



## **The Gem Federation**

### **Special Educational Needs and/or Disability (SEND) Policy**

This policy should be read in conjunction with our SEND Information reports which are published on our federation websites: [www.keyworth.southwark.sch.uk](http://www.keyworth.southwark.sch.uk) & [www.bessemergrange.southwark.sch.uk](http://www.bessemergrange.southwark.sch.uk) and paper copies can be obtained on request.

#### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014).

#### **Definition**

The Code of Practice 2014 states that:

‘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 him or her.’

The Four broad areas of need identified within the SEN Code of Practice 2014 are:

- Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc)
- Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia etc)
- Social, Emotional and Mental Health (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc)
- Sensory and/or Physical (Visual impairment, hearing impairment, sensory needs (e.g. autism), toileting issues, physical

#### **Aims**

The Bessemer and Keyworth Federation is a fully inclusive federation that welcomes and celebrates diversity. We are truly committed to our federation mission:

***We want every child to leave the Bessemer and Keyworth Federation wanting and determined to make a difference in the world, and having the skills to do so.***

In addition to the general aims and objectives of the federation we try to:

- Provide the best available learning conditions for each pupil, promoting development in understanding and social maturity alongside their peers wherever possible.
- Provide a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.
- Provide necessary support over and above that which can be reasonably provided by the class teacher.
- Involve parents, carers and children in discussions about any difficulties and plan appropriate action with them.
- Ensure that pupils make the greatest progress possible.



- Encourage integration and inclusion of all pupils.

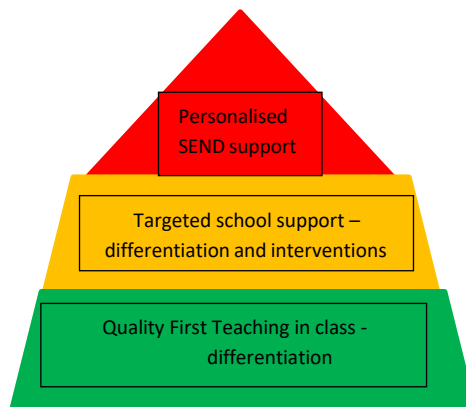
The assessment and review procedures are as proposed by the Code of Practice and are delivered through a graduated response. This recognises that there is a continuum of special educational needs and that an increase in specialist expertise is necessary when children don't make the expected amount of progress.

### **Identification, Assessment, Monitoring and Review Procedures**

The federation's framework will adopt a graduated response, which is the model set out in the Code of Practice. Where a child is not making adequate progress additional or different action should be taken to help the child towards independent learning.

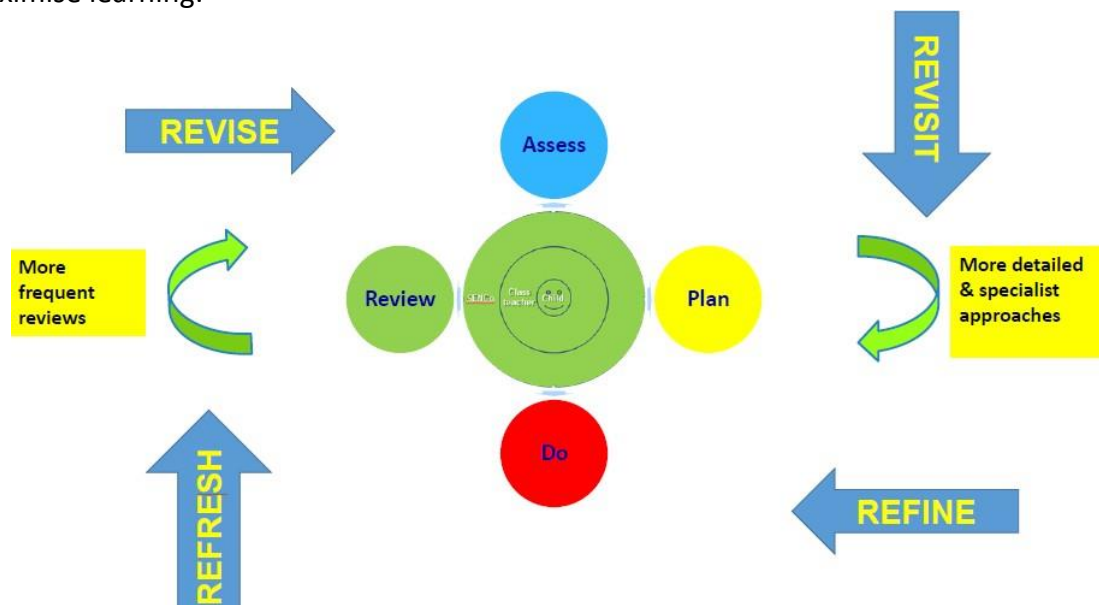
Built into this system are the processes for monitoring and review and particularly liaising with parents and pupils.

