



Draft SEND Policy

October 2019

Headteacher's Signature:

Chair of Governor's Signature:

Date:

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1. Aims

At Seven Mills, we have an inclusive ethos and educational environment. We ensure our environment and teaching are adapted so that every child can be included in lessons and the wider school life, and that every child develops the confidence and responsibility to become independent citizens. We have high aspirations and expectations for every child, regardless of special educational need(s) and/or disability, ensuring that they can achieve their best

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/ or disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Reflect the New Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of all pupils in their class.
- Fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for.
- Work within a person centered approach, putting children and families at the heart of our provision for pupils with special educational needs.
- Ensure all pupils, regardless of special educational need or disability, can participate fully in the curriculum and the wider school life.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

At Seven Mills, the SENCO is Matthew Tranter.

His responsibilities include:

- Working with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Having day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Being the point of contact for external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Working with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring the school keeps the records of all pupils with SEN up to date.

4.2 The SEN governor

At Seven Mills the SEN governors are Isabel Epstein and Jublina Begum, with Geeta La Tissier shadowing their work:

He/ She will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

- Monitoring the single central record to ensure safe recruitment of staff.

4.3 The headteacher

At Seven Mills, the Headteacher is Tom Foster.

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

5. SEN information report

5.1 The kinds of SEN that are provided for

The SEND code of practice (2015) identifies four main types of need, which are outlined below. Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction;** for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- **Cognition and learning;** for example, dyslexia, dyspraxia, moderate/severe/profound and multiple learning difficulties.
- **Social, emotional and mental health difficulties;** for example, attention deficit hyperactivity disorder (ADHD).
- **Sensory and/or physical needs;** for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

We also recognise that children sometimes have overlapping and inter-related special educational needs and/or disabilities.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

School leaders will also conduct termly pupil progress meetings, where we discuss pupil's progress and attainment with class teachers, and identify pupils who may need additional support. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Where a parent has concerns about their child's progress and attainment, they should speak to the class teacher in the first instance, who will inform the SENCO. The SENCO will then conduct observations and contact external professionals where appropriate and then meet with the parent(s).

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

At Seven Mills we are committed to using a person centered approach when planning support for pupils with special educational needs. This means that both the child and parents will contribute towards their SEND provision. Children's viewpoints about their strengths, areas for development and wellbeing will be represented in meetings with the SENCO and external professionals.

5.4 Assessing and reviewing pupils' progress towards outcomes

As recommended in the SEND Code of Practice (2015), Seven Mills follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed and updated regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Once assessments have provided a rounded picture of child's needs, the SENCO, class teacher, parent and child will jointly decide on quality first teaching strategies, interventions and professional services that can be utilised to meet the child's needs. Targets will be set for the child and their progress towards these targets will be reviewed each term.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information about a pupil's needs as they move on to secondary school, or where they move to another setting. In preparation for adult life, we encourage a high level of independence for all our children, including those with SEND.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. Class teachers will receive regular training and be supported by the SENCO to differentiate their teaching to meet the needs of all pupils.

Differentiation in a lesson may include:

- The use of visuals to support understanding
- Task planners to break tasks into smaller steps
- Multisensory approaches to learning
- Specific resources, such as word banks, spelling lists, or dyslexic friendly paper
- Individual work stations

Where pupils do not make appropriate progress towards their targets, the SENCO may put specific interventions in place. These interventions are commonly offered by TAs trained in delivery and are constantly being adapted to meet the needs of specific cohorts.

5.7 Adaptations to the curriculum and learning environment

We adapt our curriculum to ensure that every pupil can access learning at an appropriate level for their development. Below are some examples of ways we can adapt our curriculum:

- Differentiating lesson content and teaching styles
- Adapting the resources we use or the way we deploy members of staff in the classroom
- Using recommended aids such as laptops, coloured overlays, larger font etc
- Pre-teaching vocabulary or key concepts

Additionally, we ensure that our learning environment is accessible to those with physical or neurodiverse needs. Our approach to this is set out in our accessibility policy: [LINK TO ACCESSIBILITY POLICY](#).

5.8 Additional support for learning

We have 17 teaching assistants who are trained to provide support in the classroom, support children with specific needs and deliver evidence based interventions.

Additionally, we work with the following agencies to provide support for pupils with SEN:

- Educational psychology services
- Occupational therapists
- Speech and language therapists
- Isle of Dogs Children's Centre
- Child and adolescent mental health services

Where children have specific allocated funds through an education and health care plan (EHCP), the use of funds will be discussed with parents.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions on a half-termly basis
- Using pupil questionnaires
- Monitoring by the SENCO

- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Holding pupil progress meetings with class teachers and the senior leadership team

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and trips are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips in Year 5 to Gorsefield and to France in Year 6. We can adapt activities and environments to ensure that all children can take part, regardless of special educational need or disability, and will invite parents in to school to discuss how we can facilitate their child's participation. Our accessibility policy sets out how we adapt our environment. Our wellbeing and bullying policies set out the steps we take to prevent and stop discrimination, which may prevent participation in events, against any pupils with SEND.

Seven Mills also work with other primary schools on the Isle of Dogs to provide opportunities for students with disabilities across different schools to participate in sports, supported by specialist coaches.

5.13 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 The local authority local offer

Our local authority's local offer is published here: <https://www.localoffertowerhamlets.co.uk/>

On the local offer website, you can find further information about the services offered by Tower Hamlets. In the event that you need advice about which service to contact or how to access their help, please contact the SENCO.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO, Matthew Tranter, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Wellbeing/Behaviour
- Bullying
- Equality information and objectives

- Supporting pupils with medical conditions