

# The Raglan Schools

*A Federation of Raglan Infant  
and Junior Schools*



## Special Educational Needs

Author	Jan Ballett (SENCo)
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## Special Educational Needs Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25, July 2014 and has been written with reference to the following guidance and documents:

- Equality Act (2010)
- SEND code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)]
- Safeguarding policy
- Accessibility Plan
- Teaching Standards (2013)

The policy has been developed in co-production with parents, Senior Leadership Team, staff and should be read in conjunction with the following:

- SEND information Report
- Enfield's Local Offer
- Equality Policy
- Child Protection Policy
- Behaviour Policy
- Teaching and Learning Policy
- Early Years Foundation Stage Policy
- Complaints Procedures

The school SENCO is , Mrs Jan Ballett who holds the National Award for SEN Coordination, OCR Cert in SpLD & Diploma in assessment of SPLD. Mrs. Claire Daly , Deputy Head Teacher also holds SENCo accreditation. In addition the school has appointed two Assistant SeNCos, Miss Amy Lloyd and Mrs Laura Houlihan. All can be contacted on 020 8360 5121 or by emailing the school office.

### Values and Beliefs

At Raglan, we welcome pupils with Special Educational Needs and make every effort to support them. All our classes are inclusive, which means that we cater for all ranges of ability and need, and endeavour to identify potential barriers to learning and put strategies in place so that they can access the curriculum. We have high expectations for all our children, including those with SEND. Every child is valued equally and given support according to their needs. By nurturing the whole child and building self-esteem, confidence grows and children acquire the necessary skills to become responsible young people. Working in partnership with parents, all staff encourage children to develop a love of learning, to aspire to achieve their best and support them to succeed.

**Every teacher is a teacher of every child, including those with SEN.**

### Aim

At Raglan, our aim is for every child, including those with SEND, to achieve the very best that they can and to develop the necessary academic and social skills for later life. As well as a strong focus on high standards of literacy and numeracy, we encourage children to take responsibility for their own learning and to develop skills which will make them better learners and citizens in the future. In addition to high quality, differentiated teaching within the classroom, by working closely with parents and children,

we will, wherever possible, tailor the support given to enable children to achieve the desired outcomes. Support given will be regularly monitored to ensure it is effective.

### Objectives

- To provide children with SEND with the same opportunities as all children.
- To identify children's needs and take early intervention with all staff sharing the responsibility for identifying, assessing and meeting the needs of children with SEND.
- To ensure access to a broad and balanced curriculum through differentiated planning and appropriate modifications.
- To provide access to appropriate intervention programmes according to the needs of the child.
- To keep clear, up-to-date records tracking individual children, as they move through the school.
- To work in partnership with parents, pupils and outside agencies.
- To ensure that resources are identified and coordinated according to the needs of individual children, as outlined in the intervention provision map which can be accessed in the SEND Information document on our website.
- To ensure that all governors and parents are aware of the policy.
- To work with parents and pupils achievable and relevant targets for children on the SEND register.
- To provide support and advice for all staff working with special educational needs pupils.

### Identification of Special Educational Needs

The new Code of Practice states that:

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

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- Has 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 (SEND Code of Practice, 2014, pg 15-16)

At Raglan, we aim to identify needs early, **but the Code of Practice states pupils will only be identified as SEND if they do not make adequate progress once they have had interventions and good quality personalised teaching.** The purpose of identification is to work out what provision will best support each child so that long-term outcomes can be improved. The needs of the whole child are considered, not just their special educational needs.

Within each class, teachers constantly monitor children's progress through observation, discussion, analysis of their work and regular assessment. Pupil Progress meetings are held once a term with teachers and the Senior Leadership team to review progress of all children; any children who are underachieving are identified and ways of getting them back on track are discussed.

In identifying a child as needing SEND support, the class teacher, working with the SENCO/Inclusion Manager, will establish a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, information on the child's progress, attainment and behaviour. In addition, the teacher will look at the child's development in comparison to their peers and meet with parents to establish their views and experience.

The SEND Code of Practice identifies 4 broad categories of need:

### **1. Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different, and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **2. Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **3. Social, emotional and mental health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **4. Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

**The following are *not* considered SEN but may impact on progress and attainment:**

- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman.

