



SPECIAL EDUCATIONAL NEEDS POLICY

Version 5.0

Review by People Committee:

Adopted by Governing Body:

Next Full Review Due:

1

Autumn 2020

Reviewer:

SENCDCo:

Governor Link:

Associate Deputy Head Teacher L.Coffill

S Brennan

Stuart Gates

SPECIAL EDUCATIONAL NEEDS POLICY (Incorporating SEND Code)

East Barnet School, Chestnut Grove, East Barnet, EN4 8PU

The Special Educational Needs Policy provides a framework for the provision made for students with Special Educational Needs and Disability within the inclusive, mainstream setting of East Barnet School. It responds to the *Equality Act 2010*; the *Children and Families Act 2014*; and the consequent revised *Special Educational Needs and Disability Code of Practice 2015*.

A. Key Definitions

1. **Code of Practice:** The SEND Code of Practice provides advice to Local Education Authorities, maintained schools, early education settings and others on carrying out their statutory duties to identify, assess and make provision for children's special educational needs and disabilities. Under the Equality Act 2010 a disability 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.'
2. **Special Educational Needs (SEN) and Special Educational Needs and Disabilities (SEND):** According to the Code of Practice a student has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. The two terms are commonly used interchangeably.
3. **Learning Difficulty:** A student has a learning difficulty if they:
 - 3.1. have a significantly greater difficulty in learning than the majority of students of the same age;
 - 3.2. have a disability which either prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A student must not be regarded as having a learning difficulty solely because the language spoken at home is different from the language in which he or she is or will be taught.
4. **Special Educational Provision:** educational provision which is additional or otherwise different from the provision generally made for students of the same age in schools, other than special schools, in the area.
5. **SEN or SEND Support:** A child is placed at 'SEN Support' on the 'SEN Code of Practice' when they are receiving interventions that are additional to or different from those provided by the school as part of the school's usual differentiated curriculum and strategies. In addition to this the child could be referred to external support services/agencies.
6. **Education, Health and Care Plan (EHCP):** A request for an 'Education Health and Care Plan assessment' by the school to the Local Authority is made when a child is still not making adequate progress with SEN support. If agreed by the local authority the student is then issued with an 'Education, Health and Care Plan' which outlines the student's needs and the objectives and provision, educational and non-educational, required to meet those needs and also the outcomes of the provision.

B. Statement of Principle

1. All students can learn and achieve.
2. All students should feel valued, safe and able to flourish.
3. All teachers are teachers of children with Special Educational Needs and Disability (SEND). Provision for students with SEND in lessons is the responsibility of the class teacher.
4. The school will provide additional support for children with SEND according to the SEND Code of Practice.
5. Working in partnership with parents/carers and outside agencies is a key strategy to aid inclusion and progression.
6. The school undertakes to remove barriers and to promote opportunities for career, personal, emotional, intellectual and physical development for all members of the school community.

C. Requirements

1. The school must:
 - 1.1. Monitor the progress of all students including those with SEND.
 - 1.2. Provide support for students with SEND according to the SEND Code of Practice as listed in *Appendix 2*.
 - 1.3. Provide information to staff on:
 - 1.3.1. The 2 stages of the SEND code of practice
 - 1.3.2. Needs of children with SEND as listed in *Appendix 4*.
 - 1.3.3. Provision for children with SEND as listed in *Appendix 4*.
 - 1.4. Ensure up to date information is provided to Parents, staff and the Local Authority through the Census, Annual Reviews and school reports as listed in *Appendix 4*.
 - 1.5. Liaise with appropriate outside agencies in order to meet the needs of the child as listed in *Appendix 3*.
 - 1.6. Use strategies listed in *Appendix 1* to identify and assess students with Special educational Needs.
 - 1.7. Assess identified SEND students for access arrangements for public examinations and provide the appropriate support.
 - 1.8. Keep informed of developments in legislation in relation to Special Educational needs.
 - 1.9. Make effective use of available resources when providing for children with Special Educational Needs.
 - 1.10. Use strategies listed in *Appendix 1* to identify and assess students with Special educational Needs.
2. All teachers must:
 - 2.1. Know the profile of all their students in all classes including SEND.
 - 2.2. Have an up to date record of any relevant students' SEND information in their mark book or register. For example the Stage of the SEND Code of Practice that a student is on and the abbreviation of that student's need.
 - 2.3. Alert the SENCO or Learning Support Teacher of any concerns relating to the Special educational Needs of a student.
 - 2.4. Ensure provision for SEND students is explicit within planning where appropriate.
 - 2.5. Ensure that classwork and homework is differentiated to allow students with SEND to have access to the curriculum being delivered.
 - 2.6. Make effective use of available resources including specialised equipment and Learning Support Assistants.
 - 2.7. Provide relevant information about SEND students when required.

