

## SEND Policy



This SEND policy is a key document to ensure that our school delivers high quality provision for all pupils with SEND. It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their potential and engage successfully in all aspects of the wider school community.

This policy ensures that we comply with the statutory requirements and guidance set out in relevant legislation and documents. The policy is available on our website or hard copies are available from the school office

## Section 1: Our values and vision in relation to SEN provision

At Hungerford we pride ourselves on being an inclusive school. We will work positively and creatively in order to meet the needs of all of our children, including those who may have a special educational need or disability. We understand the need to communicate effectively with the child and the child's parents in order to understand their views and wishes with regards to provision. We will work in partnership with the child, their family and external agencies in order *to support the child and to help them achieve the best possible educational outcomes and other outcomes, preparing them effectively for adulthood.*

### Aims of this policy

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision
- To ensure that children and young people with SEN can engage successfully in all school activities alongside pupils who do not have SEN, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment
- To work in close partnership with parents, Islington and other key agencies so that the needs and strengths of each pupil with SEND are fully identified and there is a collaborative and coordinated approach to planning and reviewing provision on a regular basis
- To ensure a high level of staff expertise to meet pupils' need through universal and targeted training and continued professional development
- To promote independence and resilience in pupils with SEND so that they are well prepared for the next phase of education and transition to adulthood

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## Section 2: Admission Arrangements for Pupils with SEN.

The school's admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEN.

The Code of Practice requires a school to admit all pupils who have a Statement of Special Educational Need or Education Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child
- the attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

Our school will liaise closely with the Islington SEN team to ensure that any decisions on placement and provision for a pupil with a Statement or Education Health and Care Plan are in the best interests of each child and the wider school community as outlined above.

The SENCO in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEN entering the school (See Section 6: Transition)

## Section 3: Identifying Special Educational Needs

The school uses the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2010 (Appendix 2)

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies and families as appropriate
- Termly tracking of all pupils to monitor progress and attainment in compared to age related expectations
- Concerns raised directly by parents or other agencies

As well as progress in core subject areas, progress in other areas will also be considered including social and emotional development and communication skills.

In determining whether a pupil may have SEN, consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language Family circumstances
- Economic disadvantage

The school acknowledges that consideration of these factors will be particularly important when a child is behaving in a way that can be challenging to others, or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEN.

Before deciding that a pupil requires additional send support the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress. The class teacher/ form tutor will also seek the views of pupils and their families about barriers to learning.

## Section 4: Meeting the needs of pupils with SEND.

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer additional SEN Support. This will usually be provided by the class teaching assistant.

Parents will be formally notified that their child will receive this additional support and placed on the SEN register where his/her progress and provision can be monitored more closely and reviewed on a regular basis.

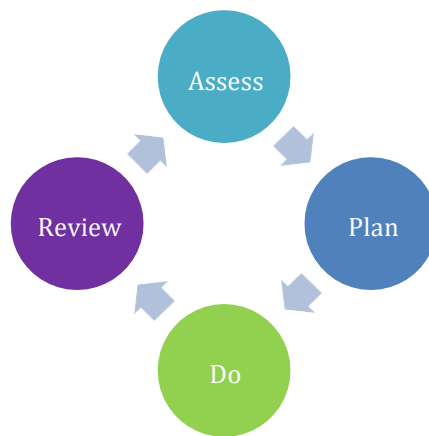
### The SEN Register

The register provides an updated record of all pupils receiving additional SEN support so that:

- Progress and achievements of individual pupils with SEND can be closely monitored and provision reviewed to ensure that provision is making an impact and helping to overcome difficulties.
- There is an overview of the range and level of need across the school School provision reflects and is responsive to current profile of need
- Effectiveness of whole school provision can be evaluated and emerging trends across different year groups or subject areas can be identified and addressed

Once identified as requiring additional SEN support, pupils will receive a tailored package of support to target key areas of difficulty.

This will be managed through a four part cycle of assessment, planning, intervention and review. This cycle is known as the Graduated Response and follows the model described in the SEN Code of Practice. It will enable a growing understanding of the pupils' strengths and barriers to learning. It will ensure that any additional provision is closely matched and will support progress towards short- and long-term targets and outcomes.



Depending on the needs and progress of each pupil, successive cycles may draw on more detailed approaches, more frequent review and referral and input from external agencies.

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## The Graduated Response

### Assess

Once identified as requiring additional SEN support a more detailed assessment of the pupil's needs will be carried out. This will include further discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime.

This comprehensive assessment will give a detailed picture of each child's strengths and special educational needs.

### Plan

The school will use the information from the assessment to draw up a plan to outline the support that will be offered. The plan will:

### Do

Class/subject teachers, with the support of the SENCO will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regularly liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

### Review

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend this review meeting along with pupils when this is appropriate.

This review may be included in the general school cycle of parental consultation meetings. However, where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute and share views on progress and subsequent provision.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO will make a referral to specialist agency.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEN is included in Appendix 3.

### Removal from the SEN Register

Where evidence shows that a pupil has made good progress and achieves the outcomes set they will no longer require additional SEN support and his/her name will be removed from the register.

Parents will be formally notified of this decision. Progress will continued to be monitored regularly as part of the termly tracking for all pupils.

### Support for Pupils with Significant Needs

The additional needs of most of the pupils with SEN at our School can be met by interventions and resources available from the school budget.