### **A Graduated Approach to SEN Support**

For some children, SEND can be identified at an early age. However, for other children, difficulties become evident only as all children develop and mature. All those who work with children are alert to emerging difficulties and know that an early response is key. Parents know their children best and therefore we will listen and understand when you express concerns about your child's development. We will also listen to and address any concerns raised by children themselves.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Pupils making less than expected progress, given their age and individual circumstances, are identified. This can be characterised by progress which:

- 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

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with social needs.

The first response to such progress is high quality teaching targeted at the child's areas of weakness. As high quality teaching, differentiated for individual pupils as necessary, is such an important factor in tackling underachievement and providing for children with SEND, the quality of teaching for all pupils, including provision made for underachieving children, is reviewed regularly. All pupils have individualized targets for Maths and English. Where it is necessary, teachers will be provided with training on strategies to identify and support vulnerable pupils in their class. SEND training is also ongoing, through in service training days or at staff meetings.

The child is recorded by the school as being monitored due to concern by parent or teacher, but this does not automatically place the child on the school's SEND Register. Pupils will only be identified as having SEN if, having received good quality, personalised teaching and appropriate interventions and adjustments, they do not make adequate progress ie after being identified for interventions and personalized targets make little or no progress.

Once a potential special need is identified, four types of action will be taken to put effective support in place: Assess – Plan – Do – Review – this is the graduated approach called SEN Support. Earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

### **Assess**

Once concerns have been raised indicating that a child may have a special educational need, the teacher and SENCO/Inclusion Team will consider all of the information gathered from within school and from parents about the child's progress, alongside national data and expectations of progress. Early on, we will talk to the pupil (age appropriate) and parents to help us develop a good understanding of the child's areas of strength and difficulty, parents' concerns and potential next steps. More specialised assessments from external agencies and professionals may be sought, such as the Educational Psychologist, Speech and Language Therapist, Occupational Therapist or Behaviour Support Service.

Regular review will ensure that support and interventions continue to be matched to need and are evolving as required.

### **Plan**

Parents are formally notified once a decision has been made to provide a child with SEND Support. However, parents will already have contributed to the identification and assessment of needs (as indicated above). The teacher and the SENCO/Team will agree - in consultation with the parent and the pupil - the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the child's individual provision map.

The support and intervention provided will be selected as most appropriate to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.

### **Do**

The class teacher is responsible for working with the child on a daily basis. Where interventions involve group or one-to-one teaching away from the class teacher, they still retain responsibility for the pupil. Teachers work closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Provision Maps will be used for senior management to monitor that the strategies recommended are being carried out effectively. Evidence of progress may be seen in the child's work, assessment results, through observations and conversations.

The SENCO/Inclusion Team will continue to support the class teacher in any further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed after the pupil progress meetings ( where the Assistant Head Teacher, class teacher and SENCo discuss all pupil's progress), along with the views of the pupil and their parents. This will feed back into the analysis of the child's needs. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

If a child has an Education, Health and Care Plan, the local authority **must** review that plan as a minimum every twelve months. At Raglan, we will hold annual review meetings with parents, the child and professionals to review progress against outcomes specified in the EHCP, and whether these remain appropriate. Special educational provision will be reviewed to ensure it is effective in ensuring access to teaching and learning and good progress. New interim targets will be set for the coming year and where appropriate, new outcomes agreed.

## **Managing Pupils' Needs on SEN Support**

SEND provision maps will be reviewed 3 times per year. Outcomes are reviewed regularly to ensure they are:

- Smart
- Measurable
- Achievable
- Realistic
- Time bound

In working towards achieving the desired outcomes for the child, we discuss with parents the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Each child receiving SEND support is placed on the SEND Register.

It is the teacher's responsibility to evidence progress towards the outcomes described in the SEND provision map and to update it. These are working documents and are used by the teacher to aid planning and assessment; all adults working with the child will be familiar with them.