The graduated response will follow three stages.



### **Guidelines and approaches to teaching and learning**

All children receive quality first teaching based on this graduated, assessment cycle to maximise learning:





To ensure that all children have access to the full range of the National Curriculum and beyond, curriculum plans need to be appropriate to children with special educational needs. It is therefore essential to ensure that:

- All staff know which pupils have special educational needs and/or disabilities, **the nature of these needs**, and **how best to meet these needs**
- Maximum access and progress are possible through providing **differentiated work and the graduated cycle**
- **Adequate resources, support and training** are available to staff
- **Teaching strategies** are responsive to different learning styles and facilitate meaningful and effective learning for all pupils
- There is **constant monitoring, evaluation and review of the effects of the curriculum**

### **Roles and responsibilities**

The **Head Teacher** has been designated the role of responsible person.

- The responsible person must be informed by the LA when they conclude that a pupil at the school has special educational needs – i.e. following the issue of a statement or when a child with a statement is seeking to transfer to the school.

The **Senior Leadership Team** work towards the school's aims by:

- Monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Establishing staffing and funding arrangements in consultation with the school's governing body
- Informing parents (via the Governors' Annual Report) about the success of the policy, any significant changes anticipated following consultation with the LA, other schools or evaluation.
- Keeping adequate and termly records of the nature, extent and outcomes of targeted support provided for every pupil with identified needs.

The **Special Educational Needs Coordinator (SENCo)** and/or Inclusion Manager

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports the teaching assistants in delivering interventions;
- works with individual teachers devising ILP's and/or individual provision maps;
- supports and advises colleagues;
- oversees the support given to SEND pupils by class teachers and support staff;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;