3. All Learning Support Assistants must:
 - 3.1. Know the SEND profile of all the students they support.
 - 3.2. Foster the self-esteem and self-confidence of students with SEN.
 - 3.3. Promote and develop the independent learning skills of students with SEND.
 - 3.4. Communicate and liaise with subject teachers to ensure that the needs of the students are met.
 - 3.5. Provide relevant information to stakeholders when required.
 - 3.6. Where possible and appropriate work with and support the teacher in creating differentiated resources.
 - 3.7. Where possible and appropriate undertake examination support as and when required.
 - 3.8. Where possible and appropriate provide support for students during educational visits.

The following methodology should be used to identify students with SEND.

1. Triggers for intervention could be the teacher's or others' concerns, underpinned by evidence, about a young person who despite receiving differentiated learning opportunities:
 - 1.1. makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness;
 - 1.2. shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas;
 - 1.3. presents persistent emotional and/or mental health difficulties, which are not ameliorated by the pastoral support usually deployed in the school;
 - 1.4. has sensory or physical problems, and continues to make little or no progress despite the provision of a differentiated curriculum;
 - 1.5. has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
2. Liaison with feeder Primary Schools provides information on SEND and academic levels of students. Specific information about the needs of individual students is passed to the Director of Lower School for distribution to Form Tutors as appropriate.
3. Where possible The EBS SENCO will be invited to and will attend the Annual Reviews of students in Primary School Year 6 who have an Education, Health and Care Plan, and who are to attend EBS, in order to help prepare for secondary transfer.
4. At the beginning of Year 7, students are assessed for reading comprehensions and for spelling. Using CAT tests and Lucid EXACT
5. Students are identified for additional support using the information transferred from Primary School and the results of the Year 7 assessments.
6. Meetings are held:
 - 6.1. Once a year or as appropriate for students on the send register and their parents to review progress and set targets;
 - 6.2. At least once a year for students with an 'Education, Health and Care Plan (EHCP)' to review the plan and set targets
7. Students' progress is monitored via termly reports
8. Assessment for Exam Concessions takes place in the Summer Term of Year 9 and as appropriate in key stage 4.
9. **Education, Health and Care Plan (EHCP)**
 - 9.1. If a student fails to make progress at SEN Support, the school may decide, after consultation with parents, that a 'Request for an Education, Health and Care Plan Assessment' is appropriate.
 - 9.2. Either the parents/carers or the school can make this request.
 - 9.3. Once the request is received, the SEND Complex Needs Panel will meet to discuss whether or not to undertake this assessment.
 - 9.4. If it is agreed, formal assessment will begin which will result in the writing of an Education, Health and Care Plan.

Students' SEND needs are met in a variety of ways:

