

Underhill School and Children's Centre



Special Educational Needs and Disabilities (SEND)
Report

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Our school's approach to supporting pupils with SEND

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Underhill School and Children's Centre, we value the diversity of all children and adults in the school and recognise their individual interests, abilities and learning needs. Inclusion at our school is seen as being the responsibility of everyone, not just a few, and is not viewed as being only to do with high educational needs. We continually strive to create an environment in which all adults and children can thrive regardless of their ability, gender, social background or ethnicity.

All Barnet Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils regardless of their specific needs make the best possible progress in school.

We adhere closely to the three key principles for inclusion as set out in the national curriculum. These principles recognize the need for us to:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and provide accurate assessment for individuals and groups of pupils.

Catering for different kinds of SEND

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia,
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD).
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- **Moderate/severe/profound and multiple learning difficulties**

The Inclusion Team

Name of staff member	Job Role
Sue York	SENDCo (Special Educational Needs and Disabilities Coordinator) Mental Health First Aider
Jane Wood	Designated Safeguarding Lead (DSL) Lead teacher for LAC and PLAC Mental Health First Aider
Kate Woods	Attendance and Admissions Lead Welfare Officer Senior First Aider
Joel Long	Learning Mentor Mental Health First Aider
Nicola Hayles and Jennie Reed	Co-Headteachers Deputy DSLs

All members of the Inclusion Team can be contacted at:

Underhill School and Children's Centre
Mays Lane
Barnet EN5 2LZ

Tel: 0208 449 2423

Email: office@underhill.barnetmail.net

The Co-Headteachers can also be contacted on: head@underhill.barnetmail.net

Securing and deploying expertise

Underhill School and Children's Centre has an ethos which promotes inclusion. There are children with SEN in every class, therefore all teachers are teachers of children with SEN and all staff play a vital role in ensuring the full integration of pupils with SEN. The school ensures access to a broad and balanced curriculum (including the Foundation Stage and National Curriculum) in the following ways:

- Staff have awareness of teaching and learning styles.
- Flexible employment of support staff e.g., individual support, group support, in class support and withdrawal intervention programmes. .
- Classrooms are sensory smart e.g. The use of visual timetables and coloured overlays where necessary, neutral colours used in displays.
- The school takes all reasonable steps to modify/adapt the learning environment (including educational visits) to meet the individual needs of the children.
- Teachers plan lessons according to the specific needs of the children in their class and ensure that tasks are adjusted to best facilitate learning; this may be through adaptation, small group work or through 1 to 1 support.
- Teachers use different grouping methods and activities carefully matched to pupils' abilities and marking/feedback always supports the next steps in learning. Learning opportunities are adapted to support the needs of the class, including those pupils with SEN and those pupils who are more able.
- Lesson plans are adjusted to enable curriculum access and independence through assessment for learning. We encourage all pupils to work independently through the use of resources suited to their different learning styles.
- Where a pupil has significantly greater needs, a personalised approach is used which entails greater adaptation. The SENCo will work closely with class teachers and teaching assistants to support this.
- The school works closely with all external agencies and specialist provisions eg Inclusion Advisory Team and the Autism Advisory Team to secure specialist expertise in order to support children with SEMH and SEND

Identifying and assessing pupils with SEND

The Code of Practice 2015 defines SEND as follows:

“ A child or young person has SEND if they have 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 he or she:

- a) 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
- b) Has a disability which prevents him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Where pupils' progress is significantly slower than that of their peers or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND. Information will be gathered, an Initial Concern and Identification of Needs form will be completed by the teacher and adults working with the child, this includes seeking the views of the parents and the pupil. If greater support is considered necessary, a SEND support plan will be written by the class teacher, this will include input from the child, parents and any external services that may be involved. This will be reviewed with the teacher three times a year.

Our arrangements for consulting with parents/carers of children with SEND and how we involve them in their child's education

Class teachers are available to discuss any parental/carer concerns with regards to their child and their progress. Meetings can be arranged via the school office or directly with the class teacher.

The SENDCo is available to meet with you to discuss your child's progress or any worries or concerns you may have.

Any information or reports we receive about a child will be discussed with parents/carers directly, or where this is not possible, a written report will be provided.