In a few cases for pupils with the most significant needs it may become apparent that he/she will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning which cannot funded long term from the school's own resources and budget. Where this is the case the SENCO, in consultation and agreement with parents and other specialist agencies, will make a request to the Local Authority for an Education Health and Care Plan (EHC plan) assessment

### Education Health and Care Plans

An education health and care plan is for children and young people aged up to 25 who need more support to overcome difficulties that is available from funding and resources paid directly to the school. Each plan gives specific details of any educations needs or health and social care needs which impact on learning achievement and identifies the range and nature of support that must be in place to support progress. The LA provide top up funding to cover the cost of provision that is higher than funds available to the school.

If a pupil has an EHC plan will be formally reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parent's pupils and external agencies.

### Section 5: Meeting the needs of pupils with medical conditions

In compliance with revised statutory guidance arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plans (IHC).

The IHC plans will detail the type and nature of support that will be available. The plans will be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed at least termly or sooner to reflect changing needs and support.

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## Section 6: Transition Arrangements

Arrangements to support pupils with SEND joining the school or moving to a different school.

The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENCO.

For pupils joining the school in our Reception/Nursery classes the SENCO will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan' which sets out clearly how the move will be managed. This is likely to be the case where the child has a Statement or EHC plan.

For pupils moving to secondary school or to a different school, the SENCO will make contact with the new school to share relevant information. As above, where the child has significant needs or has a Statement or Education Health and Care Plan, there will be a formal transition meeting when parents, pupils, representatives from the new school and other key professionals discuss and plan support required to ensure there is continuity in the range and level of support offered.

## Section 7: Funding and Resources

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEN support. The value of this funding varies between each school informed by a set of indicators. The level of funding is not adjusted in year to reflect any changing demand for SEN provision.

The school leadership through consultation with the SENCO and The Trust decide on how this funding will be deployed to meet the range and level of need for pupils with SEN across the whole school.

## Section 8: Training

Our school is committed to an ongoing programme of training and support to enable teachers and support staff to have the understanding and skills required to differentiate and scaffold learning for the pupils with a range of SEN within everyday teaching.

We also have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEN

The SENCO attends the termly Islington briefing sessions and has opportunities to attend other local and national training sessions to keep abreast of local and national policy and initiatives to continue to enhance SEN provision at our school.

## Roles and Responsibilities

### The SENCO:

The role of SENCO at Hungerford is currently carried out by Assistant Head with responsibility for Behaviour and Inclusion. The SENCO has the day to day responsibility for the operation of the SEND policy and the provision in school. This includes the line management of teaching assistants who give support to individuals and groups of pupil with SEN. The SENCO provides training, guidance and support to all staff in relation to meeting the needs of pupils with SEN. The SENCO has a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils with SEN. The SENCO will also take a key role in supporting the transition of pupils with SEN to different settings.

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## The Governing Body

The code of practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEN have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEN.

The lead governor for SEND at Our School is Stuart Lester.

He meets at least termly with the SENCO to review and evaluate effectiveness of the schools' SEN provision and contribute to discussions about plans to develop and enhance this provision.

The lead SEND governor will also ensure that updates on the quality and impact of SEN provision are regular items on the Governing Body cycle of meetings.

**Other key staff who are actively involved in supporting and coordinating SEN provision and part of our wider inclusion team include:**

- Head of School
- Designated safeguarding lead
- Designated teacher for Looked After Children: Attendance Officer;
- Family Link Worker:

## Section 9: Monitoring and Evaluating SEND Provision

The school undergoes an active process of continual review and analysis of outcomes for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision the school will take into account a range of evidence including looking at the level of academic achievement of pupils with SEND in school compared to standards achieved pupils achieved with no SEN as well as comparison with pupils with similar starting points nationally.

We also use other assessment measures which relate specifically to individual needs such as communication skills or personal resilience.

We monitor the impact of additional and targeted interventions and collect the views from parents and pupils on the quality of provision offered (You may be more specific on how you do this).

Case studies are also used as an evaluative tool to look at features of good practice where pupils have made good progress or to analyse what else is needed where progress is slow.

## Section 10: Managing Concerns about SEND Provision

Parents are encouraged to share any concerns they have about the quality and impact of SEN provision for their child at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the SENCO and other senior leaders as required.

Parents will be encouraged to seek advice and support from the local parent SEN Information Advice Service (SENDIAS) and Mediation services. This is an independent, impartial and confidential service

The school can also make arrangements for parents to discuss concerns with other key professionals such as the educational psychologist.



If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures on the website.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SEN team. Parents will be contacted directly to receive information about the mediation services available.

## Section 11: Anti Bullying

We recognise that pupils with SEN are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

## Section 12: Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of pupils.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

*Our accessibility plan forms part of Equalities Policy which is also on the website.*

### Policy Owner and Contact Details

Dr. Penny Barratt, CEO

For further information on the Policy, please contact via email  
penny.barratt@thebridgelondon.co.uk or phone 020 7619 1000

Next Review Date: September 2020

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# Appendix 1

## Compliance with Statutory Duties

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25
- Equalities Act 2010
- School Admissions Code of practice
- Supporting pupils at school with medical conditions (June 2014) Schools Complaint Toolkit 2014
- The National Curriculum Teachers Standards 2012
- Keeping Children Safe in Education 2018

Islington's local offer for SEN:

<http://directory.islington.gov.uk/kb5/islington/directory/localoffer.page?localofferchannelnew=1>

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# Appendix 2

## Definition of Special Educational Needs

### SEND Code of Practice 2014

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of other pupils of the same age or
- Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools of post 16 institutions

### 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.

This definition includes:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer