs. Children will be actively encouraged to attend clubs and these will be monitored by the Coordinator for equal opportunities.

The governors will make every effort to accommodate a pupil's particular needs and work with the Local Authority to improve facilities.

5.8 Additional support for learning

We have a number of teaching assistants and HLTAs who are trained to deliver interventions to meet a range of needs. Teaching assistants may work with pupils 1:1 or in a small group. Support may be delivered in or out of class. These are decisions made by the SENCO in discussion with class teachers on a case by case basis so that we are able to best meet the needs of each child.

We also work with a range of external professionals and agencies to provide support for pupils with SEN:

- Tower Hamlets Educational Psychology Service
- Blossom Tree Speech and Language Therapy
- Counselling Service
- Cathy Hughes Play Therapist
- Hearing Impaired Services
- Visually Impaired Services
- Multi Sensory Impairment Team
- Phoenix Outreach Service
- Tower Hamlets Support for Learning Service
- Higher Needs and Medically Vulnerable LA Specialists

Where children are experiencing needs which cannot be met by the school or the above services, the SENCO will work with the LA to access appropriate services where these are available.

5.9 Expertise and training of staff

All 3 SENCOs have the National Award SENCO qualification and have many years' experience in this field.

They work collaboratively to manage SEN provision across the school.

We have an experienced team of teaching assistants, including higher level teaching assistants (HLTAs), who are trained to deliver SEN provision.

In the last academic year, staff have been trained in

- Strategies to develop children's vocabulary
- Colourful Semantics
- General strategies to support children with SLCN
- Signalong as well as basic signing to support communication
- Meeting the needs of dyslexic learners
- Effective adult support (MITA Project)
- Cognitive science - how do we learn? Memory strategies
- Attachment in the early years
- Strategies to support learning for pre-verbal autistic children
- 'Sharing the Diagnosis' - supporting autistic children and their families

We use specialist staff for speech & language and counselling services.

5.10 Securing equipment and facilities

The school has close links with a neighbouring school and external services via a loan scheme is able to access assisted technology for children who will benefit.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and RRS & Change teams
- Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships
- Pupils engage in Zones of Regulation learning
- Lunchtime activities to support children during unstructured time

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

At Stepney Park Primary School we recognise the need for specialised support for many children with SEN and their families. Where the needs of the child cannot be fully met by expertise within school we work with a large network of external agencies to support our pupils. These include

- Professionals from health and social care

- Professionals from the LA support services
- Speech and Language Therapists
- Counselling Service
- Outreach services
- Voluntary organisations

Support may be organised within school or directly with parents in the home setting.

Where we do not currently have links to an appropriate service, the SENCo will research and contact the services best placed to help.

5.15 Complaints about SEN provision

If a parent wishes to make a complaint they are able to make an appointment to speak with the Head Teacher or put their complaint in writing. The head teacher will do all that she can to resolve the matter. If a parent remains dissatisfied in the way in which their complaint has been handled, they are able to write to the Chair of Governors. All complaints will be dealt with under the terms of the Complaints Policy. A copy of this can be requested from the school office.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

If parents would like independent advice and support we would encourage them to contact the Parents Advice Centre (PAC) 020 7364 6489 pac@towerhamlets.gov.uk

The Parents Advice Centre (PAC) provides the SEND Information, Advice and Support service for Tower Hamlets.

PAC offers expert advice, advocacy and mediation for parents/carers of children and young people with SEND on any issues related to Education, Health and Social Care

5.17 Contact details for raising concerns

If parents or carers would like more information about their child or have a concern, they should speak to:

- Their child's Class Teacher
- The Special Needs Coordinator; Nathalie Palacio, Chloe Fihl-Pearson, Caroline O'Sullivan
- Their Child's Milestone Leader

Class teachers are available at the start and end of each day. Please be mindful that at the beginning of the day teachers have responsibility for their class and so may need to arrange a time to meet with you to discuss your concerns. Appointments can be made to speak to SENCOs, Milestone Leads or the Headteacher by speaking to the office. Please give the office a brief outline of what you wish to discuss so that we are best able to help you when we meet.

The school telephone number is 0207 884 5225

5.18 The local authority local offer

Our contribution to the local offer is: [insert here]

Our local authority's local offer is published here: <https://www.localoffertowerhamlets.co.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by Nathalie Palacio and Chloe Fihl-Pearson **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour
- Supporting pupils with medical conditions
- Teaching & Learning Policy & Handbook