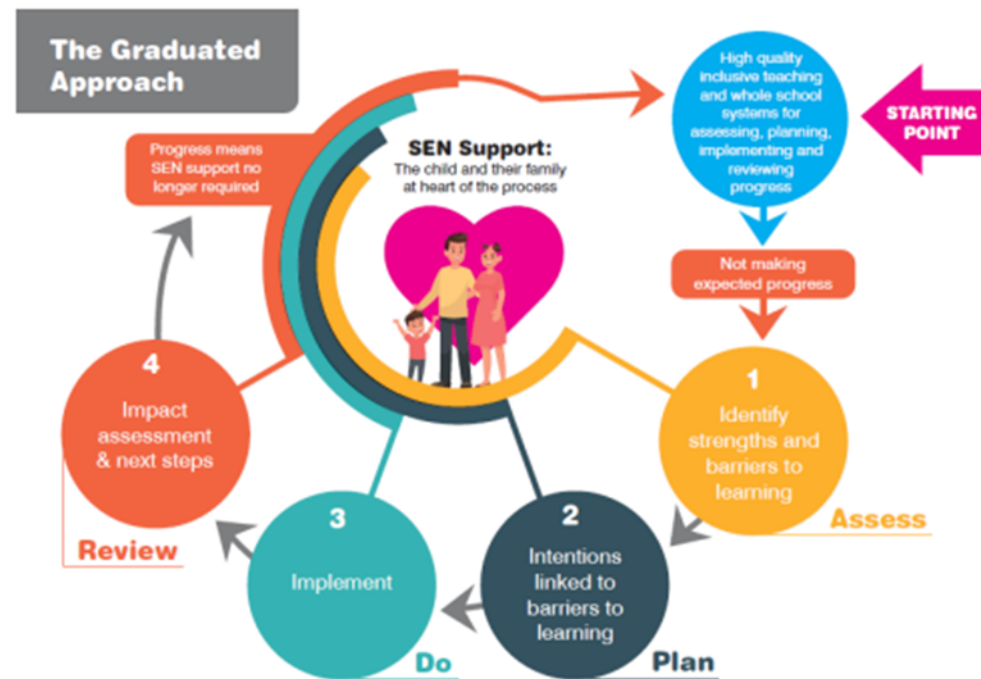
Personal progress targets and interventions will be discussed with parents/carers each term.

Parents are invited in for termly meetings to discuss their child's progress against their EHCP or support plan targets, and to gain both the parent and child's views.

For children with an EHCP, parents are invited to the annual review meeting to discuss progress and to develop new targets for the next year.

Progressing towards outcomes

If a child is identified as having SEN, we will provide support that is '**additional to**' or '**different from**' the differentiated/adapted approaches and learning arrangements normally provided as part of high quality, personalised teaching, intended to overcome their barrier to their learning. When we provide support that is "additional to" or "different from" we engage in the 'Assess, Plan, Do and Review' process, as highlighted in the Code of Practice.



When providing support that is '**additional to**' or '**different from**' we engage in a four- stage process: Assess, Plan, Do, Review.

- **Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher (via Pupil Progress meetings), and assessments.
- **Plan** – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Individual SEN support plan and will form the basis for termly review meetings.
- **Do** – provide support—extra assistance for learning or learning aids – as set out in the plan.
- **Review** – measuring the impact of the support provided, and considering whether changes to that support need to be made. All of those involved – child, their parents or carers, teacher and SENDCo contribute to this review. This stage then informs the next cycle, if necessary meetings with Teachers and Teaching Assistants (TAs) to discuss progress of children are regularly held, as well as termly Pupil Progress Meetings.

Teaching approach

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils.

Class teachers continually monitor the progress of the pupils in their class. In addition, we assess children each term and a pupil progress meeting will take place involving the class teacher and the senior leadership team. At this meeting, we will look if any extra support or intervention is needed. We will also evaluate the impact of interventions currently in place. The progress of children with an EHCP plan is formally reviewed at an Annual Review Meeting with all adults involved in the child's education and the parents present.

Additional support or 'intervention' will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of children with similar needs. A teacher or trained teaching assistant may run these interventions. The support provided, and its impact in class, will be monitored closely. For a small number of children, their needs may require access to technology e.g. modified ICT equipment, recording devices etc. Underhill School staff are trained in the different interventions that we use in school and this training is up-dated as necessary. We use specialist expertise in the Local Authority that is available to us. While the majority of children with SEND will have their needs met in this way, some may require an Education, Health and Care Plan (EHCP). This means that a request will be made to the Local Authority for an assessment to be made to determine whether it is necessary for the Local Authority to make provision for that child

Adaptations to the curriculum and learning environment

Any additional support or 'intervention' will be specifically tailored to meet the child's needs and will target the area of difficulty. This support may be provided in class, on a one to one basis or as part of a small group of learners with similar needs. A teacher or trained teaching assistant may run these 'interventions'. The support provided and its impact in class, will be monitored closely.

Underhill has a SEND Safe Space (Blossom Room) for children who are unable to access the mainstream classroom for part of the day. These children are heavily supported by outside agencies and work on a bespoke curriculum.

The Zones of Regulation are used to support children's understanding of emotions and how to identify and manage their feelings. All staff wear the Zones on their lanyard and all children who require it, have their own set to refer to. The Zones of Regulation are used with all pupils across the school.

