



## Special Educational Needs and Disability (SEND) Information Report and Policy

2017-18

This policy should be read in conjunction with other school policies including:

- ✘ Single Equalities
- ✘ Teaching and Learning
- ✘ Behaviour Policy

All Islington maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Local Authority ensuring that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

**Robert Blair School will make its best endeavours to ensure that the necessary provision is made to meet the needs of individual children with SEND.**

### Special Education Needs and Disability Definition of Special Education Needs (SEN)

(SEND Code of Practice April, DfE 2014)

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.*

*A child of compulsory school age or a young person has a learning difficulty or disability if:*

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

*The school will meet the needs of children with the following SEND:*

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

The school works with the principle that where a child's behaviour is problematic this is usually the product of other issues and may be a response to the child experiencing one or more of the four categories of SEN listed above.

The information below details the offer within the school and ways in which parents/carers and children may access the support required.

The first point of contact for all concerns regarding SEND is a child's class teacher. They are responsible for:

- making sure that all pupils have access to good/outstanding teaching and that the curriculum is adapted to meet a child's individual needs
- ensuring that all children in the class make good progress and develop well whether or not they receive specialist support
- identifying concerns that a child may have SEND
- checking on the progress of a child and identifying, planning and delivering any additional help they may need (this could include targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary
- contributing to Pupil Passports in line with the school policy, and sharing and reviewing these with parents/carers at least once a term. Pupil Passports detail a child's strengths and difficulties, the targets set for them to achieve, and the strategies which can be used to help their learning
- making sure that the school's SEND Policy is followed in the classroom and for all the children with any SEND who they teach

### **School staff with specific responsibilities for SEND**

The SENCO assists the Headteacher in determining the strategic development of SEN policy and provision in the school. They are also responsible for the effective leadership, organisation and management of inclusion and inclusive practice and in developing a clear, distinctive vision for inclusion both now and in the future. Our inclusion team is made up of:

- The SENCO and Inclusion Lead is Arabella Yapp
- The Learning Mentor is Munjeeta Sohal
- The Deputy Head of the Children's Centre is Jan Stillaway who manages SEN for the Children's Centre
- You can contact Arabella or Munjeeta on 020 7607 4115 or via the school office

### **SEND staff**

The governing bodies of maintained mainstream schools must ensure that there is a qualified teacher designated as Special Educational Needs Co-ordinator (SENCO) for the school.

At RBS the governors have appointed a Part Time SENCO, the Deputy Head of the Children's Centre who manages SEN in the Children's Centre, a designated Early Years SEND member of staff and a full time Learning Mentor Responsible for:

- co-ordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school
- ensuring that parents/carers are:
  - involved in supporting their child's learning
  - kept informed about the support their child is receiving
  - involved in reviewing their child's progress
- Liaising with all the outside agencies who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology, Specialist Literacy support, The Bridge Outreach Service, Occupational Therapy etc.

- updating the school's SEND register (a system for ensuring all SEND pupils in this school are known) and making sure that there are excellent records of individual children's progress and needs
- supporting class teachers with writing and updating Pupil Passports
- providing specialist advice and support for teachers and support staff in the school so they can help children with SEND to achieve the best possible progress and outcomes
- supporting SEN teaching assistants in their role

### **The Governing Body**

Responsible for ensuring the necessary support is in place for any child with SEND who attends the school.

- the governing body has appointed a named member who is responsible for special educational needs, Catherine Goodall. Catherine can be contacted via the school office
- all staff at Robert Blair are involved in implementing the school's policy on special educational needs and may be directed accordingly by the headteacher

### **What different types of support are available for a child with SEND at Robert Blair School?**

There is a graduated approach to SEND at Robert Blair School with four different levels of support for children with additional needs.