The level and type of support is matched as closely as possible to the identified needs of the child. The class teacher, with the SENCO/Inclusion Manager, will decide on the action needed to help the child to progress in the light of the range of assessments and discussions carried out. This may include:

- Different learning resources or special equipment
- Pre-teaching vocabulary and concepts or embedding new learning through structured over learning
- Specialist Dyslexia and Dyscalculia programmes
- Speech and Language programmes
- Activities or groups to improve fine and gross motor skills

- Small group or individual interventions
- Social skills group

All interventions are delivered regularly for a specified number of weeks with clear and expected outcomes. Progress is measured against a baseline assessment made before the programme starts.

### **Engaging Specialist Services**

The school receives an allocation of visits each year from the Educational Psychologist. If additional advice is needed, the SENCO/Inclusion Manager will arrange a meeting with parents to request permission to make a referral. A single or multi-agency referral can be made and is sent via the secure server to the SPOE (Single Point of Entry). Referrals to the EPS/CAMHS/BSS/Speech and Language and many other support services are made using the specific referral forms which are completed by the SENCO/class teacher/ Assistant Headteacher/Assistant SENCOs, with information gathered from parents and the child's teacher.

Once a referral has been received, professionals may:

- Meet with parents
- Meet/observe the child
- Assess the child
- Meet school staff
- Provide suggestions, advice or a programme for school staff to deliver
- Review suggestions and reassess the child where necessary

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties and additional funding and support is needed from the Local Authority High Needs Block, we can request that the child undergoes a Statutory Assessment Process. This is usually requested by the school but can be requested by a parent and will usually occur where the complexity of needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care Plan can be taken at any time; however, there must be clear evidence to demonstrate that the child's needs are significant and have been largely unresponsive to intensive input through additional programmes. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- Child
- SENCO/Inclusion Manager
- Educational Psychologist
- CAMHS

- Speech and Language Therapist
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer: [www.enfield.gov.uk/SEND](http://www.enfield.gov.uk/SEND)

### **Education, Health and Care Plans [EHC Plan]**

Following Statutory Assessment, an EHC Plan will be provided by the local authority .

If it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Criteria for Exiting the SEND Register**

If, after additional provision the pupil is back on track or 'closed the gaps' significantly, they will remain on the SEN Support for a further 2 reviews (ie 2 terms) to ensure that progress is maintained. This will be discussed with the parents and the child when appropriate. After two successful reviews they will be removed from the SEN Support Register but remain on a 'monitoring' list to continue to closely monitor at further Pupil Progress meetings.

A summary of the graduated approach to SEND has been included in the Appendix

### **Supporting Pupils and Families**

The local authority has produced a local offer, which can be found at:

<https://new.enfield.gov.uk/services/children-and-education/local-offer/>

We have a statutory requirement to provide a SEND Information Report (Regulation 51, Part 3, Section 69(3)(a) of the Act. Our SEN Information Report can be found on our website in our policies section.

### Admission Arrangements

We have a Nursery that caters for 60 children. From the end of the Autumn Term/ beginning of Spring Term 2017 -2018 we are hoping to offer parents more flexible up to the 30 hour provision for our Nursery pupils. All children start in the Reception school in the September of the academic year when they turn five.

Prior to starting school, children and parents are invited to 'Stay and Play' sessions in July, when parents and children meet the teachers and teaching assistants. The Nursery teacher and the Reception teachers visit all children before they are admitted to school in their home environment. This is an opportunity for you to discuss any concerns that you may have for your child on entering school. SEND pupils identified prior to starting school may receive a home or pre-school visit from the Assistant Head teacher of Early Years or the SENCo. Team Around the Child meetings may also be arranged if required. Pre-schools are encouraged to hold a transition meeting for children entering the school. The school has close links with all local playgroups and nurseries.

#### Links with external agencies

External support services play an important role in helping the school to identify, assess and make provision for children with SEND. Outside agencies will usually be contacted for a child on the SEND register. The following services are those which are most commonly consulted by the school:

- Educational Psychology Service (Crystal Elkabbas) - 9 half days per school year
- Speech and Language Service
- Behaviour Support Service (BSS)
- Child Development Team (CDT)
- Child and Adolescent Mental Health Service (CAMHS)
- Education Welfare Officer (EWO) for attendance and punctuality concerns
- Social Services
- School Nurse
- Early Years Social Inclusion (EYSI)
- Occupational Therapy Service (OT)
- Physiotherapy Service
- LA SEN advisory service

#### Links with other schools

Once secondary places are confirmed individual meetings are arranged with key professionals to support the transfer planning, for example school visits, mentoring, additional meetings with parents, additional visits to the new school. Transition meetings are also held with secondary schools for children leaving the school who have SEND Support or Statements/EHCPs. When children transfer to or are admitted from another Primary School, their records are forwarded/requested in order to ensure continuity of provision.

