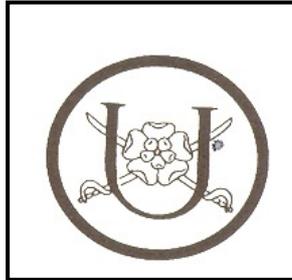


# SEN policy and information report

## Underhill School and Children's Centre



inspire ■ courage ■ fun ■ respect ■ nurture

**Approved by:** [Name]

**Date:** [Date]

**Last reviewed on:** [Date]

**Next review due by:** [Date]

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## 1. Aims

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.

## 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 which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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 SENCOs

The SENCOs in Underhill School and Children's Centre are:

Ms Sue York and Ms Teleri Ruben

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
- 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 SEN up to date

#### **The Inclusion Team:**

Name	Title	Contact Details
Sue York	SENDSCO (Special Needs and Disability Co-ordinator)	Underhill School Mays Lane Barnet Herts EN5 2LZ Tel: 020 8449 2423 Email : office@underhill.barnetmail.net
Teleri Ruben	SENDSCO (Special Needs and Disability Co-ordinator)	
Maria Stock	Welfare Officer/ Designated Safe Guarding Lead.	

## **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 headteachers**

The headteachers will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in 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
- Ensuring they follow this SEN policy

# **5. SEN information report**

## **5.1 The kinds of SEN that are provided for**

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, 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

## **5.2 Identifying pupils with SEN and assessing their needs**

We aim to ensure the early identification of children with a Special Educational Need or Disability (SEND.) All children are observed and monitored by the class teacher, teaching assistants, formal and informal assessments are made, and pupil progress meetings are held each term. We track and identify children 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 a pupil is recorded 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. Often Interventions/support programmes are then implemented and monitored to ensure that the child makes progress.

### **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

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### **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 or subject 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 and behaviour
- Other teachers' assessments, where relevant
- 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 assessment will be reviewed 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 preparing for adulthood**

First it will begin with consultation with parents/carers in how we can best meet the needs of the child through any change in Educational placement. We will link with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child. This may be through visits to the new school for both children and parents, with support from the learning mentor/teaching assistant. We will also create a link between the SENCO at a child's new school to enable a transfer of background knowledge. Finally we will work on a transition unit of work to make the child comfortable in leaving but happy to move to a new school.

## **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.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated 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 a statement or EHCP plan is formally reviewed at an Annual Review Meeting with all adults involved in the child's education and the parents present.

We are a fully inclusive school, which ensures that all pupils achieve their full potential; this will be through quality first teaching, differentiation, small group work or through 1 to1 teaching. Sometimes children will need targeted support, Underhill School and Children's Centre has many targeted interventions, some of which are short intensive programs.

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- 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 environment to ensure it is accessible by all pupils.
- Adapting our resources 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 work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist
- Autism Advisory Specialists.
- Speech and Language Therapists
- Barnet Visual Impairment Team.
- Barnet Hearing Impairment Team
- Occupational Therapists
- Physiotherapists
- CAMHS
- Primary Mental Health Care
- Resilient and Well-being Team

## **5.9 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 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 statements of SEN or EHC plans

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

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.

### **5.11 Support for improving emotional and social development**

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
- Pupils with SEN are also encouraged to be part of Bluesbusters to promote teamwork/building friendships etc.
- Our Learning Mentors support pupils with their Pastoral Support and friendship issues.
- We have a Nurture Room (Bonsai) where pupils can attend sessions.
- We have a classroom (Rainbow) which provides a quieter environment for pupils who may find the classroom too busy or noisy for them to learn in.

We have a zero tolerance approach to bullying.

### **5.12 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the Mrs Carole Bye (PA to the Head teachers) 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:

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

### **5.13 The local authority 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.
- Barnet's Local Offer can be found here <https://www.barnetlocaloffer.org.uk>

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCos **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:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

## 8. Contact details of support services for the parents of children with SEN

- Barnet Local Authority – Local Offer – [www.barnet.gov.uk/SEND](http://www.barnet.gov.uk/SEND)
- 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      email: [SendIASS@barnet.gov.uk](mailto:SendIASS@barnet.gov.uk)