

Ambler  
Primary School and Children's Centre

Policy

# Special educational needs

October 2018



**Date of next review with the Full Governing Body: October 2018**

This plan is subject to on-going change and will be updated as and when required.



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## **1. Legislation**

Legislation: The Education (Special Educational Needs) (Information) Regulations 199: SI 199/2506

## **2. 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 with SEND. The report is available on our website.

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.

## **3. Responsible persons**

The responsible person for SEN is the Headteacher. The person co-ordinating the day to provision of education for pupils with SEND is the SENCO/Inclusion Lead.

## **4. Admission and Inclusion**

All the teachers in the school are teachers of children with Special Educational Needs. As such, Ambler 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.

## **5. Specialist Provision**

Our Inclusion Leader holds a practising certificate from AMBDA which qualifies her to assess and teach children who are dyslexic.

## 6. 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 SENCO will keep regular records of the pupils' SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that the 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 broke down into a series of small and achievable steps for pupils who have marked learning difficulties.

Some children may have extra support timetabled before school, at lunchtimes or after school as and when needs arise.

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 follows 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 (Provision Mapping, and Individual Plan or Pupil Passport) detailing appropriate interventions, such as e.g.

- Classroom organisation and management
- In-class support by class teacher or teaching assistant
- Small group work
- Home/school reading schemes
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies.
- The plans will be outcome focused.

The resources used to help the child achieve the agreed outcomes will be written into a Provision Map, Individual Plan or Pupil Passport. Parents and children will be involved in developing the plan.

The plan will also set out review arrangements.

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

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

## **7. 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 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 advice 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.

## **8. Multi-agency working**

Regular liaison is maintained with the following agencies:

- Alternative Education Provision (Pupil Referral Units)
- Outreach support services (The Bridge, Samuel Rhodes, Richard Cloudsley)
- Child Adolescent Mental Health Service (CAMHS)
- Educational Psychology
- Education Welfare Officer
- Health services
- Bright Start
- Families First
- Child Integrative Psychotherapy (IATA)

## **9. Arrangements for the treatment of complaints**

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So if you have something to tell us, whether good or bad, please contact the class teacher or SENCO.

If you have a complaint about SEN provision, please tell us promptly by contacting the following people in this order;

- the class teacher
- the SENCO (details below)
- The head teacher – using the main school number
- The SEN governor (a letter can be submitted through school office)

The SEN Governor will then refer to the complaints procedure to try and address the issue.

We realise that parents can sometimes find schools a bit scary and may need someone to help them approach us if things aren't going well. If you need support

As a matter of last resort parents can also make a formal complaint to Ofsted: guidance for parents can be found here <http://www.ofsted.gov.uk/schools/for-parents-and-carers/how-complain>, or by phone on 0300 123 4666.

Further information about local support for families of pupils with SEN can be found in the Local Offer. For further information, please see: [www.islington.gov.uk/localoffer](http://www.islington.gov.uk/localoffer).

## **10. 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.

## **11. Evaluating Success**

This policy will be kept under review by the responsible persons mentioned. The SEN Governor will carry out an annual visit to review the children's achievements in relation to their individual plans. Evidence will also be gathered in relation to:

- 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
- Pupil attendance

- Consultation with parents
- Children's awareness of their own targets and achievements
- Wider outcomes.

## **12. Ambler contacts**

The Headteacher is Juliet Benis

The SENCO/Inclusion Leader is Maria Galster

The governor responsible for SEND is Roulin Khondoker.

## **13. Relationship to other policies**

This policy should be read in conjunction with the policies on safeguarding, teaching and learning, equalities, anti-bullying and behaviour. The school access plan and School Information Report are integral to this policy.

## **14. Further information**

For further information; please refer to our Ambler SEN information report which can be downloaded from our website: <http://ambler.islington.sch.uk/primary-school/our-school/sen/>