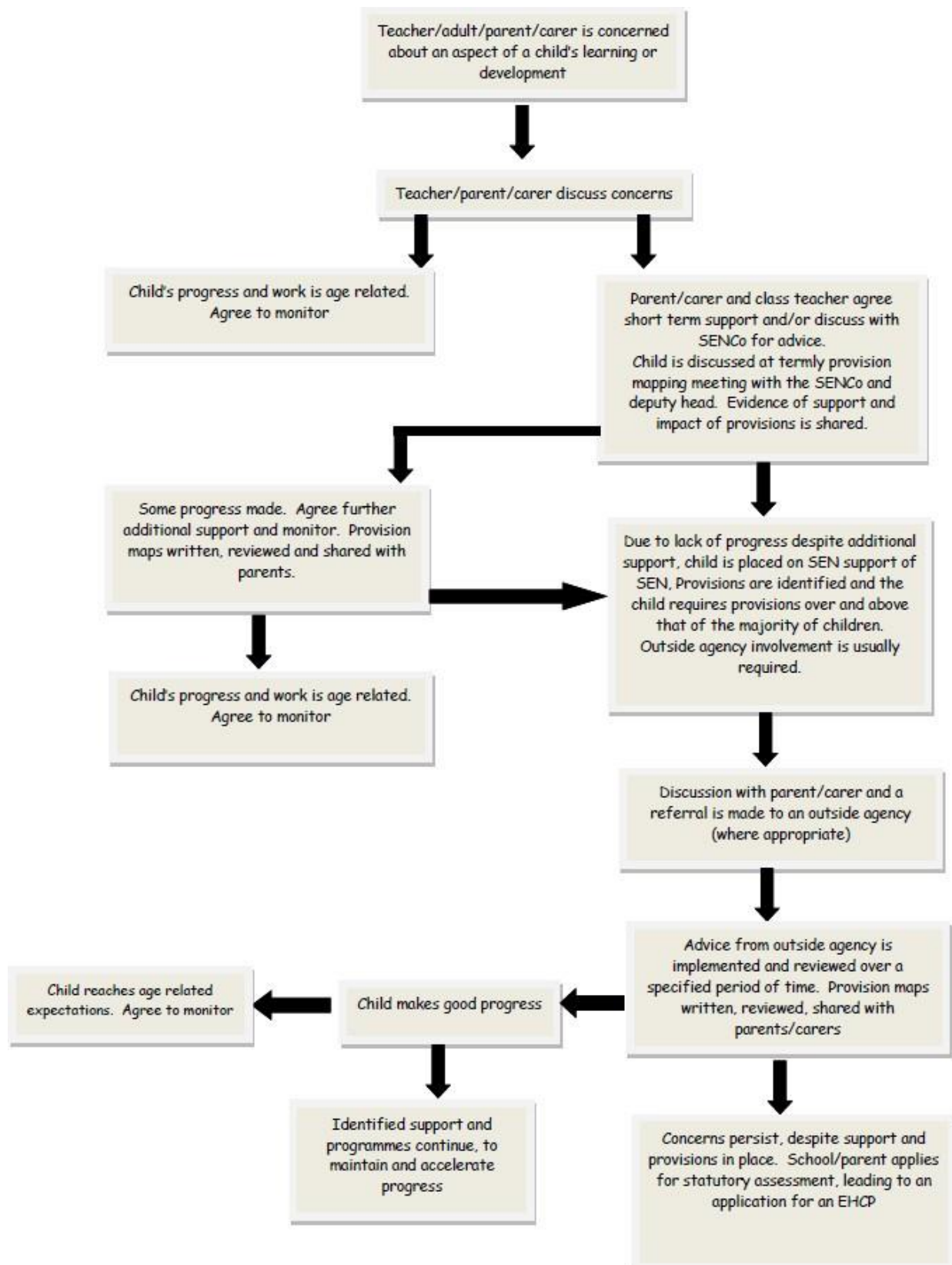
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.
- Contributes to pupil progress meetings

**Federation Inclusion Manager: Kristin Hoogland**

**Federation SENDco: Lori Knight**



## The stages taken if an adult is concerned about a child's learning.





## **Appendices to SEN Policy**

### **Categories of SEN Pupils**

Our definition of special educational needs is the same as that adopted by the Code of Practice:

1. 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 him/her.
2. A child of compulsory federation age or a young person has a learning difficulty or disability if he or she:
  - has a significantly greater difficulty in learning than the majority of others the same age, or
  - 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 federations or mainstream post-16 institutions

In most cases they will have difficulty acquiring basic numeracy and literacy skills and may have significant speech and language difficulties. Some may also have poor social skills and may show signs of emotional and behavioural difficulties.

3. Some children have a specific learning difficulty, which means that they have significant difficulties in reading, writing, spelling or manipulating number, which are not typical of their general level of performance. They may gain some skills in some subjects quickly and demonstrate a high level of ability orally, yet may encounter sustained difficulty in gaining literacy or numeracy skills.
4. Children with social, emotional and/or mental difficulties often have significant learning difficulties. They may fail to meet expectations in federation and may also disrupt the education of others. Their difficulties may result from abuse or neglect, physical or mental illness, sensory or physical impairment, or psychological trauma. Their mental illness, sensory or physical impairment, or psychological trauma. Their difficulties often become apparent in a wide variety of forms - including withdrawn or depressive attitudes, federation phobia, disruptive anti-social and uncooperative behaviour, frustration, anger and threat or actual violence.
5. A child's physical disability may be the result of an injury, which might have short or long term consequences, or may arise from a congenital condition. Such difficulties may, without action by the school, limit the child's access to the full curriculum.
6. Some children suffer a degree of sensory impairment, which may affect their ability to learn. A significant proportion of children suffer some degree of hearing difficulty. Early recognition, diagnosis and treatment or remediation of hearing difficulties is essential if the child's language acquisition and academic attainment are not to suffer. Visual difficulties may take many forms with widely differing implications for a child's education. The major issue in identifying and assessing the child's special educational needs will relate to the degree of functional sight, partial sight of blindness and the child's ability to adapt socially and psychologically as well as the progress in an educational context. Some children begin school with significant



