



Eastbury Community School

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Inclusion, Special Educational Needs and Disabilities (SEND) Policy and Information Report

Reviewed October 2019

Approved by GB:

Next review date: January 2020

Eastbury Community School

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Information and Compliance

This updated version of the Special Educational Needs and Disability Policy (SEND) has been written to comply with the revised national SEND Code of Practice 0-25 (July 2015). It also references and reflects the Equality Act of 2010 and the Teachers Standards 2012.

1. Structure of the Inclusion Team at Eastbury Community School

Who should I contact to discuss the concerns or needs of my child?

<p>Ms Jo Higson Inclusion Lead 020 8507 4513 jhi@eastbury.bardaglea.org.uk</p>	<p>Ms Higson is responsible for:</p> <ul style="list-style-type: none">• Coordinating and managing the provision for students with additional needs. <p>Ensuring that parents/carers are:</p> <ul style="list-style-type: none">• Involved in supporting their child's learning and access• Kept informed about the range and level of support offered to their child• Included in reviewing how their child is doing• Consulted about planning successful movement (transition) to a new group or school• Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
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<p>Adam McSparron SEND Secondary Teacher 020 8507 4627 AMS@eastbury.bardaglea.org.uk</p> <p>Mrs Rachel Hanna Primary SEND Lead</p> <p>Ms Lisa Paulding Asst. SENDCo 020 8507 4543 lpa@eastbury.bardaglea.org.uk</p> <p>Miss Helen Devereux Murray Lead Teacher of the Deaf 020 8507 4556 hmu@eastbury.bardaglea.org.uk</p> <p>Steve Smith Head of EAL SSM@eastbury.bardaglea.org.uk</p> <p>Madalina Aldea EAL Teacher SAD@eastbury.bardaglea.org.uk</p> <p>Alex Bell Teacher of the Deaf (training) ABE@eastbury.bardaglea.org.uk</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Adapting and refining the curriculum in partnership with class teachers to respond to strengths and needs of all students, checking on the progress of your child and identification, planning and delivery of any additional support in consultation with the Inclusion Lead. • Contributing to devising personalised learning, where needed, which inform provision and to prioritise and focus on the next steps required for your child to improve and accelerate learning. • Applying the school's SEND policy. • If you have concerns about your child, you should speak to your child's SEND Keyworker. You may then be directed to the allocated SEND Teacher or Lead for that area. <p>Ms Paulding is responsible for:</p> <ul style="list-style-type: none"> • The work of the Key Workers • Assists with the setting of support which makes our provision • Arranges personal care for students who require this facility • Supports the work of the SEND Teachers and Inclusion Lead • Speech & Language <p><u>Resource provision for the Deaf:</u> The provision exists to provide a personalised learning environment to address the communication needs of the individual deaf student in a mainstream environment. The primary focus is the development of language to access the curriculum. This is a total communication provision and is staffed by two teachers of the deaf, a high level teaching assistant in BSL, a special teaching assistant for the deaf and a deaf instructor. The provision has twelve fulltime places. All students have a statement of educational need or an Education Health Care Plan.</p>
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<p>Primary Head Teacher Ms Aisha Raymond c/o ped@eastbury.bardaglea.org.uk 020 8507 4612</p>	<p>Ms Raymond is responsible for</p> <ul style="list-style-type: none"> • Work with the Primary SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
<p>Executive Head Teacher: Mr David Dickson c/o Office@eastbury.bardaglea.org.uk 020 8507 4518</p>	<p>Mr Dickson is responsible for</p> <ul style="list-style-type: none"> • Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school • Overall responsibility for the provision and progress of learners with SEND and/or a disability
<p>Roy Patient SEN Governor c/o Office@eastbury.bardaglea.org.uk</p>	<p>Mr Patient is responsible for:</p> <ul style="list-style-type: none"> • Help to raise awareness of SEND issues at governing board meetings. • Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board. • Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

What is a SENDCo?

A Special Educational Needs and Disabilities Coordinator. This is a qualified and experienced teacher who manages the identification and provision for children with Special Educational Needs and Disabilities.

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 co-ordinators (SENCOs) and the SEN information report.

3. Defining & Identification of Special Educational Needs

The National Code of Practice defines special educational needs as:

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 child of compulsory school age or a young person has a learning difficulty or disability if they;

- (a) have a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) have 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

Children must 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.