1. Differentiation through planning, teaching and learning strategies and resources. The SEND Code of Practice places subject class teachers as delivering the first level of SEND support for students.
2. Learning Support Assistants may provide in class support or support on a withdrawal basis for individuals or small groups.
3. Targeted literacy intervention groups are offered in Year 8 and 9 to students who do not take a modern foreign language (2 lessons a week) or a second modern foreign language (1 lesson a week).
4. In year 10 and 11 learning support lessons are planned where subject options for GCSE are not chosen. These smaller class sessions allow a higher staff-teacher ratio. If appropriate there will be targeted literacy support and high level intervention with these groups.
5. Targeted mathematic intervention groups are offered in Year 8 and 9 to students who do not take a second modern foreign language (1 lesson a week).
6. In year 7 students who are perceived to have SEND and other needs (e.g. EAL), are placed in a targeted intervention group for English and Maths, where there is a higher staff ratio with smaller student numbers. If appropriate additional targeted literacy supported will be given to an identified group.
7. Learning Support Teachers monitor provision for named students with an Education, Health and Care Plan or a statement. They also provide Specialist Teaching support on a withdrawal basis for 1:1 and small groups, and in class support via team teaching.
8. Students who have 'Education, Health and Care Plan' have an annual review meeting to review progress and set new targets. Parents are invited to the reviews.
9. Students at SEN support level will have discussions to monitor progress and these may form part of an Early Help Assessment or Behaviour Management Plan
10. All students are monitored by Head of Year and Form tutors and additional meetings are held as and when appropriate. SENCO has regular termly meetings with the Heads of Year to monitor, agree and plan provision for students.
11. Students at SEN Support are monitored throughout their intervention and are recorded on the SEND Register.
12. Individuals' SEND needs may also be met through: counselling; behaviour management plans; early help assessments; learning; behaviour and academic mentor support; social skills; self-esteem and anger management programmes; motor skills programmes and life skills; in class support, small group interventions, learning support lessons, and differentiated timetables.
13. Before school literacy support/homework clubs/organisational support will be offered to targeted students for short periods of intervention, this will be extended following evaluation of success and need.
14. Equine therapy will be offered to small groups of students whose needs can be addressed by this type of approach, as and when funding becomes available.
15. Speech and language therapy is delivered in house by HLTA specialist in conjunction with the local authority team.
16. Social interaction and communication issues are addressed by HLTA specialist in conjunction with the local authority ASD team. This may be one to one, small group, lunch club or targeted friendship groups/panels.

1. The school aims to provide for the needs of most students with SEND within the normal school resources under SEN Support. If further support or advice is needed, beyond that which can be provided by the school, a request may be made for input from one of the local authority specialist teams and/or the link Educational Psychologist.
2. Parents will be consulted and must agree to a referral before a formal referral is made to any of the outside agencies. The students remain at SEN Support when there is involvement of an outside agency.
3. The school liaises with the following outside agencies:
 - Social Services
 - Educational Social Worker
 - CAMHS
 - Occupational Therapy
 - Physiotherapy
 - Speech and Language Therapy
 - Early Help/0-19 service
 - BYCAS
 - Educational Psychology
 - YPDAS
 - School Nurse
 - Youth Offending Team
 - Home Tuition Service
 - Advisory Teachers
 - Autism team
4. Close links are established, as appropriate, with other schools including special schools.
5. The school's career guidance counsellor will see all students with an Education, Health and Care plan, attending Year 11 (and beyond) annual reviews, with an input into planning with the student for transition between the Key Stages and into adulthood.

1. Parents are invited to Parent Consultations and Annual Reviews and transition evenings. Copies of targets set are shared through Annual Review reports and Homework Diaries.
2. Students' stage on the Code of Practice is recorded on ePortal (Data Management System)
3. Parents can access ePortal to monitor their child's progress.
4. Parents are welcome at any time to meet with the SENCO or Learning Support Teacher to discuss their child. Often these meetings include the Head of Year and/ or Form tutor.
5. Results of Year 7 assessments are accessible by all teaching and AEN staff.
6. SEN Information Sheets, together with updated SEN LISTS and support timetables, are placed in a shared area
7. Weekly 'staff briefing' and 'SEND Team meetings' provide opportunities to disseminate information to staff.
8. The SENCO is invited to attend governors' committee meetings.
9. The AEN Faculty carries out an annual Self-Evaluation consultation which is shared with the Senior Leadership Team.
10. Census data is collated three times a year.
11. SENCO meets with Heads of Year termly to update information and plan provision.
12. Special Needs and Disability is a regular feature of Staff Development Planning at both departmental and whole school level.
13. Special Educational Needs training sessions for all staff are planned into the Inset timetable.
14. SENCO delivers training sessions for NQT's, Teacher trainees and at a whole staff and Faculty Level.
15. Special Needs Provision is regularly monitored by the Governing Body.
16. **Named people at East Barnet School with responsibility for AEN are:**
 - 16.1. **Mrs Sara Brennan:** Special Educational Needs Co-ordinator (SENCO)
 - 16.2. **Mr Stuart Gates:** Governor with special responsibility for AEN including SEND.