



Special Education Needs and Disabilities Policy and Information Report

Carterhatch Junior School
is part of the Enfield Learning

Approved by: Headteacher	Date: January 2020
Last reviewed on: December 2019	Next review due by: December 2020
Person responsible for developing and implementing this policy: Alexandra Voelcker, SENDCo	

Aims

Our SEND Policy and Information Report aims to:

- set out how our school will support and provision pupils with special educational needs and disabilities (SEND);
- outline the roles and responsibilities of those involved in providing for pupils with SEND;
- explain how you and your child will be central to this process.

Our vision for pupils with SEND

We are fully committed to ensuring that:

- all pupils realise their potential, through a broad and balanced curriculum that provides equality of opportunity, and enables high achievement for all pupils, regardless of specific need or academic ability.
- all pupils with SEND are identified, assessed and adequately supported as far as is reasonably practicable.

In assuming these responsibilities, we pay due regard to the [SEN Code of Practice 2014](#), the [Disability Discrimination Act 2005](#) and the [Equality Act 2010](#).

We value all of the pupils in our school equally and recognise the entitlement of each pupil to have her/his needs addressed. We seek to:

- provide a calm, welcoming, purposeful and nurturing environment
- ensure all pupils are valued
- recognise the potential of every individual and ensure that all make progress
- enable all pupils to become independent, resourceful and resilient learners
- work in partnership with parents/carers and pupils
- ensure that SEND are identified as early as possible
- ensure pupils' needs are met as soon as is practicable
- ensure that all pupils have access to an enriched curriculum
- work closely with the Local Authority and a range of agencies to identify, assess and meet the needs of those with SEND
- develop and maintain a range of SEND expertise within the school
- monitor, evaluate and review policy and provision on a regular basis
- ensure that teachers and teaching assistants receive adequate training and information to enable them to support the learning of the pupils in their classes

Roles and Responsibilities

The SENDCo will:

- work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- have day-to-day responsibility for the implementation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Educational Health Care (EHC) plans
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching;
- advise on the graduated approach to providing SEND support;

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- be the point-of-contact for external agencies, especially the local authority and its support services;
- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- work 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;
- ensure the school keeps the records of all pupils with SEND up to date

The SEND governor will:

- help to raise awareness of SEND issues at governing board meetings;
- monitor the quality and effectiveness of SEND provision within the school and update the governing board on this;
- work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Headteacher will:

- work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- have overall responsibility for the provision and progress of learners with SEND.

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 SENDCo to review each pupil's progress and development and decide on any changes to provision;
- ensuring they follow this SEND policy.

How do we define SEND?

At Carterhatch Junior School, we define SEND in line with the 2014 SEND Code of Practice -

- Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting.
- Disability: Many children and young people who have SEN may have a disability defined under the Equality Act 2010. A disability is defined as '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 or hearing, and long-term health conditions such as asthma, diabetes and epilepsy.

There are four general categories of SEND:

- communication and interaction
- cognition and learning
- social, emotional and mental health needs
- physical and/or sensory

However, frequently, an individual's needs fall into more than one of the above-named categories. In such cases, we identify the 'primary' area of need and the others are considered 'secondary'.

How does Carterhatch Junior School identify those with SEND?

The Special Educational Needs and Disability Co-ordinator (SENDCo) formally meets with every class teacher at least once a term to discuss additional needs, though any member of staff may alert the SENDCo to a newly-arising concern at any point. The SENDCo and teacher will then discuss needs. This may trigger a diagnostic phase, when a range of assessment criteria may be deployed, and parent/carers contacted. The aim is to identify whether the pupil has a special education need, and the nature and severity of their difficulties. Parents/carers will be kept informed.

What should a parent do if they think their child may have special educational needs?

We believe that parents/carers know their children best. Therefore, we have an open-door policy; parents/carers are encouraged to speak to a member of staff if they have concerns.

Parents/carers can speak directly to the class teacher, SENDCO (Alexandra Voelcker) or the Parent Support Advisor (Lynda Hannaford).

How will school support my child?

Once a pupil's needs have been identified, we will try to arrange a package of support carefully matched to these difficulties.

Our provision map indicates the range of support that is normally available to pupils on our SEND register.

How are the school's resources allocated and matched to pupils' special educational needs?

The Local Authority sets the annual SEN budget for the school. To ensure the best use of the money, we:

- hold meetings with parents/carers
- respond to the needs of individual pupils
- audit the SEND provision already in school
- procure the services of particular specialists, e.g. Educational Therapists, Speech and Language Therapists, etc.
- arrange additional SEND provision e.g. social skills and speech and language groups
- purchase equipment and resources to enable better access to learning within the whole-class context

The Local Authority may allocate additional funds to support a particular pupil if they consider that he/she has exceptional needs and qualifies for an Educational, Health and Care Plan (EHCP).

