



**SEND Policy**  
**2019/20**

	<b>Reviewed</b>	<b>Agreed</b>
<b>SEND Policy</b>	December 2019	January 2020

This SEN policy complies with the statutory requirements laid out in the SEN/D Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- Part 3 of the children & Families Act (2014)
- SEN/D Code of Practice 0 -25 (September 2014)
- School's SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## **1.0 Introduction/ aim**

Bounds Green School ethos:

Our school community cherishes its children and takes pride in educating them to be accomplished, creative & independent-minded.

At Bounds Green School, like all schools in Haringey is committed to meet the needs of all pupils including those with special educational needs and disabilities (SEND). Our expectations are that all pupils have the opportunity to:

- To achieve and make good progress
- To develop and become independent individuals
- Who are a valued and important member of our community
- To prepare for and make successfully transitions through their time in school and into the future

As a school community, we will make the best endeavours to make sure that pupils with SEN get the right support to succeed.

For further information Please contact Marcus Read (Assistant Head for Inclusion) on:

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## **2.0 What are the Special Educational Needs and Disability (SEND) provision made available at the school?**

Bounds Green school is a Mainstream school who strives to ensure that all pupils are included and offered a broad and accessible curriculum. The school will make best endeavours to meet the needs of pupils from the local community with SEND needs in the following areas in accordance with 'Special Educational Needs and Disability Code of Practice July 2014'. In one or more of the following areas:

- **Communication and interaction**

Including pupils with Speech, Language and Communication needs (SLCN, Speech and Language Impairment (SLi), Speech and Language Delay) SLD and pupils with a diagnosis of Autistic Spectrum Disorder (ASD).

- **Cognition and learning**

Including pupils with specific learning difficulties (Dyslexia, Dyspraxia), Moderate learning difficulties (MLD), Severe learning difficulties (SLD), global delay and profound and multiple learning difficulties (PMLD).

- **Social, mental and emotional health**

Including pupils with Attention deficit and hyperactivity disorders (ADHD), mental health issues and difficulties which may be a barrier to learning and access to school.

- **Sensory and/ or physical**

Including pupils with vision impairment, hearing impairment or other multi-sensory impairment or need.

Including pupils who may have medical needs and special educational needs, the school will plan and deliver education provision in a co-ordinated way with their health care plans if

appropriate. The school also follows the statutory guidance on supporting pupils at school with medical conditions.

### 3.0 Managing pupil needs on the SEN register

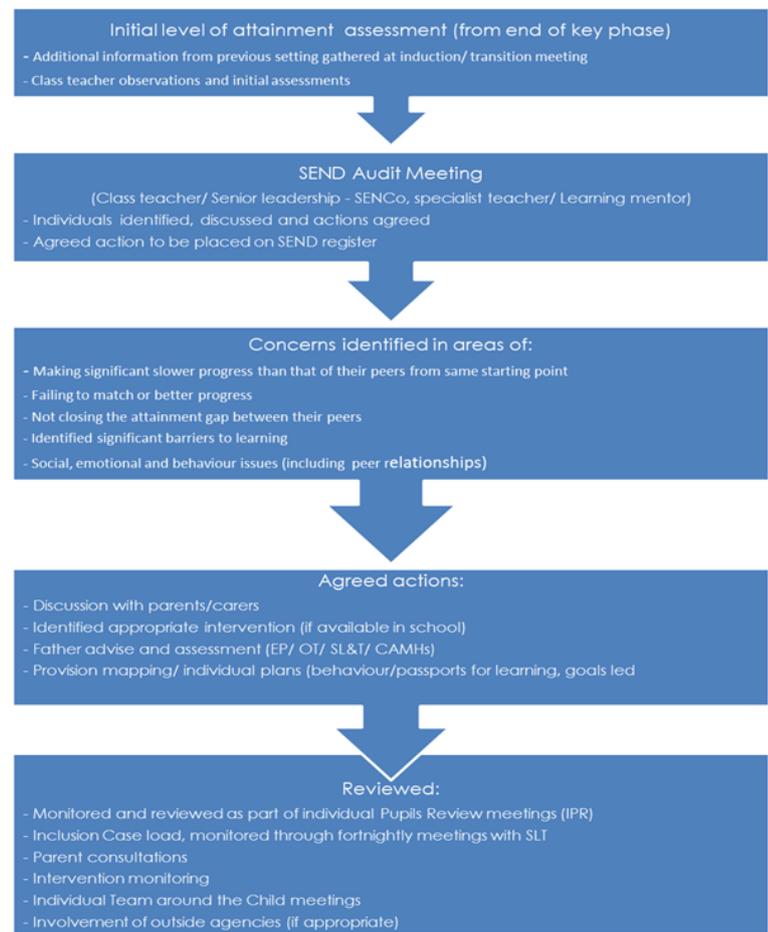
Teaching staff are aware and work closely to teach and meet the needs of pupils with SEND in their classrooms. All pupils are assessed and progress monitored throughout the school year. The senior leadership team support teaching staff to meet the needs of individuals and hold an ethos of high expectations.