We also have links with the following specialist teachers/outreach services:

- Peripatetic teachers for Hearing Impaired children
- Peripatetic teachers for Physically Disabled children
- Enfield Autism Advisory Service
- West Lea Outreach service
- Waverley Outreach
- Suffolk's Language Unit

The school's policy on managing medical conditions of pupils can be found in the Policies section of our website.

The school recognizes that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children 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 may also have SEND and may have a statement of Education Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Each child's medical needs will be very individual, but we will endeavour to work closely with your child, parents/carers, health professionals and home tutoring service when needed, to provide for your child. All staff receive yearly updated training on the administration of EpiPen (for severe allergic reactions) and other medications as necessary. All children with medical conditions have Care Plans which are updated with the parents and reviewed by the Senior Leadership team. Copies of these are in the Medical Room and the child's classroom.

### **Access Arrangements for Assessments**

There are many adjustments that can be made for children who require support to access assessments. These are based on normal classroom practice and may include:

- Extra time
- Use of a scribe
- A reader
- Enlarged print
- Coloured paper to reduce glare
- Small group to encourage focus
- For end of Key Stage assessments, the SENCo will apply for special access arrangements in accordance with the requirements of the NCA, following discussions with the class teacher.

### **Training and Resources**

The SENCo attends regular SEND conferences and SEN Coordinator partnerships meetings with local schools to keep up to date with developments in the field of SEND. The SENCo is a member of NASEN. Staff members are encouraged to attend SEND training, where a need is identified for an individual child or for a group of children in their class or year group. There is a weekly TA Forum to give TAs regular access to training and the school have been part of the MITA Project in 2015 – 2016. In 2015-2017 the school has been a pilot school for Communication Friendly School Project and have recently achieved this status. Other opportunities are highlighted through professional development meetings and whole school priorities. All staff have access to training through the local authority Continuing Professional Development (CPD) programme. Training during staff meetings is provided by the SENCo, specialist teachers, senior management and specialist agencies e.g. Speech and Language Services and the Educational Psychology Service as appropriate.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school receives a small amount of funding from the Local Authority, based on their agreed formula. The majority of funding for SEND provision comes from the school's main budget. Where a child has an Education, Health and Care Plan for complex needs, top up funding is provided by the Local Authority.

### **Roles and Responsibilities**

The SENCO works with the Senior Leadership Team, Head teacher and governing body, in determining the strategic development of SEND policy and provision in the school. They have day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The SENCO and Senior Leadership Team provide professional guidance to colleagues and work closely with staff, parents and other agencies. They are able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEND policy with the Deputy Head Teacher.
- Working with the Deputy Head Teacher to co-ordinate provision for children with SEND
- Liaising with the Deputy Head Teacher and Assistant Head Teachers for vulnerable groups where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Working with the Deputy Head Teacher and Assistant Head Teachers to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Deputy Head Teacher, Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date

### **Role of the Governing Body**

The role of the Governing Body is to:

- Ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that where the Head teacher has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach him/her
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils have SEND
- Report annually to parents on the school's policy for pupils with SEND
- Ensure that pupils with SEND join in all activities of the school together with pupils who do not have SEND, so far as this is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of the other children in the school and the efficient use of resources
- Have regard to the Code of Practice when carrying out their duties towards all pupils with SEND

## **Role of the SEN Governor**

- The role of the SEND Governor is to:
  - Assist in the formation of the SEND Policy
  - Liaise with the Head teacher, Deputy Head Teacher, SENCO and the full governing body
  - Provide the governing body with information to enable them to fulfil their responsibilities
  - The designated SEN Governor is Mrs Jo Voden
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- **Role of the class teachers**
  - The class teacher is responsible for:
  - Valuing all children and helping them to develop good self-esteem
  - Assessing each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.
  - Making regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances
  - Provide high quality teaching which target identified areas of weakness
  - Where progress continues to be less than expected, work with the SENCO and Inclusion Manager to help assess whether the child has SEND.
  - Consider what reasonable adjustments may need to be made for any pupils who have a disability
  - Putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.
  - Being alert to emerging difficulties and to respond early. Listen and understand when parents express concerns about their child's development and listen to and address any concerns raised by children and young people themselves.

