



AVANTI HOUSE

EXCELLENCE · VIRTUE · DEVOTION

Special Educational Needs Policy

2019-2020

	Name	Reviewed Date	Date to be reviewed
Principal	Ms Shriti Bellare	January 2019	January 2020
Chair of School Stakeholders Committee (SSC)	Mrs Bhavana Chauhan	January 2019	January 2020

Special Educational Needs Policy

1. Context

Avanti House Primary School is a child-centred, fully inclusive school providing for pupils with a wide range of educational and personal needs. We support our learners in vulnerable circumstances with a clear recognition that all pupils have a right to a stimulating and engaging curriculum and teaching that fully meets their specific needs.

Our ethos and culture encourages pupils' independence at all levels and all school policies and procedures support this approach. We identify individual needs early on and adopt a more personalised approach towards teaching, learning and personal well-being of our pupils. Individual pupils' progress is carefully tracked to ensure that they learn as well as others.

This SEND policy details how the school will ensure that the necessary provision is made for any pupil who has special educational needs and that those needs will be made known to all who are likely to teach them. The school will take action to ensure that staff are able to identify and provide for learners who have special educational needs. We will ensure access to a full range of school activities, so far as is reasonably practical and compatible with the efficient education and safety of the pupils.

The school recognises that active partnership with parents is vital in enabling children and young people with SEND to achieve their potential. We recognise that parents have a far greater understanding of their child's needs and the most appropriate strategies for supporting them. Therefore, the school will work in close partnership with parents/carers to achieve the best outcomes for their child.

We will ensure that parents are aware of the Local Offer of services and support for children and young people 0 – 25 with Special Educational Needs and Disabilities available from their home borough:

Harrow

<http://www.harrow.gov.uk/localoffer>

http://www.harrow.gov.uk/info/200220/special_educational_needs_and_disabilities_send/708/harrow_parent_partnership_service

Barnet

<https://www.barnetlocaloffer.org.uk/>

<https://www.barnetlocaloffer.org.uk/organisations/27214-barnet-special-educational-needs-and-disability-information-advice-and-support-service-sendiass>

Brent

<https://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/about-the-local-offer/>

<https://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/information-help-and-advice/information-advice-and-support-service/>

Hertfordshire

<https://www.hertfordshire.gov.uk/microsites/local-offer/about-the-local-offer.aspx>

<https://www.sendirect.org.uk/providers/information-advice-and-support-services-network/my-services/hertfordshire-sendiass/>

The school also recognises that children and young people with SEND often have a unique knowledge of their own needs and are encouraged to participate in all the decision-making processes, contributing as fully as possible to the assessment of their needs, including the review of any transition processes.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities

<http://www.legislation.gov.uk/ukpga/2014/6/part/3>

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, (SENDCOs) and the SEND information report

<http://www.legislation.gov.uk/uksi/2014/1530/contents/made>

2. The aims of the SEND Policy

In implementing this policy we aim to:

- raise achievement by ensuring that pupils with SEND enjoy their education and achieve their full potential
- ensure timely identification of pupils' special needs in order that appropriate provision is made without delay to secure the most effective support for their learning
- guarantee full inclusion for SEND pupils by ensuring they have access to a broad, balanced and differentiated curriculum, in order to ensure that they fulfil their potential and enhance their self-esteem and self-worth
- enable pupils with SEND to access extra-curricular activities in order for them to gain a growing sense of their place within the wider school community
- offer appropriate forms of support by the most effective use of staffing and resources
- ensure that, in accordance with Equality Act (2010), all pupils, regardless of disability, have the right to equal educational opportunities
- ensure that pupils with SEND feel safe, valued and respected in the school.

3. Objectives

We support the aims of the policy by working within the guidance provided in the SEN Code 2015, and by:

- identifying and assessing pupils with SEND through liaison with other schools and regular internal assessment
- involving pupils, parents and staff in the identification, assessment and targeting of SEND and promoting liaison between all agencies concerned
- supporting staff to meet the needs of pupils with SEND by the senior team working alongside them and providing on-going professional development opportunities
- devising a structure for setting, implementing, monitoring and reviewing programmes of personalised learning and support for pupils
- establishing pupils' needs early on by working with parents of children on entry to our school through home visits, and gathering information about their learning needs from previous settings and support agencies that may have been involved in providing for the child
- closely tracking and monitoring progress of all the pupils in school at regular intervals to avoid pupils falling behind
- ensuring that our pupils SEND needs, and Educational Health Care Plans, are known to other schools to which they may transfer
- ensuring that safety is addressed when allocating resources, particularly in the science, design and technology, food technology and textiles areas, art and PE
- encouraging pupils to care for themselves and others and to take into account the demands of changing environments.

4. Definition of Special Educational Needs

Pupils have special educational needs if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

Pupils have a **learning difficulty** if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

We will place pupils on the SEND register – under the care and guidance of class teachers, if they satisfy the schools criteria. Additional intervention may be in the form of specialist mentoring; additional teaching time; or other forms of tailored intervention that will allow pupils to improve their knowledge, skills and understanding that could not be achieved through normal teaching time.

Pupils will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. (Special Educational Needs Code of Practice 2015).