#### **1. Quality first teaching by class teacher.**

For a child this would mean:

- that the teacher has the highest possible expectations
- that all teaching is based on building on what a child already knows, can do and can understand
- different ways of teaching (for example, practical activities and visual supports) are in place so that a child is fully involved in learning in class
- where required specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support children to learn
- assessing a child's progress throughout the year. Target are set for children to ensure that gaps in their understanding and learning are addressed

#### **2. Targeted interventions**

When the class teacher identifies that a child has additional needs the class teacher will work closely with the SENCO and parents/carers (or where the LA is the legal carer the child's social worker) and when appropriate relevant specialists and the child themselves to develop an access passport. The pupil passport will record the child's targets, strengths and support needs, additional interventions and support strategies for this child. In addition the child may also receive specific, targeted interventions:

- Interventions may be run in the classroom or in sessions outside of whole class learning
- They may be delivered by a teacher, Teaching Assistant (TA), or Early Years Educators (EYE) who has had specific training to run these groups
- The learning mentor (LM) who works across the school may support children with behavioural or emotional needs
- Children will engage in a group or individual sessions with specific targets to help them to make progress
- Interventions are planned under the guidance of the SENCO and class teachers

- Interventions are monitored and reviewed by the SENCO and class teachers – the school has a focus on evidence based interventions

Access passports are reviewed every term and parents/carers are invited to review the support the child has received with the child's class teacher and any other relevant staff. At these meeting targets and outcomes are assessed and where necessary new targets are agreed and support strategies are up-dated.

### **3. Specialist interventions or groups run by outside agencies e.g. Speech and Language therapy, Educational Psychology, Specialist Literacy support and Occupational Therapy**

At this stage specialist interventions may be from Local Authority central services such as:

- Language and communication Support Services
- Hearing Support Service (HSS)
- Occupational therapy
- School nurse

In addition to this Robert Blair School:

- has support from specialist SEND teachers and support services from The Bridge School
- has bought in sessions from the LA Educational Psychology Service
- has specialist support from 'the Art Room' an onsite art therapy provision
- has a full time SEN support worker across each phase in addition to learning support workers in each class.

For a child this would mean that a parent/carer may be asked to give permission for the school to refer a child to an outside agency e.g. a Speech and Language Therapist or an Educational Psychologist. This will help the school and parents/carers further understand a child's particular needs and be able to support them more effectively. The specialist professional will work with a child to understand their needs and make recommendations, which may include:

- making changes to the way a child is supported in class e.g. individual support from a member of staff or changing some aspects of teaching to support them better setting clear targets including specific support the specialist can offer
- Setting up an intervention group run by school staff under the guidance of the outside professional e.g. a social skills group
- Setting up an intervention group or individual work directly with the outside professional

If the above support and interventions do not help the child make progress, then the school will work with parents/carers, the child and specialist to develop an SEN support plan. The SEN support plan will build on the Pupil Passport. It will outline the child's strengths and needs; targets, strategies and interventions will be set alongside input from parents/carers and external agencies. An SEN support plan must be implemented and reviewed several times before the school can apply for a child to be assessed for an Education, Health Care Plan (EHC Plan) (please see below).

### **4. Specified Individual support**

#### **How will we support a child with identified SEND starting school?**

- If a child has been allocated a place in our school by the local authority and they have a SEND, we ask that parents/carers contact us as soon as they are offered the place as we may not have details of their needs at this stage

- Parents/carers will be invited to visit the school with their child to have a look around and meet the SENCO
- If other professionals or outside agencies are involved in supporting a child, a Multi-Agency Team (MAT) meeting will be held to discuss the child's needs. We will share strategies that are used, and ensure provision is put in place before the child starts school
- Where the school is notified that a child with SEND is starting at the school the SENCO will normally make a home visit with the class teacher
- If applicable the SENCO will visit the current setting which the child attends
- The school may suggest ways that we can help your child to settle more easily, any changes will be agreed with parents/carers at the MAT meeting
- The staff will closely monitor the progress the child makes and discuss this with parents/carers

#### **How else may a child be identified as having a specific SEND learning difficulty?**

- The teacher continually assesses the needs of all children in their classes
- Termly meetings are held with senior managers and each class teacher to look at all children's progress and check on any child who is not making expected progress. The SENCO will then arrange to meet teachers to plan ways of supporting any children who are not making the best possible progress and plan interventions where needed
- Support is reviewed and if a child has not responded to the support, we will speak to the parents/carers and a Pupil Passport will be drawn up
- Pupil passports are reviewed each term and specialist support is identified as needed
- If a child continually requires a significant amount of support and they are not responding to interventions and support from the outside agencies, they will receive an SEN support plan. This document will outline the child's needs in preparation for an EHC Plan.