## **Role of Teaching Assistants**

Raglan has a team of Teaching Assistants who support children with SEND, through interventions and in class support. Each phase of the school has its own team of teaching assistants who are supported in their role by the class teacher, higher level teaching assistant and the assistant head teacher for that phase. There is an Assistant Head Teacher who has overall responsibility for all teaching assistants in their phase.

## **The Designated Teacher for Looked After Children is:**

We have recently appointed two Assistant Head teachers who are responsible for supporting vulnerable groups including Looked After Children and post Looked After Children. They are Mrs Carolyn Ruff who oversees vulnerable children in Early Years and Key Stage One and Mrs Anthea Socratous who is responsible for these children in Key Stage Two.

**The Designated Teachers with specific Safeguarding responsibility are:**

Mrs Cronin (Assistant Head Teacher for Year 5 and 6 )

Ms Giles (Assistant Head Teacher for Year 3 and 4)

Mrs Ferrand (Assistant Head Teacher for Key Stage 1)

Mrs Daly (Senior Deputy Headteacher)

Mr Kelsey (Headteacher)

Mrs Ruff (Assistant Headteacher with responsibility for vulnerable groups in Key Stage One)

Mrs Socratous (Assistant Headteacher with responsibility for vulnerable groups in Key Stage Two)

**The people responsible for managing the Pupil Premium Grant and Looked After Children funding are:**

Assistant Head Teachers Carolyn Ruff and Anthea Socratous

**Those managing the school's responsibility for meeting the medical needs of pupils are:**

Senior Leadership Team

Jan Ballett (Senco)

Mrs Wick and Mrs Maria Buttegieg (Infant Department) Mrs Nicholas (Junior Department) Welfare Assistants.

**Storing and Managing Information**

All information regarding SEND children: SEND Support Plans, professionals' reports and tracking data is stored securely with the SENCO. Copies of relevant documentation are stored securely by teachers and shared with relevant staffs, which understands the information contained in them is confidential. All documentation is passed on to the receiving school when a child moves on.

**Accessibility**

The school building is wheelchair accessible and there are disabled changing and toilet facilities in the Infant building and toilet facilities in the Junior building. As a school we are committed to ensuring that children and adults with SEND can access the school. School adapts the environment wherever practicable to the needs of children, including accessing specialist equipment if needed. The reception classes are fitted with a Soundfield System and there is a mobile hoist and a further hoist and changing bed located in the Infants. Every effort is made to select the most appropriate classroom for SEND requirements.

The Accessibility Policy can be found on the School's website in the Policy section.

## **Dealing with Complaints**

As a caring school, we do hope to deal with any problems in co-operation with parents. Initially, this should be with your child's class teacher. If it is appropriate, they will refer to the SENCo or Senior Leadership Team or you can make an appointment to meet with the SENCo. If the school is unable to resolve the complaint, there is a formal complaints procedure that can be followed which is on the school website:

<http://www.raglanschools.org/page/?title=Concerns+%26+Complaints&pid=97>

## **Bullying**

Staff are aware of the particular vulnerability of children with SEND and the importance of promoting and respecting individual differences as well as safeguarding children with SEND. Each class has circle times, school council and assemblies and our behaviour system is centred on respect and consideration for all. We have 1-1 mentoring, social skills groups and social stories to support an appropriate choice of behaviour. Annually there is an anti-bullying week so that aspects of bullying can be addressed and discussed in depth.