Class teachers are responsible for evidencing the progress of SEN children in their class.

The SENCO is responsible for managing the SEN register and keeping it up to date. The level of provision employed for a pupil will be decided at relevant stages in the monitoring cycle.

Concerns will be raised with parents/ carers at agreed teacher parent meetings or at initial agreed Individual Pupil Review (IPR) meetings. At these meetings, it will be agreed for the child to be placed on the SEND register or removed.

Pupils will exit the SEN register when their progress is broadly in line with local and national expectations and when the support they are receiving is no longer deemed necessary for them to continue to maintain their progress. Discussions about progress will occur in the relevant meetings with parents and will take place with other professionals involved with the child. Parents who are unable to attend will be kept informed of any decisions relating to their child.



Bounds Green person-centred annual reviews for their pupils EHCPs. A person-centred review involves the pupil but is facilitated by an adult within the school setting. It is important that a pupil is part of the process and participates in the actual review. Participants will be encouraged to give their views in a less formal way.

#### 4.0 Monitoring and evaluating SEND

Pupils on the SEN register have their progress reviewed termly by the Inclusion Manager and are discussed at Individual Pupil Reviews (IPRs). Following a cycle of '**Assess – Do – Review cycle**'. Goals and outcomes are agreed and provision need to support the pupil to make progress.

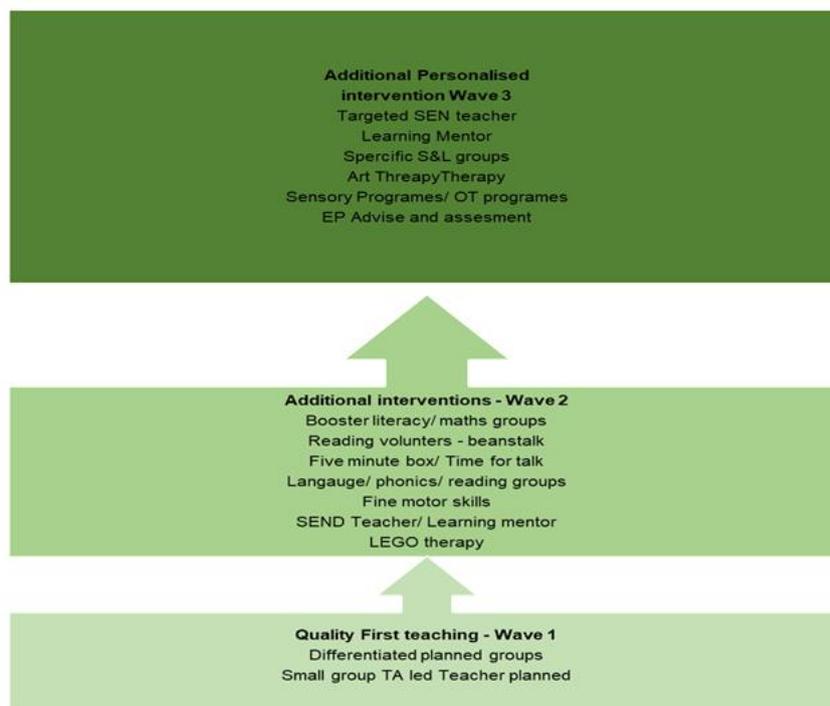
Pupils with EHC plans will have their plan reviewed yearly, the review informs plans in regards to the outcomes and provision in regards to the pupils EHC plan. The LEA is informed of the outcomes of the review.

Every intervention is planned, evidenced, reviewed and analysed regularly for effectiveness. The Assistant Head for Inclusion and the person carrying out a given intervention will be involved in this process. The child's progress will be reviewed termly. Our intentions are to evaluate and monitor arrangements to promote an active process of continual review and improvements of provision for all pupils.

Assessment lead with Assistant Head for Inclusion monitor and evaluate whole school data. In this instance with a particular, focus on progress of SEN pupils in comparison to peers and cohorts. Attention towards keeping up from starting point.

#### 5.0 A Graduated Approach to SEN Support

A graduated response is adopted for pupils identified as having SEN. A certain level and type of support is provided to enable the pupil to achieve adequate progress. Provision is identified and managed by the Assistant Head for Inclusion but will be planned and delivered by teaching and support staff. The **Assess - Plan - Do – Review** cycle is employed here as instructed in the 2014 SEN Code of Practice.



The schools, there are 3 levels of support. **Wave 1** is what every child can expect from the school. **Wave 2** is extra help targeted at particular difficulties. It includes short term 1-1 or small group interventions. **Wave 3** is for pupils who have more significant and longer-term needs.