#### **How will the school let parents/carers know if they have any concerns about a child's learning?**

- If a child is identified as having a potential SEND need, and high quality personalised teaching has not met that need, the school will set up a meeting to discuss this with parents/carers in more detail
- Initially the class teacher will speak to parents/carers to discuss concerns and to listen to any concerns they may have
- The school may suggest that a child needs some agreed individualised support in school
- They will tell parents/carers how the support will be used and what strategies will be put in place
- If further action is needed, a meeting may be set with the SENCO who will discuss the next steps with parents/carers

#### **How are the staff at Robert Blair School supported and trained to work with children with SEND?**

- The SENCO will support the class teacher in planning for children with SEND
- The school has a school development plan including identified training needs for all staff
- A programme of training is developed in the school as needs are identified. This may include: whole school training on SEND issues or to support identified groups of learners in school, such as ASC, dyslexia etc. and whole staff training to share knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. the Bridge ASC Outreach service, SALT service or medical/health training to support staff in implementing care plans
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities

- Training may be identified through the school's rigorous performance management process. Training takes place on a regular basis

#### **How will the teaching be adapted for a child with SEND?**

- Class teachers plan lessons according to the specific needs of all groups of children in their class
- Planning and teaching will be adapted on a daily basis if needed to meet a child's learning needs and to increase a child's experiences
- Specifically trained support staff can implement the teachers modified/adapted planning
- Specific resources and strategies will be used to support the child. This may be in an individual, group or whole class situation, so that they can learn most effectively and become independent learners
- Teaching will include any targets or suggestions made by outside agencies, when appropriate

#### **How does Robert Blair School measure children's progress and how will parents/carers be informed?**

- Children's progress is continually monitored by their class teacher
- Their progress is reviewed formally three times per year
- Children have maths and literacy targets in their workbooks, which are continually marked against and re-set
- Parent/carer meetings are held three times a year and children's targets will be shared with parents/carers
- Formal end of year reports are provided along with an additional opportunity for parent/carer meetings
- SALT targets are reviewed termly by the therapist and these are shared with parents/carers
- If a child has an Pupil Passport or SEN support plan, the school will review and set targets up to three times per year
- If a child has an EHC Plan or a Statement, their Access Passport will reflect the strategies and developmental targets in the Plan. This will be reviewed three times per year
- The progress of children with an EHC Plan or Statement is formally reviewed at an Annual Review with all adults, including parents/carers, who are involved with a child's education

#### **What support do we have for parents/carers as a parent/carer of a child with SEND?**

- We encourage parents/carers to talk to their child's class teacher regularly so we can help parents/carers support their child at home
- The SENCO is available to meet with parents/carers to discuss children's progress or any concerns parents/carers may have
- Meetings can be arranged with outside agencies who work with children with SEND, and they can offer parents/carers advice on how best to support their child at home
- Pupil Passports will be written and reviewed alongside parents/carers, for children with statement/EHC Plan or an SEN support plan

#### ***In addition:***

- We hold workshops for parents/carers of all children in the school, for example in relation to reading, phonics or maths
- If a child is undergoing statutory assessment for an EHC Plan parents/cares will also be supported by the Children's Services SEN Team. They will ensure that parents/carers fully understand the process

**Is Robert Blair School physically accessible to children with SEND?**

- Classrooms may be adapted to ensure rooms are accessible for children with disabilities
- We ensure that high quality equipment is used and is accessible to all children regardless of their needs

**How will Robert Blair School support children when they are leaving this school, or when moving on to another class?**

If a child is moving to another school:

- The school will contact the new school's SENCO and ensure s/he knows about any special arrangement or support that needs to be made for the child
- Where possible the school will support a visit to the new school in advance of the move
- The school will make sure that all records about a child are passed on as soon as possible

When moving classes in school:

- Information will be passed on to the new class teacher in advance and, in all cases, a planning meeting will take place with the new teacher
- If a child would benefit from having a transition book, which outlines what to expect in their new class, this will be arranged for them

In Year 6:

- If a child has a Statement/EHC plan, the SENCO from the secondary school will be invited to attend the annual review or a transition meeting
- The school will run transition sessions for a child to attend, which will support their understanding of transitions and any changes ahead
- Where possible a child will visit their new school and in many cases staff from the new school will visit the child in this school

**Further Information**

**A child attending Robert Blair is not given priority access to the Bridge Satellite School.**

**Applications to The Bridge Satellite School must be made through the Local Authority.**

**For further information about support available to children with SEND in the London Borough of Islington please see the local offer at [www.islington.gov.uk/children-and-families/send-local-offer](http://www.islington.gov.uk/children-and-families/send-local-offer)**