[http://www.raglanschools.org/\\_files/Documents/Policies/83E5987A8BA69342848E2AE07860F01E.pdf](http://www.raglanschools.org/_files/Documents/Policies/83E5987A8BA69342848E2AE07860F01E.pdf)

## **Monitoring and Evaluation of SEND**

The SEND Policy will be monitored regularly to ensure that:

- The ethos of the school is reflected in the provision so that children's individual differences are recognised and valued
- There are effective systems for identifying, assessing and monitoring children with SEND involving all relevant members of staff. Formal evaluations of progress are at least termly and discussed during pupil progress meetings and promote an active process of continual review and improvement of provision for all pupils.
- In addition there are 'learning walks', work and planning scrutinizes and pupil voice meetings, and parent views are recorded through questionnaires after Parent's Consultations.
- There is close liaison with parents.
- All plans drawn up (Provision Maps, PSPs and PEPs) are shared with parents.
- There is utilisation of outside support services and agencies as appropriate.
- There is efficient management of record keeping for children with SEND.
- There is raised self-esteem of children with SEND.
- There is consistency of support in order to enhance continuity of learning.

## **Reviewing the SEND Policy**

The Senior Leadership Team, SENCo and SEN Governor will review the SEND policy annually. Views will be sought from teachers, parents and where appropriate the children.

## **Appendices**

Raglan SEN Information Report:

[http://www.raglanschools.org/\\_files/documents/policies/86D5B3C28CAF527E535D2A7A236FBAE1.pdf](http://www.raglanschools.org/_files/documents/policies/86D5B3C28CAF527E535D2A7A236FBAE1.pdf)

The Enfield Local offer can be viewed on:

<https://new.enfield.gov.uk/services/children-and-education/local-offer/>

SEND Code of Practice 0 – 25 (July 2014)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND\\_Code\\_of\\_Practice\\_approved\\_by\\_Parliament\\_29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

SEND Local Offer:

Managing Medicines and Supporting Children with Medical Needs:

Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/306952/Statutory\\_guidance\\_on\\_supporting\\_pupils\\_at\\_school\\_with\\_medical\\_conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf)

Schools SEN Information Report Regulations (2014)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/251874/Consultation\\_on\\_draft\\_0\\_to\\_25\\_Special\\_Educational\\_Needs\\_SEN\\_-\\_SEN\\_information.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251874/Consultation_on_draft_0_to_25_Special_Educational_Needs_SEN_-_SEN_information.pdf)

Child Protection Policy:

<http://www.raglanschools.org/files/Documents/Policies/F62472AE996F1D551298C0546F96C56B.pdf>

Equality Act 2010; Advice for Schools (DFE, February 2013) Single Equality Policy

Accessibility Plan in policy section of website.

## Glossary of Terms

<b>CAMHS</b>	<b>Child and Adolescent Mental Health Services</b>
<b>CPD</b>	<b>Continuing Professional Development</b>
<b>EHCP</b>	<b>Education Health and Care Plan</b>
<b>EPS</b>	<b>Educational Psychology Service</b>
<b>PSHE</b>	<b>Personal, Social and Health Education</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SENCo</b>	<b>Special Educational Needs Coordinator</b>
<b>SEND</b>	<b>Special Educational Needs and Disability</b>
<b>TAC</b>	<b>Team Around the Child</b>
<b>SpLD</b>	<b>Specific Learning Difficulty</b>
<b>SEMH</b>	<b>Social, Emotional and Mental Health</b>
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>
<b>SLCN</b>	<b>Speech, Language and Communication Needs</b>
<b>MLD</b>	<b>Moderate Learning Difficulty</b>

<b>SLD</b>	<b>Severe Learning Difficulty</b>
<b>PHLD</b>	<b>Profound and Multiple Learning Difficulty</b>
<b>VI</b>	<b>Visual Impairment</b>
<b>HI</b>	<b>Hearing Impairment</b>
<b>SMI</b>	<b>Multisensory Impairment</b>
<b>PD</b>	<b>Physical Disability</b>
<b>EAL</b>	<b>English as an Additional Language</b>
<b>LAC</b>	<b>Looked After Child</b>
<b>PP</b>	<b>Pupil Premium</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>SALT</b>	<b>Speech and Language Therapist</b>
<b>OT</b>	<b>Occupational Therapist</b>
<b>BSS</b>	<b>Behaviour Support Service</b>
<b>EEHF</b>	<b>Enfield Early Help Form</b>
<b>IEP</b>	<b>Individual Education Plan</b>