# SEN policy and information report

## Bonner Primary school

*Confidence, respect and a love of learning*

Our vision and aims support Articles 3, 8, 12, 23, 28, 29, 30 and 31 of the United Nations Convention on the Rights of a Child.
Article 3: The best interests of a child must be a top priority in all things that affect children.
Article 8: Every child has the right to be an individual
Article 12: Every child has the right to say what they think and be listened to
Article 23: Children with disabilities have the right to lead a full life and be part of the community
Article 28: Every child has the right to an education.
Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
Article 30: Every child has the right to learn and use the language, customs and religion of their family.
Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

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| **Approved by:** | Curriculum and Appointments Committee | **Date:** 10th May 2021 |
| **Last reviewed on:** | N/A | |
| **Next review due by:** | Summer term 2023 | |

## Contents

1. Aims ..... 2
2. Legislation and guidance ..... 2
3. Definitions ..... 2
4. Roles and responsibilities ..... 3
5. SEN information report ..... 4
6. Monitoring arrangements ..... 7
7. Links with other policies and documents ..... 7

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## 1. Aims

Our SEN policy and information report aims to provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having additional, special educational needs and/or disability. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their learning journey. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

## 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. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

# 4. Roles and responsibilities

## 4.1 The SENCO

The SENCO and Assistant Headteacher for SEND is Phillip Taylor

Email: ptaylor@bonner.towerhamlets.sch.uk

Phone: 0208 980 1004

They will:

Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching

Advise on the graduated approach to providing SEN 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

Complete documentation required for assessment by external agencies

Manage and support transitions

Liaise with potential next providers of education 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 SEN up to date

## 4.2 The SEN Governor

The SEN Governor will:

Help to raise awareness of SEN issues at governing board meetings

Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

## 4.3 The headteacher

The headteacher will:

Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## 4.4 Class teachers

Each class teacher is responsible for:

The progress and development of every pupil in their class

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

Working with the SENCo to assess, plan and review termly targets

Ensuring they follow this SEN policy

# 5. SEN information report

## 5.1 The school provides for the following examples of SEN:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties. We work with external agencies – Phoenix school and Blossom Tree speech and language therapy to ensure a program of interventions and resources are in place

Cognition and learning, for example, dyslexia, dyspraxia. We work with Educational Psychologists to provide resources and interventions to support children's needs.

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD). We have trained ELSA (Emotional Literacy Support Assistant) staff and Learning Mentor, who runs interventions and support

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy. We work with external agencies – Visual Impairment teachers, Teacher of the Deaf to ensure support is in place for pupils in school

## 5.2 Identifying pupils with SEN and assessing their needs

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

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean the school records the pupil as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## 5.3 Consulting and involving pupils and parents

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

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

The school will add notes of these early discussions to the pupil's record and a copy given to their parents.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

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

The teacher's assessment and experience of the pupil

Their previous progress and attainment or behaviour

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

The school will review this assessment regularly.

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

## 5.5 Supporting pupils moving between phases and other schools

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information is shared as part of this.

We will liaise with staff at other schools and plan, where possible, transition meetings and visits.

We will work with BASS (Behaviour and Attendance Support Service) to identify pupils who might need additional transition support

## 5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Our first step in responding to pupils who have SEN is high quality teaching. Differentiated lessons and support is offered to some pupils.

We will also provide the following interventions:

Attention Autism; Intensive Interaction; Fun with Food; Colourful Semantics; Fine motor skills; Gross motor skills; Miss Veronica; Lego Therapy; Sensory room program and Speech and language This is not an extensive list and can adapt to reflect pupil's needs

## 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure we meet all pupils' needs:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources, classrooms and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## 5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions.

Teaching assistants work as a team to support children in their class or year group

Teaching assistants will support pupils on a 1:1 basis when it is agreed that this is best for the pupil

Teaching assistants will support pupils in small groups when delivering interventions

We work with the following agencies to provide support for pupils with SEN:

Phoenix Outreach; Blossom Tree speech and language therapy; Tower Hamlets Educational Psychology Service; Stephen Hawking Outreach; Tower Hamlets Support for Learning Service; Barts Health NHS Trust;

BASS; Tower Hamlets CAMHS (Child and Adolescent Mental Health Service); ASDAS (Autistic Spectrum Disorder Assessment Service)

## 5.9 Expertise and training of staff

Our SENCO has PG Cert National Award for SEN co-ordination and has been in post for 8 years.

They work full-time across both school sites.

We have a team of teaching assistants, who are trained to deliver SEN provision.

In the last academic year, staff have been trained in courses at Phoenix school and running speech and language interventions, with support from our speech and language therapist

## 5.10 Securing equipment and facilities

The school purchases, when needed, specialist equipment to support students with SEND. When appropriate, we work with external agencies to secure the correct equipment and facilities for these students. We strive to increase the extent that disabled pupils can participate in the school's curriculum by improving the physical environment of the school and the delivery of information for these students.

## 5.11 Evaluating the effectiveness of SEN provision

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

Reviewing pupils' individual progress towards their goals each term

Reviewing the impact of interventions after six weeks

Monitoring by the SENCO

Holding annual reviews for pupils with EHC plans

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

All of our school visits are available to all our pupils, and we ensure support for pupils with SEN. This might be extra adult support, breaks throughout the visit or accessing sites in smaller groups.

All pupils are encouraged to go on our Year 6 residential trip

All pupils are encouraged to take part in all special events across the school year, such as sports day and end of year performances.

Individual risk assessment are sometimes used to ensure that pupils can access all activities in school

## 5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Through direct teaching and planning in PSHE lessons

Pupils with SEN meet with Learning Mentor and participate in interventions to support well being

Pupils with SEN may be supported with specific behavioural strategies, such as reward charts, individual behaviour plans and social stories

We have a zero tolerance approach to bullying.

## 5.14 Working with other agencies

We work with a range of external agencies, such as; Phoenix Outreach, Tower Hamlets Support for Learning Services and Blossom Tree speech and language therapy.

We work with health services, such as occupational and physiotherapists. External agencies provide individual expertise and advice for teachers and teaching assistants to support children in school. This includes identifying intervention support, advising families and training staff in school

### 5.15 Complaints about SEN provision

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

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

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

### 5.16 Contact details of support services for parents of pupils with SEN

The SEND information, advice and support service (SEND IASS) is a self-referring service that offers advice, information and support to parents or carers of children and young people with special educational needs and disabilities (SEND) from birth to 25 years old.

You can contact SEND IASS by email on TowerHamlets&City.SENDIASS@towerhamlets.gov.uk or call 020 7364 6489 (Monday to Friday, 9am- 5pm).

SEND IASS is at the Parents Advice Centre which is located at 30 Greatorex Street, E1 5NP

### 5.17 Contact details for raising concerns

If you have concerns about your child's progress, you should speak to your child's class teacher

If you have further concerns, you should speak to Phillip Taylor –SENCO.

You can contact the school office: by phone on 0208 980 1004 or email admin@bonner.towerhamlets.sch.uk and an appointment arranged to discuss your child's needs.

### 5.18 The local authority local offer

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

## 6. Monitoring arrangements

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

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

Admissions policy

Anti-bullying policy

Behaviour Policy

Child Protection and Safeguarding

Managing medicines Policy