## **6.0 Pupils with Social, Emotional and Mental Health needs**

Under the new Code of Practice, 'Behaviour' is no longer classified as a special educational need. If a child shows consistent unwanted behaviours, the class teacher together with the Assistant Head for Inclusion will assess the child's needs, taking into account family circumstances and the child's known history of experiences. These issues will also be discussed and addressed at review meetings. If the child's behaviour is felt to be in response to trauma or home-based experiences (eg bereavement, parental separation) school may do a referral with the family. This will request support from an appropriate agency in order to support the family through the process.

If parents and school are concerned that the child may have mental health needs, parents will be encouraged to talk to their GP about a referral to CAMHS (Child and Adolescent Health Service), or the school may refer directly.

If the child is felt to have long term social, emotional or mental health needs such as, for instance, anger management, the school will offer appropriate support such as social skills or therapeutic interventions. These are generally delivered by trained school staff/therapists and relevant outside agencies that develop good, trusting relationships with the pupils. This requires parental permission.

The behaviour of all pupils is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

## **7.0 Supporting pupils with medical conditions or a Disability**

Bounds Green School recognises that pupils at school with medical needs should be properly supported so that they have full access to education, including school trips and Physical Education (PE). Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils with medical conditions may have SEN. In such cases, the pupil may also have a EHC plan which brings together health and social care needs, as well as their special educational provision. If so, guidance in the 2014 SEN Code of Practice is followed.

Bounds Green wishes to ensure that pupils with medical conditions receive appropriate care and support at school. The school's policy for managing the medical needs of pupils is being developed in line with the Department for Education's guidance December 2015.

## **8.0 Training and Resources**

The Assistant Head for Inclusion is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for pupils Education, Health and Care plans.

The Head teacher has overall responsibility for deciding how the funding allocated to SEN is employed and for informing the governing body accordingly.

All of our teachers are trained to work with pupils with SEN. Some are very experienced, and others are less so, but each of them has access to advice, information, resources and training to enable them to teach all pupils effectively. We offer training and self-help

opportunities through access to in-house or LA (Local Authority) courses, provision of reading material or guidance towards useful websites.

Priority is given to training staff in areas in which a number of significant pupils have a primary need. For instance, as a significant amount of our pupils have speech, language and communication difficulties, we ensure that several of our staff have specialist training in this area. Some members of staff also have expertise in, and training on, other main areas of SEN at Bounds Green, such as Autism or Fine Motor Skills. TAs work with a range of children with SEN to support various types of special needs. SNAs (Special Needs Assistants) provide 1-1, paired or small group support for children who have a EHC plan or those who may go on to get one.

### **9.0 School SEND Report.**

A SEND school report is updated each year in line with the guidance from the SEND code of Practise 2014. The school report links to the LEA local offer and is available on the school website. The content of the report covers these areas:

- Introduction/ aim
- What are the Special Educational Needs and Disability (SEND) provision made available at the school?
- What are the schools policies for the identification and assessments of pupils with Special Educational Needs and Disability (SEND):
  - *How do we assess and review the progress of pupils with SEN?*
  - *What's the approach to teaching and learning, curriculum and learning environments?*
  - *Pupil's individual needs are planned for and taken into account to ensure that they have fair access this may include:*
  - *What additional support is available for pupils with SEN?*
  - *What extra-curricular activities are available?*
  - *The approach to for improving emotional and social development of pupils with SEN?*
- What are the schools policies for making provision for pupils with Special Educational Needs and Disability (SEND) whether or not pupils have an Educational Health Care Plan?
- Who is the SEN Co-ordinator and how do I contact them?
- What expertise and training do the school staff have in relation to SEND?
- What equipment and facilities are available to support pupils with SEND?
- What are the arrangements for consulting and involving parents of children with SEND in the education of their child?
- What are the arrangements for consulting and involving pupils with SEND in their education?
- What are the arrangements for parents raising concerns and making a complaint about SEND provision at the school?

- How does the school involve others in meeting the needs of pupils with SEND and also support parents?
- What support is offered locally to support parents and pupils with SEND?
- What are the schools arrangements for supporting pupils with SEND when transferring between school phases, transition to a new provision or transition from a another provision to school provision?
- Where is the Local Authorities, Local offer published?

### **10.0 Storing and managing information**

The school complies to the GDPR regulations, please see the schools GDPR policy and compliance.

### **11.0 Reviewing the Policy**

The policy will be reviewed annually in line with the Code of Practice and shared with school governors and all school staff.

### **12.0 Dealing with complaints**

Please see the school's Complaints Policy available on the schools website. Also see the further information in school SEND report for complaints regarding EHC process with LEA.

### **Policy Completed by**

Marcus Read

Assistant Head for Inclusion/ SENCo

December 2019