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All teachers are teachers of pupils with Special Educational Needs and Disabilities. Teaching pupils with SEND is a whole-school responsibility, requiring a whole-school response. All teachers take account of the wide range of abilities, aptitudes and interests of the pupils, making quality first teaching inclusive and normally available to the whole class. However, for some pupils with additional needs and SEND, it may be necessary to provide an enhanced level of provision to support their learning.

This definition means that pupils at Eastbury Community School are considered to have Special Educational Needs if they have a disability or learning difficulty which significantly impacts on their learning in comparison to other children in a national context.

This policy is written in line with the requirements of: -

- Part 3 of the Children and Families Act 2014.
- SEN Code of Practice September 2014.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets & direct payments Regulations) Clause 49; 2014.
- The SEN Information report regulations 2014.
- Teachers standards 2012 including update 2013

SEND at Eastbury Community School.

At Eastbury Community School, we offer an inclusive learning environment and culture to help all of our pupils make the best possible progress, whatever their needs or abilities. Our guiding principle is one of inclusion and we aim to provide high quality (quality first) teaching for all our pupils. This includes appropriate differentiation in lessons and identification of any barriers to learning that may hinder progress. Inclusion does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress. In managing the identification, planning and supporting and teaching of children with SEND, we follow the Governments revised Code of Practice (April 2015) and follow the principles outlined below:

- We value all pupils in our school equally
- All teachers are teachers of pupils with Special Educational Needs and Disabilities
- Teaching and approaches which are deemed good or outstanding for pupils with SEND is good for all pupils.
- All pupils are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities
- Pupils with SEND have a unique perspective on their needs and should be central to all decision making processes concerning their support.
- Parents bring insights and context to our understanding of pupils with SEND. We seek to work in partnership with home in order to ensure a pupil is happy at school and because strong home school links can facilitate greater progress and success for the pupil.

5. Roles and Responsibilities

The School staff provision for children with Special Educational Needs is a whole school issue. The class teacher is responsible for each child's learning and fully understanding each child's needs.

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Code of Practice 2015

All teachers are equipped to teach pupils with SEND and they should endeavour to adapt the curriculum to meet all of their pupil's needs. Class teachers work with support staff to ensure individual needs are met.

All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

The SENDCo is responsible for the daily operation of the SEND policy and responsibilities include:

- Reporting to the Full Governing Body and consultation with the SEND link governor
- Annual review of the policy
- Monitoring provision
- Development of INSET and training
- Analysing data and other evidence
- Liaising with pupils and parents of pupils with Special Educational Needs
- Liaising with Primary/Secondary school, Educational Psychologists, Outreach Teachers, Speech and Language Therapists and other health services
- Meeting regularly with Inclusion Leaders from other schools, to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

The SENDCo

The SENDCo is Ms Jo Higson.

The SENDCo will:

- Work with the Executive 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 operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have 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

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability 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 Executive Headteacher

The Executive 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 and/or a disability
- Invite SENDCo to SLT meetings half termly.

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

5. SEND Information Report

Our Objectives for Children with SEND at Eastbury Community School.

With these principles and the Code of Practice in mind the school is working to achieve these broad objectives:

1. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
2. To provide support and advice for all staff working with special educational needs pupils.
3. To identify and provide for pupils who have special educational needs and/or a disability.
4. To ensure that pupils with SEND can access a broad, balanced and differentiated curriculum
5. To ensure that pupils with SEND are not held back by their learning difficulties or disabilities
6. To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
7. To reduce barriers to progress by providing high quality teaching across the school.

What does not constitute Special Educational Needs

Children are not regarded as having a learning difficulty solely because their home language is different from English. Challenging behaviour is not seen as a recognised need, though it may point to an underlying social, emotional or mental health issue. It is important to identify why a child may be presenting with such behaviours.

As a high achieving and attaining school, there will be children who may not be achieving at the same level as their peers. This would not be deemed as warranting admission to the special needs register, unless there is a continued stagnation in attainment levels across Literacy and Numeracy

over time. Attainment and progress also need to be considered against national expectations, rather than against high achieving peers.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Code of Practice 2015

The kinds of Special Educational Needs (SEND) for which provision is made at the school

Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the local authority admissions policy. For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- i) it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- ii) the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a pupil's EHCP, the local authority will send the Head Teacher a copy of the EHCP and then consider their comments carefully before a final decision on placement is made. Parents of a pupil with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

Identifying children with Special Educational Needs

Pupils at our school experience good to outstanding teaching which is differentiated to account for the breadth of needs within each class. However, there may be some pupils who do not respond to such teaching and if this continues over time, then they may warrant being placed on the register for Special Educational Needs.