[For more information, click here.](#)

How is the decision made about what type and how much support my child will receive?

We follow the Assess-Plan-Do-Review cycle, as recommended by the DfES in the 2014 SEND Code of Practice:



This means that we assess all pupils regularly, so we can track progress. For those who have not made expected progress, the SEND identification criteria may be applied. Using an analysis of each individual's needs, a support package is then planned and the impact of this is reviewed at least once each term.

Our teachers understand that all pupils are individuals. Therefore, they differentiate lessons according to the needs of their classes. Learning tasks are adjusted in order to enable everyone to access learning as independently as possible. In order to make progress, a pupil with SEND may only require more targeted differentiation within a whole-class setting, i.e. modifying learning objectives, teaching approaches, resources, access or recording strategies.

Personalised provision may include:

- brain breaks e.g. the opportunity to move between tasks and to refresh.
- visual timetables
- personalised timetables
- groupings e.g. supportive groups/paired work
- seating arrangements e.g. sit nearer the front or away from distractions
- recording aids, visual aids, concrete resources

Where this kind of support does not result in adequate progress, or where the nature or severity of need means that it will not be sufficient, additional provision may also be provided. This may involve significant in-class support and/or groups or individual support outside of the classroom. Finally, if this additional support does not result in progress, the school may seek the advice of a specialist from an external agency, like the Educational Psychology Service or the Speech and Language Team.

What opportunities are there for me to discuss my child's progress?

Parents/carers may be informed of their child's progress in a variety of ways, including:

- a home/school communication book
- letters and postcards
- additional meetings and telephone calls
- reports
- texts

However, please do not hesitate to arrange an appointment with the class teacher or the SENDCo if you have any concerns about your child's progress.

How will my child be able to contribute her/his views?

All of those with additional needs are encouraged to discuss what helps them, their aspirations, their difficulties and how they feel about school. Learner feedback is part of our established culture. We regularly speak to pupils about their progress and ask for feedback on lessons. All those who have received additional support will be asked for their views on their progress, either through the completion of an assessment form or by attending a review meeting.

Those who are looked after by the local authority will be invited to regular Personal Education Plan meetings and helped to complete All About Me forms.

Pupils with Educational Health Care Plans will be involved in discussions about their progress, and will have the opportunity to complete an All About Me form and to take part in an annual person-centred review.

How does the school manage the administration of medicines and personal care?

Support we offer for pupils' health and general wellbeing

In order for all pupils to progress, they must feel happy and safe within their environment.

- We provide a welcoming, calm, purposeful and nurturing environment, ensuring that all pupils feel valued and supported.
- We have a zero-tolerance approach to bullying and any such incidents are considered to be extremely serious.
- We have learning mentors, a specialist behaviour teaching-assistant and a safeguarding team who provide all staff with advice on making pupils feel happy and safe.

Medical

- If a pupil has a medical need, we work with parents/carers to produce a healthcare plan, consulting the school nursing team if required.
- The healthcare plans are reviewed annually or when a parent/carer informs school of any changes in their child's condition.
- Our school has a group of trained first-aiders, as well as two members of the office staff, who deal with more complex needs like supporting pupils to self-administer medicine.
- Each year, all staff are trained to use an EpiPen.

What support do you provide for behaviour, avoiding exclusion and increasing attendance?

Parental Support Adviser (PSA):

- The Parental Support Adviser, Lynda Hannaford, is involved with attendance, punctuality and other general/confidential issues.
- The PSA may become involved if consulted by the class teacher.
- Parents are able to self-refer.
- The PSA also identifies concerns by monitoring of attendance, punctuality and other data.

Learning Mentors: Provide small-group and individual-support to pupils

- If a pupil is experiencing bereavement, change or loss, and this has a direct effect on their learning and attitude in class, teachers can refer him/her to the Learning Mentor
- The Learning Mentor also works with pupils who are affected by Child Protection concerns and those Looked After by the local authority.
- The length and nature of the intervention will depend on the individual's needs
- Parents/carers can refer if they are concerned about their child's wellbeing

Pastoral Support Plans

Pupils considered to be at risk of exclusion will be placed on a Pastoral Support Plan. The plan will be produced through consultation with the pupil, the parent/carers and the teacher. It will include targets, triggers, difficulties and support strategies. This plan will be regularly reviewed until the pupil is no longer considered to be at risk of exclusion.

What specialist services can be accessed by the school?

- The Educational Psychologist Service
- The Speech and Language Service
- The Behaviour Support Service (known as SWERRL)
- The Child and Adolescent Mental Health Service (CAMHS)
- The School Nursing Team
- The Education Welfare Officer (EWO) for attendance and punctuality concerns
- The Occupational Therapy Service
- Social Care
- The ASD advisory Service
- The Local Authority SEN advisory service
- The Sensory Impairment Services
- Referrals for advice and training from the outreach services from Enfield special schools
- Early Help

Please note that most of these services are accessed via a referral process and in many cases, not all pupils will meet the threshold.