speech and language difficulties, which impair their ability to participate in the classroom. This may in turn have serious consequences for the child's academic attainment and give rise to emotional and behavioural difficulties. The early identification of such speech and language difficulties and prompt remedial action is therefore essential.

7. Some medical conditions may, if appropriate action is not taken, have a significant impact on the child's academic attainment and/or may give rise to emotional and behavioural difficulties. Consultation and open discussion between the child's parents, the school, the school nurse or the child's GP, the community paediatrician and any specialist services providing treatment for the child, will be essential to ensure that the child achieves maximum progress and also that the child is not unnecessarily excluded from any part of the curriculum or school activity.

**\*Children with special educational needs are not seen as different from other children but as part of a continuum of needs and provision. Some children will have special educational needs that are relatively short term.**

**\*A child is not regarded as having a learning difficulty solely because the language of the home is different from the language in which he or she is being taught.**





## Education and Health Care Plans (EHCPs) – a brief guide

Where a child's special educational needs are thought to warrant more intensive support than can be offered at SEN support, an application for an EHCP can be made.

- This application can be initiated by any of the agencies involved with the child (e.g. schools, health, speech therapy etc) or by the child's parents / carers.
- This is simply done by the parent / agency writing to the Local Authority (LA) and asking for the process to be started. Please see the below leaflet for parents written by Southwark, of the timings and guidance for applying for an EHC assessment:

The EHC Plan will cover ALL the child/young person's needs (Education, Health and Care will all work together). The child/young person and their family will be at the heart of the process.

Stage 1 Weeks 0 to 6	Stage 2 Weeks 6 to 12	Stage 3 Weeks 12 to 16	Stage 4 Weeks 16 to 20
<p>A request for an EHC assessment is submitted by educational setting or yourself.</p> <p>Parent Partnership will contact you to offer a meeting to explain services available to you including the process and the Local Offer.</p> <p>A Multi-Agency Panel will be held to decide if an assessment is needed, based on the criteria set by Education, Health and Social Care.</p> <p>If an EHC assessment is not necessary: The case will be referred to the Early Help Service. You have the right to appeal at this stage.</p>	<p>You will meet with an SEN Team member who will explain what will happen during the assessment period.</p> <p>You will provide written advice which forms part of the assessment process.</p> <p>Professionals involved with you or your child will be identified (this may be done in the meeting with the SEN Team member) and contacted to submit reports.</p>	<p>All information collected in stage 2 will be submitted to the Multi-Agency Panel. It will be decided if an EHC Plan is necessary.</p> <p>If an EHC Plan is necessary: An EHC Plan production meeting will be arranged to start composing the plan. The plan will be drafted by staff from the SEN Team, working with you/your young person and the professionals involved.</p> <p>A draft EHC plan will be sent to you/your young person and professionals to check and approve. You/your young person will have the chance to express a school preference at this stage.</p> <p>If an EHC Plan is not necessary: The case will be referred to the Early Help Service. You have the right to appeal at this stage.</p>	<p>The SEN Team and your Caseworker will work with you to create a final EHC plan.</p> <p>Once finalised you will be sent a final copy of the EHC plan and all professionals will receive a copy.</p> <p>If you are not in agreement with the EHC Plan you have the right to appeal.</p> <p>The EHC Plan will be reviewed annually.</p>

- Every EHC plan is reviewed once a year, in the Annual Review. Again, this is a statutory requirement. During the Annual Review, schools have to give account for how they have used the extra support provided by the LA as well as reviewing all the outcomes that were set for the child and the progress made.
- This process of Annual Reviews continues throughout the child's time in educational provision, unless the LA decides to discontinue the EHC plan.