6:37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Code of Practice 2015

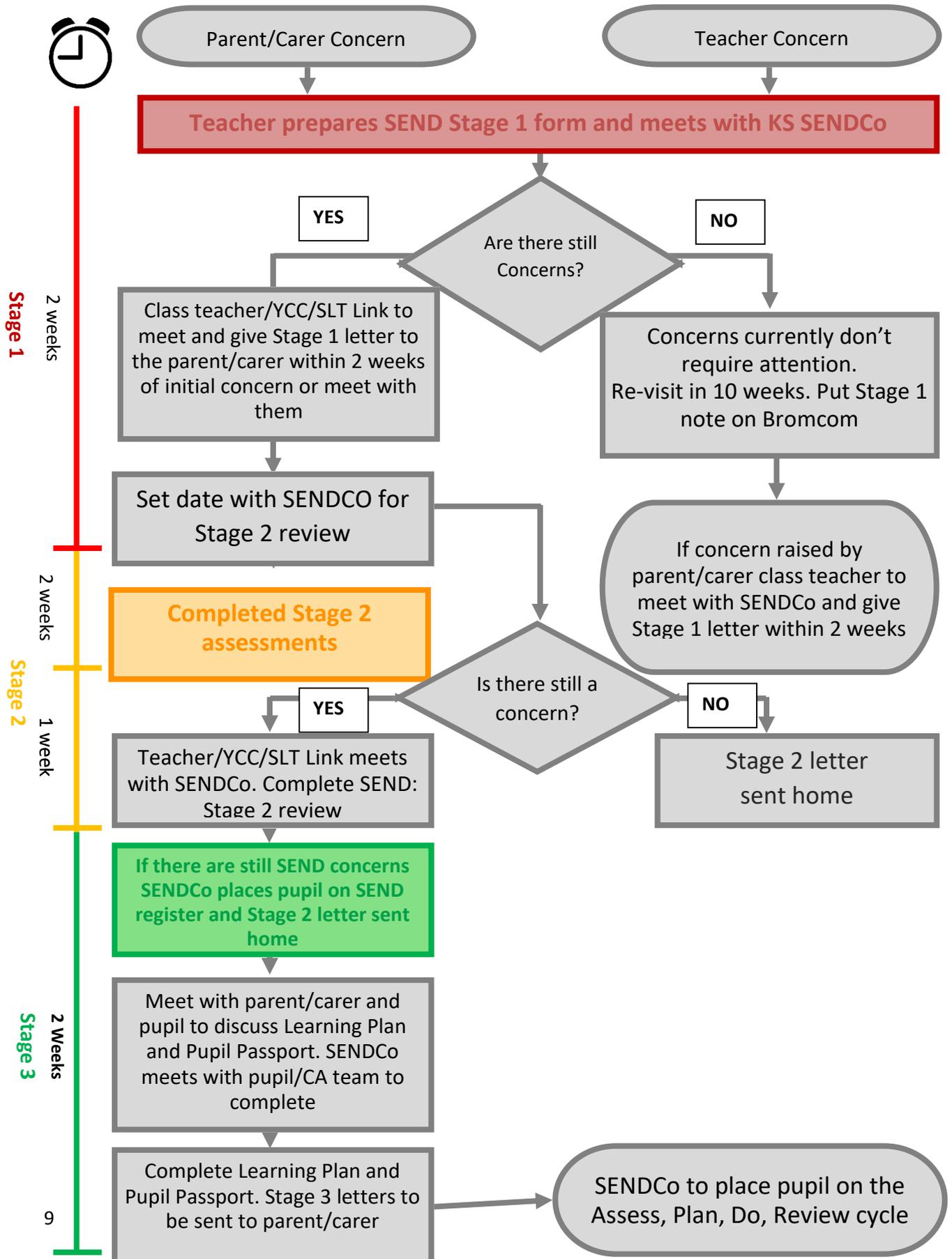
The Four Broad Areas of Special Educational Needs