In all classrooms, Quality First Teaching provides children with individualised learning and resources/support to be able to progress and complete tasks. This may include adult/peer support, word banks, phonics mats, stem sentences to allow a child to complete writing independently, word banks, manipulatives in maths and modelled pieces of work. Classroom displays are sensory smart, to prevent cognitive and sensory overload, and focus on current or relevant learning.

Teaching is tailored to provide both challenge and support, encouraging everyone to achieve their potential through a curriculum that is both broad and balanced. We aim to achieve this by helping children overcome barriers to learning by matching tasks to pupils' needs, adjusting the curriculum and thus enabling full participation and including them within all aspects of their class and school life.

While the majority of learners with SEND will have their needs met in this way, some may require an Education, Health and Care Plan (EHCP) assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHCP.

How do we assess the impact of interventions?

Interventions used are those that are proven to make a difference to most learners. We use a baseline assessment at the beginning of each intervention - this provides an initial point for measuring progress and then a target outcome is set. Progress is reviewed each half term to ensure that the intervention is having the intended effect. Should the progress be less than anticipated, we will give consideration to adapting the frequency and/or the intensity of the intervention.

If difficulties still persist despite high-quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This could involve: Speech and Language Therapy services, Occupational Therapist, Physiotherapist, an Advisory Support Teacher, Educational Psychologist or health services such as a Pediatrician.

Involving key stakeholders

In addition to the above, we work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist
- Inclusion Advisory Team
- Autism Advisory Specialists.
- Speech and Language Therapists
- Barnet Visual Impairment Team.
- Barnet Hearing Impairment Team
- Occupational Therapists

- Barnet Integrated Clinical Services (BICS)
- Physiotherapists
- CAMHS
- Resilient and Well-being Team

Supporting emotional and social development

We understand that some children have extra emotional and social needs. These needs will often present through behavioural difficulties, anxiousness and becoming uncommunicative. We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Staff support pupils with their Pastoral Support and friendship issues.
- Social skills groups run for identified children.
- 1:1 mentoring for identified children.
- Playtime support through planned activities
- Children are fully included in activities where possible. All children are encouraged to work together.
- If a child is struggling to understand how to make friends, social stories are made available.
- New children (or if a child is struggling in the playground) are provided with an appropriate buddy.
- Staff will monitor children with SEND, and encourage/support them to interact with others.
- Lunchtime clubs
- After school clubs
- We have a zero tolerance approach to bullying.

Evaluating effectiveness

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 6/8 weeks depending on the intervention
- Using pupil questionnaires
- Monitoring by the SENCO

- Using provision maps to measure progress
- Holding annual reviews for pupils with an EHC plans

Inclusivity in activities

All of our extra-curricular activities and school visits are available to all our pupils, including our Breakfast and After School clubs. Attendance to these will be discussed with the SENDCo and parents in order to ensure the correct support is in place based on the risk assessment

All pupils are encouraged to go on school trips. Attendance to these will be discussed with the SENDCo and parents in order to ensure the correct support is in place. A risk assessment is carried out and parents may be asked to support their child on the day.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The School's Accessibility Plan can be found on our website.

Transition support

Transition is a part of school life—whether that involves moving to a new class, new phase or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, children and staff to ensure that transitions run as smoothly as possible.

Planning for transition within school will take place in the summer term; arrangements for transition to Reception, KS1, KS2 and Secondary school for pupils with SEN will be planned according to individual needs.

For children with SEND who are joining Underhill School in Reception, the SENCo and class teacher will make contact with the parents or carers and the previous provider to ensure a smooth transition. Where possible, the class teacher and SENCo will visit the child at home as well as visiting the child in the previous setting. Children and families may be invited in for extra visit days before starting, and a graduated timetable may be used to support a smooth and confident start at Underhill.

To prepare for the transition to Secondary school, the SENDCo will start to work with parents when their child is in Year 5, in order to ensure that parents are supported to look at and apply for the most appropriate school for their child.

During Year 6, once the next school is confirmed, detailed information is shared with the SENCo at the child's next school. This information will outline needs and support that has proven effective. The SENDCo will arrange meetings with the new school SENDCo if appropriate. Extra visit days to the new school may be planned. In addition, all children in Year 6 undertake learning and work around moving to secondary school as part of the year 6 curriculum.

Handling complaints

Complaints about SEN provision in our school should be made following the school's Complaints policy, which can be found on the school website or requested through the school office.

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:

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Local Offer

The LA Local Offer

- The Children and Families Bill requires Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Additional support

- Barnet Local Authority – Local Offer <https://www.barnetlocaloffer.org.uk/>
- Barnet SEND Information, Advice & Support Service (Formally known as Barnet Parent Partnership) – free, independent, confidential and impartial advice and support to parents/carers
Phone: 020 8359 7637
www.barnet.gov.uk/children-and-families/barnet-send-information-advice-and-support-service-sendiass/about-sendiass