How are staff trained to support pupils with SEND?

We appreciate that in order to provide an excellent education for all of our pupils, staff must be well-trained and understand the different types of SEND. In-service training time and weekly staff development sessions are often dedicated to learning about special educational needs and support. Staff are also kept up-to-date regarding SEND theories and effective practices.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their classes. Teaching assistants receive regular SEN training from the SENDCo, who achieved her SENDCo accreditation in 2013.

How will my child be fully included in enrichment activities including school trips?

We believe that all pupils should have equal opportunities to fully engage in the life of the school. Therefore, we make reasonable adjustments when needed. We are always happy to have parents supporting their children on trips and activities outside the classroom. We also welcome parents' support in planning to meet individual children's needs when completing risk assessments for trips and other activities.

How accessible is the school environment?

How we adapt our school environment

Visual Impairment

- Most areas are accessible for pupils with a visual impairment. We have colour-visual support for corridors, lockers, classrooms and support rooms, as well as lighting and yellow lines on the playground. We have experience of using equipment which enables curriculum access. There are also adjustable whiteboards and visualisers in every classroom.

Hearing Impairment

- We have experience of using portable sound systems and radio aids, and these will be used if considered necessary. All classrooms are carpeted to improve acoustics and reduce background noise.

Autistic Spectrum Disorder (ASD)

- School practices and procedures are regularly reviewed to ensure that they are supportive of pupils with special educational needs and their parents. Staff are aware of the structures and routines which typically help pupils with ASD to feel comfortable and secure, understand the kind of situations they are likely to find difficult, and the steps that are likely to reduce potential distress.

Physical and Medical needs

- The school is on one level so is accessible for pupils with mobility difficulties and there is ramp access, via the year 6 entrance, to the whole school. We have wide doors for wheelchair access and a disabled toilet with a shower. In addition, we are able to borrow some specialist equipment, like hearing aids and visualisers, from other agencies. For more information, [click here](#).

How will the school prepare and support my child when she/he is joining Carterhatch Juniors or transferring to a new school?

- We work with parents/carers to ensure that any transition is as smooth as possible for families and children
- In collaboration with Carterhatch Infant school, we identify pupils who may need additional support to transfer successfully to the Junior School. Visits and transition activities are then arranged and supported by the SENDCo and learning mentor. These activities may include: social stories, transition books, extra visits, junior school staff visiting the infants.
- Potential pupils are taken on a tour of the school, so that the environment is familiar when they join us.
- Towards the end of Year 6, secondary staff visit our school, meet the pupils and we share information about pupils' specific needs.
- All pupils are given the opportunity to experience taster sessions in their new secondary schools, but if a pupil has more significant needs, we will arrange extra visits for him/her.
- Pupils also have the opportunity to discuss hopes and fears regarding their transition to their secondary school.

How are parents involved in school life?

We know that parental involvement and support is one of the key factors leading to a pupil's success. We provide opportunities for parents/carers to be fully involved in shaping the direction of the school. For example:

- we run parent/carer workshops, where aspects of school life are discussed with the parent support advisor
- we encourage parent/carer volunteers to come into school to listen to children read and support on school trips
- the parent support advisor is always available to speak with parents/carers
- we have several members of staff who are bilingual and able to translate. If there is not a member of staff who speaks the language spoken by the family, then we encourage them to bring a friend who can translate for them
- we have regular coffee mornings
- we have a SENDCo who works full-time and is available to speak with parents/carers.
- parents are invited to school-based meetings with representatives from external agencies, e.g. the Educational Psychologist
- parents are central to reviews of their children's progress

Who can I contact for further information or to discuss a concern?

- The first person to contact to discuss any concerns is your child's class teacher.
- If you have any further concerns, you can speak to Lynda Hannaford, our PSA, who will put you in touch with the most appropriate person.
- If your child has SEND that you wish to discuss, please speak to the SENDCo.
- The SENCO (Alexandra Voelcker) can be contacted via email at enquiries@carterhatchjunelt.org or by phoning the school on 020 8804 2101.
- For information regarding Enfield's provision for special educational needs and disabilities please [click here](#).

For independent parent support regarding SEND, please contact:

[SENDIASS \(Special Educational Needs and Disabilities Information, Advice and Support Service\)](#)

- Our school complaints policy is available on our [school website](#).
- This information will be kept under review and updated by Alexandra Voelcker, the SENDCo, every year and if any changes in information occur during the year. It will be approved by the governing body.

Links with other policies and documents

This policy links to our policies on:

[ELT Accessibility Policy 2020](#)

[ELT Behaviour Policy 2020 / Behaviour Guidance](#)

[ELT Equality Information and Objectives 2018](#)

[ELT First Aid Managing Medicines and Supporting Pupils with Medical Needs 2020](#)