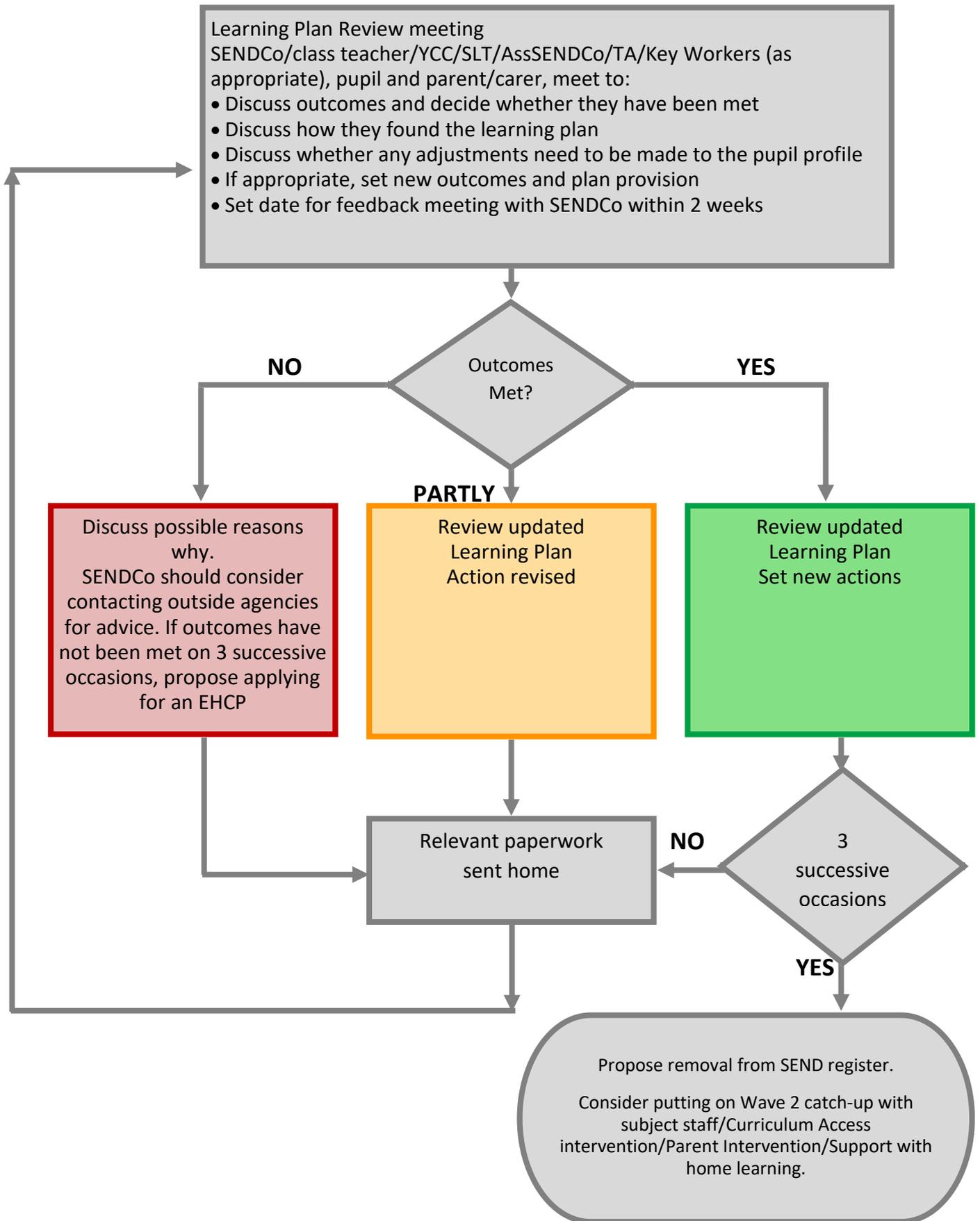
There are four nationally recognised areas of special educational needs, these help to plan for a child, but should not be used to label or pigeonhole children.

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical Needs

6. Monitoring Arrangements

The process of identification of Special Educational Needs or Disabilities





Evidence looked at in identifying Special Educational Needs

- Assessments in Literacy and Numeracy (Primary) integrated with (Secondary) continual assessments and data analysis across all curriculum areas.
- Book looks and work scrutiny
- Classroom observations
- Specific assessments of spelling/key words/multiplication tables/number bonds/psychometric testing
- Views from parents or carers.
- Behaviour reports

What should a parent do if it thinks their child may have Special Educational Needs or Disability?

If parents have concerns relating to their child's learning or inclusion, then please initially discuss these with your child's teacher. This then may result in a referral to the school SENDCo whose name is Jo Higson.

- Parents may also contact the SENDCo or the Executive Headteacher directly if they feel this is more appropriate.
- We value the opportunity to work closely with parents whose views and aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. classroom observation by the senior leadership team, the SENDCo, or specialists from outside agencies,
2. ongoing assessment of progress made by pupils with SEND,
3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND,
5. pupil and parent feedback on the quality and effectiveness of interventions provided,
6. Attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in schools and increase their access to the taught curriculum. All pupils have individual targets set in line with national outcomes. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Pupil attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly. These pupils are then discussed in progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves. Additional action to increase the rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil. Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership

sought in order to improve attainments. Action relating to SEND support will follow an 'assess, plan, do and review' model, which is exemplified in the SEND Code of Practice 2015.