Most children with special educational needs are likely to require specific support in one or more of the following areas of learning:

- Communication and interaction

- Cognition and 'academic' learning
- Social, mental and emotional health
- Sensory and/or physical

Raising concerns regarding possible special needs/need for support can come from a staff member, parent/carer or the child themselves. All referrals are followed up by the SENDCO and outcomes shared with the relevant parties.

5. Working with children on the SEND Register

All children on the SEND Register, including those with an Educational Health Care Plan, have their needs reviewed formally each term. We do this through regular dialogue with pupils, parents and teachers to discuss concerns, to make assessments and to put plans in place. Parents and pupils are encouraged to be fully involved in the school's arrangements for provision. Together, targets are set and these are reviewed regularly to ensure a gradual approach to progress and achievement.

6. Supporting pupils at school with physical/medical conditions

The school recognises that pupils with physical/medical conditions should be properly supported in order to have full access to education, including school trips and physical education. We also recognise that some children with medical conditions may also have a disability and where this is the case, the school will comply with its duties under the Equality Act 2010. For children that have medical needs, we ask parents/carers to contact us at the earliest opportunity so that we are fully informed of the condition; in order for us to properly fulfil our role in supporting the child and assess any staff training needs that may be necessary. A through risk assessment and if necessary, a written health care plan will be prepared for each child in tandem with other professionals.

7. Leadership and Management

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice guidelines and School job descriptions.

8. Roles & Responsibilities

Leadership Team

- The Principal and Finance Manager oversee the allocation of funding provision for SEND staff and Teaching Assistants through the school's budget;
- The Principal sets targets for the responsible staff in accordance with the school's Performance Management policy;
- Monitor and continuously aim to improve the quality of provision for learners;
- Update, inform and engage fully with the link SSC SEND Lead on strategic and funding matters related to SEND.

SENDCO

The Special Educational Needs/Disability co-ordinator works with the senior leadership team to:

- collate and keep under review the school's SEND register and provision map
- make sure that the staffing arrangements for SEND are informed by the needs of pupils with SEND
- disseminate up to date information about pupils' needs and provision made for them for all staff and parents of the children
- assess and co-ordinate provision for children with SEND, especially for those with Education Health and Care Plans
- advise and support teachers in preparing personalised learning plans for pupils with SEND and contribute to their professional development through INSET
- monitor performance data relating to pupils with SEND and evaluate the effectiveness of the support provision made for them
- liaise with other schools, the parents of children with SEND, and external agencies to co-ordinate multi-disciplinary team meetings and support systems
- coordinate and manage systems of support
- lead on the Link SSC (School Stakeholder Committee) SEND Lead visits to the school and help SSC to develop a deep understanding of the quality and effectiveness of the school's provision and outcomes for pupils with SEND.

Teachers:

Teachers and teaching assistants work in partnership to ensure that timely identification, followed by appropriate provision for pupils with SEND, ensures individuals in this group make progress that is on the same level or better than all other pupils.

They will achieve this by:

- differentiating learning and identifying appropriate methods of access to the curriculum for pupils with SEND
- personalising work and providing feedback to pupils on their learning on a daily basis
- maintaining thorough records of interventions, including the impact, on progress in specific areas of need
- creating and implementing plans for pupils with SEND and keeping these under review, in collaboration with the SENDCO
- planning and integrating additional support in lessons as advised by external professionals.
- ensuring full integration of pupils with SEND in overall curricular provision, so that the curriculum delivered is broad and balanced incorporating high quality first teaching and interventions as appropriate
- working in partnership with teaching assistants by incorporating their knowledge of children in forward planning and deployment.

Teaching Assistants:

Teaching Assistants play an extremely important role in ensuring a personalised approach to meet the pupils' individual needs.

They do this by:

- undertaking duties as defined by their job description in a flexible manner according to the changing needs of the individual pupils with SEND
- working as an effective member of the class teaching team to contribute fully to the care and learning needs of pupils with SEND
- developing positive relationships with the parents/carers of SEND pupils, in order to foster strong home-school partnerships.

School Stakeholder Committee (SSC):

The SSC is responsible for ensuring that the school makes effective provision for pupils with SEND and fulfils its statutory duties and responsibilities in this respect by:

- assigning a link-SSC SEND Lead for SEND and supporting their statutory duties and responsibilities regarding the co-ordination and provision of SEND;
- supporting the school by evaluating policies, self-reviews and progress reports on the effectiveness of the work with pupils who have SEND
- ensuring that SSC monitor the effectiveness of the School's SEND provision and that the link SSC SEND Lead makes an effective contribution to this process and its outcomes.
- reviewing this Policy on an annual basis, or in response to a review of national policy or guidance.

9. Storing and managing information and data

The school complies with the legal obligations laid out under the General Data Protection Act (GDPR) – to store, communicate or provide access to personal information, including secure storage, archival and disposal.

10. Dealing with complaints

We aim to work closely with our parents/carers and like to know about any concerns, however small or big, as soon these arise. In our experience most issues can be dealt with through discussion.

Should the parents/carers feel the need to pursue the matter further they will be asked to communicate their concern in writing for the attention of the Deputy Principal in the first instance. We aim to acknowledge any complaints within 48 hours and will always seek to achieve earliest resolution in the best interest of our pupils. The school's complaints procedure is published on our website.