How will pupils be involved in decisions regarding provision that can better meet their needs?

This school uses pupil-centred profiles. These are completed with the pupils themselves and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs. Where possible, pupils also attend reviews to talk about their achievements and areas of concern to them.

How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teachers, SENDCo or senior leadership team member
- during parents' evenings
- meetings with support and external agencies
- Annual reviews

How will the curriculum be matched to each pupil's needs?

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the Special Educational Needs and Disabilities Coordinator (SENDCo) and/or external specialists. In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the school will be recorded and shared with parents.

Children listed as having SEND

School Support is the term given to pupils who are on the school SEND register, who are not in receipt of an EHC Plan. These pupils are set targets by the class teacher in collaboration with the Inclusion Team. These SMART targets are collectively known as an individual plan. This plan sets out educational outcomes and ways of achieving these in the time available. Teachers plan for the teaching of these targets each term and include differentiation within their planning. Pupil's progress against these targets is monitored by the SENDCo.

Exiting the SEND Register

At review meetings, the progress and attainment of pupils will be discussed and evaluated. If a pupil has made progress and attained to a point where they are in line with national expectations, then it could be appropriate to remove them from the SEND register. Once a pupil has exited the SEND register their progress is discreetly monitored.

Involvement of Outside Agencies

Pupils at School Support may benefit from the input of an educational psychologist or a representative from one of the advisory services. Such advice can provide valuable insights and advice to teachers and parents. Referral for input will be given upon the completion of a form which lists what has been done to help the pupil to date and a clear identification of needs.

Education, Health and Social Care Plans

Some pupils have needs that demand a more specialist and quantified package of care and support. These pupils will be in receipt of an Education, Health and Care Plan (EHC's) from the Local Authority. EHC's outline the needs and provision (including hours of learning support assistant time) a pupil has in place and are reviewed annually. These plans are written in collaboration with relevant professionals from health and social services and the views of parents and pupils are included and used to decide outcomes of the plan.

Requesting and Education, Health and Social Care Plans

The SENDCo will apply for an EHC if a pupil displays needs which cannot be met at the School Support stage. This request will be made in consultation with parents, pupils and the class teacher. Completion of a referral will need to be accompanied by evidence of needs and areas of concern from adults who have worked with the pupil.

What training do staff supporting children and young people with SEND undertake?

Annual and ongoing awareness training is provided to all staff on:

- How to support pupils with special needs
- How to support pupils with social, emotional and behaviour issues
- How to support pupils a range of pupils through differentiation
- Awareness raising sessions on the pupils across the school
- Attendance at the termly SENDCo Forum
- The SENDCO holds qualified teacher status and has the Nationally Accredited Award for Special Educational Needs Coordination.
- The school has regular visits from an LA Educational Psychologist, SEND specialist teachers who provide advice to staff and support the success and progress of individual pupils.

Transition

The SENDCo will work in partnership with colleagues in feeder schools to ensure a smooth transition takes place for SEND pupils. This means that joint reviews will take place involving both SENDCo's. Visits to and from both schools will also be planned along with liaison between both schools once the pupil has moved in or moved on. Eastbury Community School also runs a summer school during the six-week summer break for transitioning pupils.

Complaints

Sometimes, despite our best endeavours, parents/carers may feel unhappy with the support that has been put in place for their child. In the first instance, parents/carers are requested to contact the following to see if we are able to reach a better solution to help their child:

Rachel Hanna – SEND Lead – Eastbury Community Primary School

Adam McSparron – SEND Lead Teacher – Eastbury Community Secondary School

If this route is not successful and parents/carers feel they need to request further support, a whole school complaints procedure is available on the school website. Please contact Jo Higson or Sharon Collins in the first instance.

SEND support services for parents can be found in the London Borough of Barking & Dagenham Local Offer for SEND

<https://ww2.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/local-offer-education/identifying-assessing-sen/>

Pupil information

If you need help or advice, or are worried about something that may be affecting your learning, then please see a member of staff.

Storing and Managing Information

Information at Eastbury Community School is stored in line with Eastbury Community School policies on GDPR, Management of Information and Freedom of Information. All staff are aware of sharing information on a 'need to know' basis.

Review

This policy is reviewed by staff and governors every year. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.